



# RCDSB Programs Elementary

The following definitions, directions and notes provide context for the school-by-school analysis of programs offered by the District over time.

**Definitions:**

ENG - English with Core French

BKP - Bilingual Kindergarten Program

EFI - Early French Immersion

MFI - Middle French Immersion

FSL - French as a Second Language

FOS - Family of Schools

TBD - to be determined

Attendance Boundary School - school designated for student's home address

[Administrator Notes](#) - information that school administrators must communicate to their school community regarding upcoming changes in programs offered in the following school year(s)

**Directions:**

At the elementary level, the District offers three programs - ENG, EFI, and MFI.

- Grade 1 is the only entry point for EFI.
- Grade 4 is the only entry point for MFI.
- If students withdraw from the EFI or MFI program, they may finish the school year in the ENG program at their current school, but must return to their attendance boundary school the following September. They are not eligible to re-enter the same EFI or MFI program from which they withdrew.

**Notes:**

- (1) Where the Kindergarten program offered at the attendance boundary school is English with Core French, parents/guardians of students may choose:
  - to enrol their child in the English with Core French program for Kindergarten at their attendance boundary school, or
  - to enrol their child in the 50-50 bilingual Kindergarten program at the designated EFI program school within their FOS.
- (2) Where the Kindergarten program offered at the attendance boundary school is a 50-50, bilingual program, parents/guardians of students entering Grade 1 may choose the following at the attendance boundary school:
  - the English with Core French program, or
  - the EFI program.
- (3) All EFI programs that are currently designated Grade 1 to 3 may expand further into the junior/intermediate grades at their site based on enrolments in the FOS.
- (4) Community consultation regarding the potential introduction of EFI and/or MFI for Deep River FOS and Madawaska FOS will occur in Spring 2019.

Attendance Boundary School	Program Pathways	Transition Notes and Directions	
<b>ARNPRIOR FOS</b>			
AJC (see Note 2)	<b>For September 2019:</b>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b>
	<ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>Start-up of BKP</li> </ul>		<ul style="list-style-type: none"> <li>JKs in French program at WZD who live within the AJC attendance boundary must move back to AJC for SK (BKP) 2019-2020*</li> <li>SK to Grade 7 in French program at WZD remain at WZD</li> <li>SKs in ENG at AJC have the option of ENG Grade 1 at AJC <u>or</u> EFI Grade 1 entry at WZD</li> </ul>
	<b>Program Vision:</b>	2019-2020	<ul style="list-style-type: none"> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at AJC <u>or</u> EFI Grade 1 entry at WZD</li> </ul>
	<ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>BKP</li> <li>EFI Grade 1 to 3</li> </ul>	2020-2021	<ul style="list-style-type: none"> <li>EFI Grade 1 start-up at AJC which means Grade 1 students have the option of ENG Grade 1 <u>or</u> EFI Grade 1 entry at AJC</li> </ul>
		2021-2022	<ul style="list-style-type: none"> <li>EFI Grade 1 and 2 at AJC</li> </ul>
		2022-2023	<ul style="list-style-type: none"> <li>EFI Grade 1 to 3 at AJC</li> </ul>
		2023-2024	<ul style="list-style-type: none"> <li>EFI Grade 4 students transition to EFI Grade 4 at WZD (see Note 3)</li> </ul>
MCN (see Note 1)	<b>For September 2019:</b>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b>
	<ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>		<ul style="list-style-type: none"> <li>JKs in ENG at MCN have the option of ENG SK at MCN <u>or</u> BKP at WZD or QEL</li> <li>SKs in ENG at MCN have the option of ENG Grade 1 at MCN <u>or</u> EFI Grade 1 entry at WZD or QEL</li> <li>Grade JK to 7 in French program at WZD remain at WZD</li> </ul>
	<b>Program Vision:</b>	2019-2020	<ul style="list-style-type: none"> <li>JKs and SKs have the option of ENG at MCN <u>or</u> BKP at WZD or QEL</li> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at MCN <u>or</u> EFI Grade 1 entry at WZD or QEL</li> </ul>
WZD (see Note 2)	<b>For September 2019:</b>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b>
	<ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>BKP</li> <li>Alignment of EFI Grade 1 to 8</li> </ul>		<ul style="list-style-type: none"> <li>JKs in French program at WZD who live within the AJC attendance boundary must move back to AJC for SK (BKP) 2019-2020*</li> <li>SKs in BKP at WZD have the option of ENG Grade 1 <u>or</u> EFI Grade 1 entry at WZD</li> </ul>
	<b>Program Vision:</b>	2019-2020	<ul style="list-style-type: none"> <li>WZD continues with ENG Grade 1 to 8 <u>or</u> EFI Grade 1 to 8 with Grade 1 as the only entry point</li> </ul>
	<ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>BKP</li> <li>EFI Grade 1 to 8</li> </ul>		

