



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

<b>Policy n° 1999-ED-03:</b>	<b>Program of Studies for the Elementary School</b>  GOAL: To establish the framework in which the Sir Wilfrid Laurier School Board and its schools will fulfill their respective responsibilities under the Education Act with respect to the implementation of the program of studies approved by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) and of the Basic School Regulation as it applies to Kindergarten and Elementary Education.
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*NOTE: The masculine gender, when used in this document, refers to both women and men. No discrimination is intended.*

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## **1.0 Program of Studies for the Elementary School in the Sir Wilfrid Laurier School Board**

The Sir Wilfrid Laurier School Board is committed to ensuring quality education for all students with a view to providing an educational environment where all students will succeed. Its mission is to impart knowledge to develop skills and attitudes, to foster social development and to help the students acquire the qualifications to meet their personal and occupational goals. The school board will direct its human, financial and material resources to support a school system, which satisfies its mission within the context of providing the students with the necessary skills and attitudes required for lifelong learning.

While the Sir Wilfrid Laurier School Board consists of diverse school communities with its own educational projects, each Elementary school is expected to create a school culture that develops positive attitudes towards continuous learning and expects achievement for all. It is believed that all students can learn if they are given the necessary means and opportunity. In this context, and predominating all of Elementary education, it is the resolve of the School Board to provide the students with the necessary abilities for lifelong learning.

Within the framework of the rights, responsibilities and obligations set out in the Education Act, the Basic School Regulation of the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) and the policies of the School Board, each Elementary school is empowered to develop its unique character through an educational project which will be reflected in its program of studies and its co-curricular and extra-curricular programs.

The Elementary schools will endeavour to stimulate all students to acquire the basic knowledge and skills that will help them to develop their ability to think for themselves and to assimilate the concepts studied. As they acquire this knowledge, students will develop the study skills and work methods that they will need for success in the world. As well, they will familiarize themselves with other learning content relevant to living in a technological and pluralistic society and with the values to be promoted within the society.

The Elementary schools will provide a program of studies which responds to their students' needs. In doing so, the schools will establish an educational plan which defines the program of studies, the time allocation for various subjects to attain the educational goals, the adaptation and the enrichment of the curriculum, and methods for evaluation. Inherent in the teaching of all subjects will be cross-curricular competencies related to intellectual and methodological skills, personal and social skills, and language skills. So that all students will be able to contribute fully to their community, Quebec society and Canada, the teaching of English and the teaching of French will be vital components of the school's educational plan.

All Elementary schools are organized into three two-year cycles: Cycle One Elementary: year 1 and year 2; Cycle Two Elementary: year 1 and year 2; and Cycle Three Elementary: year 1 and year 2. Each cycle will provide quality and comprehensive education in all subjects as required by the Basic School Regulations: Languages; Mathematics, Science and Technology; Social Science; Arts; and Personal Development.

## **2.0 Responsibilities of the School Board**

- 2.1 The School Board will support the schools in the attainment of their educational project and school success plan and the implementation of their educational plan by distributing equitably its human, financial and material resources.
  - 2.1.1 The School Board may require a change in an educational project and school success plan of a school after studying the impact on the financial, material and human resources of the School Board and on the collective agreements of the various categories of employees.
- 2.2 The School Board will verify that the program of studies offered in each school respects the Education Act, the Basic School Regulation and complies with the policies of the School Board.
- 2.3 After consultation with teachers, non-teaching professionals, and school administrators, the School Board will develop and establish standards for the program of studies in the schools.
- 2.4 The School Board will ensure that schools provide at least 75% of the suggested time allocation of the compulsory subjects as stated in the Basic School Regulation. An exemption of any subject from this requirement must be authorized by the School Board.
  - 2.4.1 In the case where the school's educational project includes a French Immersion program, the school will be exempted from the 75% minimum of the suggested time allocation for English Language Arts. These schools must offer minimally 300 minutes per week of instruction in English in levels 1-6.
  - 2.4.2 Mathematics must be taught in English.
  - 2.4.3 In the case where the school's educational project includes a French Immersion program, the schools may not offer more than 50% of French instruction of the suggested time allocation, in levels 1-6.
  - 2.4.4 In event that a school's subject time allocation exceeds 50% of subjects taught in French, the principal shall request authorization from the School Board. No requests exceeding 55% of subjects taught in French will be considered.