\*Only exception would be if a permanent sitter address (on a consistent basis five days a week) is within the program attendance boundary area.

Attendance Boundary School	Program Pathways	Transition Notes and Directions	
<b>RENFREW FOS</b>			
ADM (see Note 1)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 6</li> </ul>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b> <ul style="list-style-type: none"> <li>JKs in ENG at ADM have the option of ENG SK at ADM <b>or</b> BKP at CEN</li> <li>SKs in ENG at ADM have the option of ENG Grade 1 at ADM <b>or</b> EFI Grade 1 entry at CEN</li> <li>JK to Grade 5 in French program at CEN remain at CEN</li> <li>Grade 6s in French program at CEN transition to RCIS</li> <li>Grade 7s in French program at RCIS remain at RCIS</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 6</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>JKs and SKs have the option of ENG at ADM <b>or</b> BKP at CEN</li> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at ADM <b>or</b> EFI Grade 1 entry at CEN</li> </ul>
CEN (see Note 2)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 6</li> <li>BKP</li> <li>Alignment of EFI Grade 1 to 6</li> </ul>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b> <ul style="list-style-type: none"> <li>BKP no longer includes students from QEL attendance boundary area.*</li> <li>SKs in BKP at CEN have the option of ENG Grade 1 <b>or</b> EFI Grade 1 entry at CEN</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 6</li> <li>BKP</li> <li>EFI Grade 1 to 6</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>CEN continues with ENG Grade 1 to 6 <b>or</b> EFI Grade 1 to 6 with Grade 1 as the only entry point</li> </ul>

Attendance Boundary School	Program Pathways	Transition Notes and Directions	
<b>RENFREW FOS continued</b>			
QEL (see Note 2)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 6</li> <li>BKP</li> <li>Start-up of EFI Grade 1</li> </ul>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b> <ul style="list-style-type: none"> <li>JKs in BKP at QEL remain at QEL</li> <li>SKs at QEL have the option of ENG Grade 1 <u>or</u> EFI Grade 1 entry at QEL</li> <li>Grade 1 to 5 in EFI at CEN remain at CEN</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 6</li> <li>BKP</li> <li>EFI Grade 1 to 3</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 <u>or</u> EFI Grade 1 entry at QEL</li> </ul>
		2020-2021	<ul style="list-style-type: none"> <li>EFI Grade 1 and 2 at QEL</li> </ul>
		2021-2022	<ul style="list-style-type: none"> <li>EFI Grade 1 to 3 at QEL</li> </ul>
<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade 7 and 8</li> <li>Alignment of EFI Grade 7 and 8</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Students from ADM/CEN/QEL ENG continue to feed into ENG at RCIS</li> <li>Students from CEN EFI continue to feed into EFI at RCIS</li> </ul>	
			<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade 7 and 8</li> <li>EFI Grade 7 and 8</li> </ul>

\*Only exception would be if a permanent sitter address (on a consistent basis five days a week) is within the program attendance boundary area.

Attendance Boundary School	Program Pathways	Transition Notes and Directions	
<b>OPEONGO FOS</b>			
COB (see Note 1)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>Status quo for existing FSL program in Grade 4 to 8</li> </ul>	Current Year	<ul style="list-style-type: none"> <li>COB continues with the existing FSL program Grade 4 to 8 (cohort phase-out to begin in 2021-2022)</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>BKP</li> <li>EFI Grade 1 to 8</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>COB continues with the existing FSL program Grade 4 to 8 (cohort phase-out to begin in 2021-2022)</li> <li><b>Administrator Note: Action items to be communicated in 2019-2020 school year.</b></li> <li>SKs have the option of ENG Grade 1 at COB <u>or</u> EFI Grade 1 entry at COB in 2020-2021</li> <li>Grade 1s and 2s at COB have the option of ENG Grade 2 and 3 at COB <u>or</u> the <b>one-time</b> multi-grade EFI Grade 2 to 3 entry at COB in 2020-2021</li> </ul>
		2020-2021	<ul style="list-style-type: none"> <li>BKP and <b>one-time</b> multi-grade EFI Grade 1 to 3 start-up at COB. This means in 2020-2021 only, students in Grade 1 to 3 ENG at COB have the option of ENG Grade 1 to 3 <u>or</u> EFI Grade 1 to 3 entry at COB. Subsequent years, the EFI entry point is Grade 1 only.</li> </ul>
		2021-2022	<ul style="list-style-type: none"> <li>EFI expands to Grade 4 at COB</li> </ul>
		2022-2023	<ul style="list-style-type: none"> <li>EFI expands to Grade 5 at COB</li> </ul>
		2023-2024	<ul style="list-style-type: none"> <li>EFI expands to Grade 6 at COB</li> </ul>
		2024-2025	<ul style="list-style-type: none"> <li>EFI expands to Grade 7 at COB</li> </ul>
		2025-2026	<ul style="list-style-type: none"> <li>EFI expands to Grade 8 at COB</li> </ul>
EGN (see Note 1)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>	Current Year	<ul style="list-style-type: none"> <li><b>Administrator Note: Action items to be communicated in current school year.</b></li> <li>Grade 3s and 4s have the <b>one-time</b> option of ENG Grade 4 and 5 at EGN <u>or</u> FSL Grade 4 and 5 entry at COB</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>BKP</li> <li>EFI Grade 1 to 3</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li><b>Administrator Note: Action items to be communicated in 2019-2020 school year.</b></li> <li>SKs have the option of ENG Grade 1 at EGN <u>or</u> EFI Grade 1 entry at EGN in 2020-2021</li> <li>Grade 1s and 2s at EGN have the option of ENG Grade 2 and 3 at EGN <u>or</u> the <b>one-time</b> multi-grade EFI Grade 2 to 3 entry at EGN in 2020-2021</li> <li>Grade 3s have the option of ENG Grade 4 at EGN <u>or</u> FSL Grade 4 entry at COB in 2020-2021</li> </ul>
		2020-2021	<ul style="list-style-type: none"> <li>BKP and <b>one-time</b> multi-grade EFI Grade 1 to 3 start-up at EGN. This means in 2020-2021 only, students in Grade 1 to 3 ENG at COB have the option of ENG Grade 1 to 3 <u>or</u> EFI Grade 1 to 3 entry at COB. Subsequent years, the EFI entry point is Grade 1 only.</li> <li>Grade 4s have the option of ENG at EGN Grade 4 at ENG <u>or</u> FSL Grade 4 entry at COB. This is the final Grade 4 FSL cohort at COB.</li> </ul>
		2021-2022	<ul style="list-style-type: none"> <li>EFI Grade 4 students transition to EFI at COB (see Note 3)</li> </ul>