- 2.5 The School Board will verify that the textbooks and instructional materials approved by the MEES are used by schools when such materials are available.
- 2.6 The School Board, in cooperation with the Principal, will establish initiatives for the ongoing professional development of its staff as well as support school initiatives taken at the local level.
  - 2.6.1 The School Board will support professional development which focuses on the introduction of new programs, cross-curricular competencies, pedagogical innovations and information and communication technology.
- 2.7 The School Board will develop the technological infrastructure to provide distance education opportunities in the schools.
- 2.8 The School Board, in cooperation with the schools, will periodically evaluate the implementation of the Basic School Regulation, the programs of studies, textbooks and instructional materials as required by the MEES or to meet its obligations to the community it serves.

### **3.0 Responsibilities of the School**

- 3.1 The Governing Board is responsible for approving an educational plan (subject-time allocation) for the program of studies proposed by the Principal after consultation with the teachers. The educational plan will include:
  - 3.1.1 the approach to the implementation of the Basic School Regulation;
  - 3.1.2 the approach to enrichment or adaptation of the program of studies;
  - 3.1.3 the time allocation for each subject;
  - 3.1.4 the approach to ensure that all teachers in all subjects and all personnel place constant emphasis on the quality of written and spoken language in both learning activities and school life.
- 3.2 After approval by the Governing Board, the Principal will submit the educational plan (subject-time allocation) for the application of the program of studies for the forthcoming year to the School Board by January 15<sup>th</sup> of each year. The School Board will verify that these plans adhere to the regulations set by the MEES and the policies of the School Board and will advise the schools of its decision by January 30<sup>th</sup>.
- 3.3 The Principal must submit a request to the School Board for the implementation of special projects or courses which deviate from the Basic School Regulation and which require an exemption from the Ministère de l'Éducation. If approved, the School Board will apply to the Ministère de l'Éducation for the exemption for the school. For the implementation of a special project or course, authorization by the MEES must be received by January 15<sup>th</sup> of the year preceding implementation.
- 3.4 Annually, the School will make available to parents an information handbook based on the school's educational plan for the application of the program of studies.

### **4.0 Program of Studies**

- 4.1 The School must provide instruction in all subjects as prescribed by the MEES.
- 4.2 The School must organize time allocation of subjects within the framework of the regular school week (five (5) days or an equivalent) of 1500 minutes.

- 4.2.1 If a school wishes to organize the school week in other than a five (5) day framework, it must submit a request to the School Board for approval.
- 4.3 The School must ensure that the program of studies offered represents a balance between compulsory core subjects and complementary courses as required.
- 4.4 The School will implement the competencies of the compulsory subjects and ensure that their related skills are taught.
- 4.5 The School will encourage a teaching-learning process that will encompass not only the cognitive aspects of the curriculum but also the affective and social domains which lead to the acquisition of those behaviours, attitudes and values that will enable students to mature as independent, thoughtful and creative individuals.
- 4.6 The cross-curricular competencies related to intellectual and methodological skills, personal and social skills, and language skills will be integrated into and evaluated in all subjects.
- 4.7 Appropriate written and spoken language in all aspects of learning and school life will be used.
- 4.8 Information technology will be integrated in the delivery of all courses of study when and where applicable.
- 4.9 In order to offer a locally developed program, to carry out a special project or to provide for activities related to student services, schools may vary allotted time for a given subject as long as the requirements for competencies of the program of studies are met.
- 4.9.1 The Governing Board, on the recommendation of the Principal, may modify the time allocation to provide for a locally developed program of studies. Such a proposal by the Principal, after consultation with teachers, may include the teaching of other subjects in the time made available by the Governing Board's decision.
- 4.10 The School must ensure that students develop appropriate competencies in English and in French language skills.
- 4.10.1 A school may develop a French program of study which responds to the community needs provided that it respects the Basic School Regulation.
- 4.10.2 An average of at least 60 minutes per day of instruction in French and 60 minutes per day of instruction in English must be given from levels one to six.
- 4.11 Within the resources allocated by the School Board, each school will provide within its program of studies appropriate programs and/or resources to aid in the success of all students and, in particular, those students with special needs.
- 4.11.1 If the program of studies must be modified for a student with special needs, then an Individual Education Plan must be completed.
- 4.12 The School may produce a locally developed course of study. After approval of the Governing Board, the School will submit to the School Board a detailed description of the course of study including the course competencies to be developed, the means for the evaluation of the competencies, and the support materials. The School Board must approve a locally developed course of study prior to its implementation.