Attendance Boundary School	Program Pathways	Transition Notes and Directions	
<b>PEMBROKE FOS</b>			
BCH (see Note 1)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b> <ul style="list-style-type: none"> <li>Jks in ENG at BCH have the option of ENG SK at BCH <u>or</u> BKP entry at CDS</li> <li>SKs in ENG at BCH have the option of ENG Grade 1 at BCH <u>or</u> EFI Grade 1 entry at CDS</li> <li>Grade 3s in ENG at BCH have the option of ENG Grade 4 at BCH <u>or</u> MFI Grade 4 entry at HVW</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Jks and SKs have the option of ENG at BCH <u>or</u> BKP at CDS</li> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at BCH <u>or</u> EFI Grade 1 entry at CDS</li> <li>Grade 4 new registrants and Grade 3s from previous year have the option of ENG Grade 4 at BCH <u>or</u> MFI Grade 4 entry at HVW</li> </ul>
CDS (see Note 2)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>BKP</li> <li>EFI Grade 1</li> </ul>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b> <ul style="list-style-type: none"> <li>Current and subsequent years, Grade 3s in ENG at CDS have the option of ENG Grade 4 at CDS <u>or</u> MFI Grade 4 entry at HVW or RCK</li> <li>SKs in ENG at CDS have the option of ENG Grade 1 <u>or</u> EFI Grade 1 entry at CDS</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade 1 to 8</li> <li>BKP</li> <li>EFI Grade 1 to 8</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at CDS <u>or</u> EFI Grade 1 entry at CDS</li> </ul>
		2020-2021	<ul style="list-style-type: none"> <li>EFI Grade 1 and 2 at CDS</li> </ul>
		2021-2022	<ul style="list-style-type: none"> <li>EFI Grade 1 to 3 at CDS</li> </ul>
		2022-2023	<ul style="list-style-type: none"> <li>EFI Grade 1 to 4 at CDS</li> </ul>
		2023-2024	<ul style="list-style-type: none"> <li>EFI Grade 1 to 5 at CDS</li> </ul>
		2024-2025	<ul style="list-style-type: none"> <li>EFI Grade 1 to 6 at CDS</li> </ul>
		2025-2026	<ul style="list-style-type: none"> <li>EFI Grade 1 to 7 at CDS</li> </ul>
2026-2027	<ul style="list-style-type: none"> <li>EFI Grade 1 to 8 at CDS</li> </ul>		

Attendance Boundary School	Program Pathways	Transition Notes and Directions	
<b>PEMBROKE FOS continued</b>			
HVW (see Note 1)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>MFI Grade 4</li> <li>Alignment of MFI Grade 5 to 8</li> </ul>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b> <ul style="list-style-type: none"> <li>Jks in ENG at HVW have the option of ENG SK at HVW <b>or</b> BKP at CDS</li> <li>SKs in ENG at HVW have the option of ENG Grade 1 at HVW <b>or</b> EFI Grade 1 entry at CDS</li> <li>Grade 3s at HVW have the option of ENG Grade 4 <b>or</b> MFI Grade 4 entry at HVW</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>MFI Grade 4 to 8</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>HVW continues with ENG Grade 1 to 8 <b>or</b> MFI Grade 4 to 8 with Grade 4 as the only entry point</li> <li>Jks and SKs have the option of ENG at HVW <b>or</b> BKP at CDS</li> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at HVW <b>or</b> EFI Grade 1 entry at CDS</li> <li>Grade 4 new registrants and Grade 3s from previous year have the option of ENG Grade 4 <b>or</b> MFI Grade 4 entry at HVW</li> </ul>
RCK (see Note 1)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>MFI Grade 4</li> <li>Alignment of MFI Grade 5 to 8</li> </ul>	Current Year	<b>Administrator Note: Action items to be communicated in current school year.</b> <ul style="list-style-type: none"> <li>Jks in ENG at RCK have the option of ENG SK at RCK <b>or</b> BKP at CDS</li> <li>SKs in ENG at RCK have the option of ENG Grade 1 at RCK <b>or</b> EFI Grade 1 entry at CDS</li> <li>Grade 3s at RCK have the option of ENG Grade 4 <b>or</b> MFI Grade 4 entry at RCK</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>MFI Grade 4 to 8</li> </ul>	2019-2020	<ul style="list-style-type: none"> <li>RCK continues with ENG Grade 1 to 8 <b>or</b> MFI Grade 4 to 8 with Grade 4 as the only entry point</li> <li>Jks and SKs have the option of ENG at RCK <b>or</b> BKP at CDS</li> <li>Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at RCK <b>or</b> EFI Grade 1 entry at CDS</li> <li>Grade 4 new registrants and Grade 3s from previous year have the option of ENG Grade 4 <b>or</b> MFI Grade 4 entry at RCK</li> </ul>



Attendance Boundary School	Program Pathways	Transition Notes and Directions
<b>PETAWAWA FOS</b>		
VES (see Note 2)	<b>September 2019:</b> <ul style="list-style-type: none"> <li>• ENG Grade 1 to 8</li> <li>• BKP</li> <li>• Alignment of EFI Grade 1 to 8</li> </ul>	2019-2020 • VES continues with ENG Grade 1 to 8 <u>or</u> EFI Grade 1 to 8 with Grade 1 as the only entry point
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>• ENG Grade 1 to 8</li> <li>• BKP</li> <li>• EFI Grade 1 to 8</li> </ul>	
HRM (see Note 2)	<b>September 2019:</b> <ul style="list-style-type: none"> <li>• ENG Grade 1 to 8</li> <li>• BKP</li> <li>• EFI Grade 3</li> <li>• Alignment of EFI Grade 1 to 2</li> </ul>	2019-2020 • HRM continues with ENG Grade 1 to 8 <u>or</u> EFI Grade 1 to 2 with Grade 1 as the only entry point; and • EFI expands to Grade 3 at HRM
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>• ENG Grade 1 to 8</li> <li>• BKP</li> <li>• EFI Grade 1 to 3</li> </ul>	2020-2021 • EFI Grade 1 to 3 at HRM • EFI Grade 4 students transition to EFI Grade 4 at VES (see Note 3)
PVW (see Note 1)	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>• ENG Grade JK to 8</li> </ul>	Current Year <b>Administrator Note: Action items to be communicated in current school year.</b> • JKs in ENG at PVW have the option of ENG SK at PVW <u>or</u> BKP entry at HRM • SKs in ENG at PVW have the option of ENG Grade 1 at PVW <u>or</u> EFI Grade 1 entry at HRM
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>• ENG Grade JK to 8</li> </ul>	2019-2020 • JKs and SKs have the option of ENG at PVW <u>or</u> BKP at HRM • Grade 1 new registrants and SKs from previous year have the option of ENG Grade 1 at PVW <u>or</u> EFI Grade 1 entry at HRM

Attendance Boundary School	Program Pathways	Transition Notes and Directions	
<b>DEEP RIVER FOS</b>			
MES	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>Status quo for existing FSL program in Grade 5 to 8</li> </ul>	Current Year	<ul style="list-style-type: none"> <li>MES continues with the existing FSL program Grade 5 to 8 (potential cohort phase-out)</li> <li>Community consultation regarding potential for EFI and/or MFI program to occur Spring 2019</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>Under review</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Potential introduction of EFI and/or MFI program</li> </ul>
<b>MADAWASKA FOS</b>			
KIL	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>	Current Year	<ul style="list-style-type: none"> <li>Community consultation regarding potential for EFI and/or MFI program to occur Spring 2019</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>Under review</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Potential introduction of EFI and/or MFI program</li> </ul>
PAL	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>	Current Year	<ul style="list-style-type: none"> <li>Community consultation regarding potential for EFI and/or MFI program to occur Spring 2019</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>Under review</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Potential introduction of EFI and/or MFI program</li> </ul>
SHR	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>	Current Year	<ul style="list-style-type: none"> <li>Community consultation regarding potential for EFI and/or MFI program to occur Spring 2019</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>Under review</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Potential introduction of EFI and/or MFI program</li> </ul>
WPS	<b>For September 2019:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> </ul>	Current Year	<ul style="list-style-type: none"> <li>Community consultation regarding potential for EFI and/or MFI program to occur Spring 2019</li> </ul>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>ENG Grade JK to 8</li> <li>Under review</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Potential introduction of EFI and/or MFI program</li> </ul>

**RCDSB Programs: Preliminary Ten-Year Plan**

Document Version: December 18, 2018

ENG = English with Core French

EFI = Early French Immersion (JK/SK is 50/50 Bilingual)