- 4.13 Distance education, with the help of information and communication technologies may be used to enrich individual instruction.
- 4.14 The School, with the approval of the Governing Board, may organize educational services other than those prescribed by the Basic School Regulation outside the regular school day or on non-school days.
- 4.15 The Principal is responsible for ensuring that the educational services provided at the school meet the standards of quality.
- 4.16 The Principal will ensure that standards with respect to the achievement of learning outcomes will be monitored through the implementation of the Sir Wilfrid Laurier School Board Policy on the Evaluation of Learning.
- 4.17 Annually, the Governing Board will inform the community served by the school of the services provided by the school and report on the quality of such services. A copy of the report will be sent to the School Board.

## **5.0 Educational Materials**

- 5.1 In keeping with the school budget, instructional material and equipment will be provided to students and to teachers.
  - 5.1.1 The Principal will provide each teacher with the required curriculum, appropriate support materials, textbooks and, when applicable, supplies and equipment for the course of study for which the teacher is responsible.
  - 5.1.2 The School will ensure that the students have access to materials required to master the competencies of each program of studies.
  - 5.1.3 Textbooks will be provided free of charge to students. However, students will be charged for lost or damaged books.
- 5.2 The Principal is responsible for approving, on the proposal of the teachers and after consultation with the Governing Board, the textbook and instructional material required for the teaching of the program of studies.
- 5.3 The purchase of workbooks and other consumable materials will be at the expense of the student's parents or guardians.

## **6.0 Co-curricular and Extra-curricular Programs**

- 6.1 The program of studies may include co-curricular and extra-curricular activities. Some of these activities may be held outside the regular school day.
  - 6.1.1 Co-curricular activities are those activities which are related to a particular subject but are held outside the normal classroom experience.
  - 6.1.2 Extra-curricular activities are those optional activities, which are social, cultural, or physical in nature and which may not be directly related to a particular course of study.
- 6.2 The Principal will be responsible for overseeing the co-curricular and extra-curricular programs which have been approved by the Governing Board resolution.

6.3 The Governing Board is responsible for approving activities which entail changes in the students' regular time of arrival and/or departure, or which require students to leave the school premises.

6.3.1 The school must inform, by completing the Sir Wilfrid Laurier School Board field trip information form (see appendix of Policy no. 2006-ED-07 – Field Trips: Co-Curricular and Extra-Curricular Activities), the Director of Pedagogical Services for all overnight co-curricular and extra-curricular activities one month prior to the date of the trip being held.

6.3.2 In case of unforeseen events, the Governing Board resolution must be forwarded with the completed Sir Wilfrid Laurier School Board field trip information form to the Director of Pedagogical Services prior to the date of the trip being held.

6.3.3 The Director of Pedagogical Services will inform the Director General of all trips that will take place outside of Canada.

In addition, the schools must forward the information on all high-risk activities and on all trips outside of Canada to the Material Resources Department, who will, in turn, advise the School Board insurer one month prior to the trip being held.

6.4 The School is encouraged to organize activities which promote positive interactions between students and sensitivity toward social concerns. These school life activities may take the form of school assemblies, student council, clubs, special projects and social action activities.

6.5 The Principal must ensure that all co-curricular activities are adequately funded by the school's budget or by fees charged to the participants. Provision must be made not to limit a student's participation should a fee be required.

6.6 The School will recognize that student participation in all extra-curricular activities is voluntary. Extra-curricular activities should reflect students' needs, the availability of staff, the school's facilities and the school's budget to support such activities. Activities should not be gender-biased.

## **7.0 Implementation**

7.1 This policy will take effect upon adoption by the Council of Commissioners.