MFI = Middle French Immersion

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			2026-2027		
	ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI
AJC	JK-8	--	--	1-8	JK/SK	--	1-8	JK-1	--	1-8	JK-2	--	1-8	JK-3	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--
MCN	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--
WZD	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--
ADM	JK-6	--	--	JK-6	--	--	JK-6	--	--	JK-6	--	--	JK-6	--	--	JK-6	--	--	JK-6	--	--	JK-6	--	--	JK-6	--	--
CEN	1-6	JK-6	--	1-6	JK-6	--	1-6	JK-6	--	1-6	JK-6	--	1-6	JK-6	--	1-6	JK-6	--	1-6	JK-6	--	1-6	JK-6	--	1-6	JK-6	--
QEL	1-6	JK-SK	--	1-6	JK-1	--	1-6	JK-2	--	1-6	JK-3	--	1-6	JK-3*	--	1-6	JK-3*	--	1-6	JK-3*	--	1-6	JK-3*	--	1-6	JK-3*	--
RCIS	7-8	7-8	--	7-8	7-8	--	7-8	7-8	--	7-8	7-8	--	7-8	7-8	--	7-8	7-8	--	7-8	7-8	--	7-8	7-8	--	7-8	7-8	--
COB	JK-8	--	4-8	JK-8	--	4-8	1-8	JK-3	4-8	1-8	JK-4	5-8	1-8	JK-5	6-8	1-8	JK-6	7-8	1-8	JK-7	8	1-8	JK-8	--	1-8	JK-8	--
EGN	JK-8	--	--	JK-8	--	--	1-8	JK-3	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--
BCH	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--
CDS	JK-8	--	--	1-8	JK-1	--	1-8	JK-2	--	1-8	JK-3	--	1-8	JK-4	--	1-8	JK-5	--	1-8	JK-6	--	1-8	JK-7	--	1-8	JK-8	--
HVW	JK-8	--	5-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8
RCK	JK-8	--	5-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8	JK-8	--	4-8
VES	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--	1-8	JK-8	--
HRM	1-8	JK-2	--	1-8	JK-3	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--	1-8	JK-3*	--
PVW	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--	JK-8	--	--
MES	JK-8	--	--	JK-8	--	--	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD
KIL	JK-8	--	--	JK-8	--	--	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD
PAL	JK-8	--	--	JK-8	--	--	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD
SHR	JK-8	--	--	JK-8	--	--	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD
WPS	JK-8	--	--	JK-8	--	--	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD	JK-8	TBD	TBD

\*All EFI programs that are currently designated Grade 1 to 3 may expand further into the junior/intermediate grades at their site based on enrolments in the FOS.

**RCDSB Programs: Guideline for Weekly Distribution of Instructional Time at Elementary Level**

Program	Kindergarten Program (two year)	English with Core French		Kindergarten Program (two year)	Early French Immersion (EFI)		Middle French Immersion (MFI)		
		1-6	7-8		1-6	7-8	4-6	7-8	
Literacy (including Language & Social Studies)	JK&SK Program with Core French for 150 min/wk (based on four frames)  1500 min/wk	English Language - 300 min. Social Studies - 150 min.	English Language - 300 min. History and Geography - 150 min.	JK&SK Program (based on four frames)  750 min/wk	English Language - 180 min.	English Language - 270 min.	English Language - 120 min.	English Language - 270 min.	
		Core French – 150 min.	Core French – 150 min.		French Language – 300 min. Social Studies – 150 min.	French Language – 180 min. History and Geography – 150 min.	French Language – 360 min. Social Studies – 150 min.	French Language – 180 min. History and Geography – 150 min.	
Numeracy (including Mathematics, Science & Technology)		Math - 300 min. Sciences - 120 min.	Math - 300 min. Sciences - 120 min.	JK&SK Program (based on four frames)  750 min/wk	Math - 300 min. Sciences - 120 min.	Math - 300 min. Sciences - 120 min.	Math - 300 min. Sciences - 120 min.	Math - 300 min. Sciences - 120 min.	
The Arts		150 min.	150 min.		90 min.	90 min.	150 min.	90 min.	
Health and Physical Education		150 min. + 60 min. DPA	150 min. + 60 min. DPA		150 min. + 60 min. DPA	150 min. + 60 min. DPA	150 min. + 60 min. DPA	150 min. + 60 min. DPA	150 min. + 60 min. DPA
		120 min.	120 min.		90 min. * (Music)	60 min. (Music)	150 min. + 60 min. DPA	150 min. + 60 min. DPA	150 min. + 60 min. DPA
Flex Time		120 min.	120 min.		90 min. *	120 min.	90 min.	120 min.	
Total (minutes) / Time by Program (%)			1500 min. = 1350 Eng + 150 Fr (90%Eng/10%Fr)		1500 min. = 1350 Eng + 150 Fr (90%Eng/10%Fr)		1500 min. = 600-750 Eng + 750-900 Fr (40-50%Eng/60-50%Fr)	1500 min. = 750 Eng + 750 Fr (50%Eng/50%Fr)	1500 min. = 540 Eng + 960 Fr (36%Eng/64%Fr)

Note: Subject areas where French is the language of instruction are shaded. / \* denotes subject area(s) that may be instructed in either language

Additional context/information:

- The Ministry of Education Ontario outlines four “frames”, or broad areas of learning, in *The Kindergarten Program* (2016), including: Belonging and Contributing; Self-Regulation and Well-Being; Demonstrating Literacy and Mathematics Behaviours; and, Problem Solving and Innovating. The frames are integrated in a play-based learning environment and reflect a culture of inquiry. As such, classroom teachers and early childhood educators will use their professional judgement in the distribution of time based on the inquiry approach/stance in their classrooms.
- The two-year Kindergarten program in single-track schools with the English program will include 150 minutes per week of Core French for each year (K-8). The two-year Kindergarten program in multi-track schools (with EFI) will include a 50% English & 50% French program for each year of Kindergarten. The two-year Kindergarten program in multi-track schools (with MFI) will include 150 minutes per week of Core French (K-3).
- Fixed entry points will be established for the EFI program (Grade 1) and MFI program (Grade 4), respectively.
- The subject areas of Language and Social Studies/History and Geography are included in ‘literacy’ to allow for cross-curricular integration of reading, writing and oral communication.
- The subject areas of Mathematics, Science and Technology are included in ‘numeracy’ to allow for cross-curricular integration of these subject areas if/as appropriate.
- As specified by the Ministry of Education Ontario’s *Renewed Mathematics Strategy* (2016), students will receive sixty minutes per day of protected mathematics learning time in Grades 1-8. For all programs and grades, including Kindergarten, English will be the language of instruction for Mathematics.
- The ‘flex time’ provided in the guideline may be utilized to increase instructional time in any subject area(s) as deemed appropriate on site.

Note: Teachers of Core French in the English program, and, teachers of ‘English Language’ in French Immersion programs (EFI & MFI) may plan collaboratively with their colleagues to ensure that all expectations of the *Language* curriculum are taught, understanding that it is not always necessary to teach the same expectation(s) in all subject areas.

## Frequently Asked Questions

Document Version: December 18, 2018

### Topic: Program Pathways

**Question:** What FSL programs are being offered by the District at the elementary level?

**Answer:** The District currently offers English with Core French programming at every site. Over the next five years, the District will [phase-in](#) the offering of French Immersion programming - either Early French Immersion (EFI) or Middle French Immersion (MFI) - in one or more sites in each family of schools.

**Question:** How many FSL programs will be offered in elementary schools across the District?

**Answer:** Single-track sites will offer English with Core French programming. Dual-track sites will offer English with Core French and French Immersion programming (either EFI or MFI).

**Question:** Can I enrol my child in a French Immersion program in any grade?

**Answer:** No. The entry point for EFI is Grade 1. The entry point for MFI is Grade 4. Further, a child who has exited a French Immersion program cannot re-enter that same program at a later date.

In exceptional cases, a child may enter a French Immersion program (EFI and/or MFI) in a grade other than the designated entry point provided the student has previously been enrolled in a French-language school board.

**Question:** What will be offered by the District for Kindergarten?

**Answer:** For single-track sites, a two-year English with Core French program will be offered for Kindergarten. For dual-track sites with MFI, schools will offer a two-year English with Core French program for Kindergarten. For dual-track sites with EFI, schools will offer a two-year, 50-50 bilingual program for Kindergarten.

Parents/guardians interested in pursuing the EFI program for Grades 1-8 will be permitted to enrol their child in the 50-50 bilingual Kindergarten program at the designated EFI site for their area (Cross Boundary Transfer will apply).

Parents/guardians who have enrolled their child in an English with Core French program for Kindergarten at their attendance boundary school may choose to enrol their child at the designated EFI site for Grade 1. Parents/guardians who enrol their child at a designated EFI site for Kindergarten, but do not choose the EFI program for Grade 1, will be required to enrol their child back at their attendance boundary school for the English with Core French program for Grades 1-8.

**Question:** Will parents/guardians have a choice in the program for their child at the elementary level?

**Answer:** Yes. Once fully implemented, parents/guardians will have a [choice](#) of English with Core French programming at their attendance boundary school, or, Early French Immersion programming at a designated site in their family of schools. Further, in some families of schools, MFI will be offered for Grade 4.

**Question:** How will children with special needs continue to be supported in the program pathways offered by the District?

**Answer:** Each and every student, regardless of the program pathway selected by parents/guardians, will be supported throughout their learning journey. Students with special needs, in particular, will continue to receive support(s) as outlined in their Individual Education Plan for both English with Core French and French Immersion programs.

Many of the strategies provided for students with special needs are applicable across language(s) of instruction, subject area(s) and/or program(s).

**Question:** Is it possible for students from different programs to be “blended” for parts of the school day?

**Answer:** Yes, depending upon time tables and staff scheduling, students from different programs may be blended for parts of the school day.

School administrators will be encouraged to blend students from different programs if/as appropriate throughout the school day.

**Question:** How can English-speaking parents/guardians support their child in French Immersion programming?

**Answer:** Parents/guardians may support their child’s education by involving themselves in the life of the school (such as volunteering in classrooms and/or becoming a member of school council). It is also important to demonstrate an interest in their child’s learning when at home and/or outside of the school setting. This underscores for the child, the value their parent places on the material – regardless of the language or subject.

## Topic: Kindergarten

**Question:** How will the Kindergarten programs offered by the District be organized?

**Answer:** For single-track sites offering a two-year English with Core French program for Kindergarten, the program will be organized by the four frames of [The Ontario Curriculum: The Kindergarten Program, 2016](#) with 150 minutes of Core French [instruction](#) each week.

For dual-track sites with MFI, a two-year English with Core French program will be offered for Kindergarten. The program will be organized by the four frames of [The Ontario Curriculum: The Kindergarten Program, 2016](#) with 150 minutes of Core French [instruction](#) each week.

For dual-track sites with EFI, a two-year, 50-50 bilingual program will be offered for Kindergarten. The program will be organized by the four frames of [The Ontario Curriculum: The Kindergarten Program, 2016](#) with 750 minutes of English instruction and 750 minutes of French [instruction](#) each week.

**Question:** How many Kindergarten programs will be offered in a school?

**Answer:** Each school will offer one Kindergarten program. For single-track sites, a two-year English with Core French program will be offered for Kindergarten. For dual-track sites with MFI, a two-year English with Core French program will be offered for Kindergarten. For dual-track sites with EFI, a two-year, 50-50 bilingual program will be offered for Kindergarten.

**Question:** How will Kindergarten classes be structured for the two-year, 50-50 bilingual program?

**Answer:** A lead teacher will be designated as the homeroom teacher for each Kindergarten class. Students and the assigned Early Childhood Educators for the class will remain together in the 50-50 bilingual program.

A different set-up may be required for the 'odd-numbered' kindergarten class in a school.

**Question:** How will assessment, evaluation and reporting be addressed in the two-year, bilingual Kindergarten program?

**Answer:** Each homeroom teacher will be designated as the 'lead contributor' for the report cards of their students, with cooperation, feedback and input of colleagues on the Kindergarten team. They will serve as the 'lead interviewer' for parent-teacher interviews, with the involvement of other members of the Kindergarten team.



## Topic: Staffing

**Question:** How will staffing be managed with respect to surpluses/vacancies in a school?

**Answer:** In accordance with L25.00 of the [Collective Agreement](#), a teacher must choose a vacancy or displace the most junior teacher within their family of schools if no vacancy exists.

**Question:** Will teachers with French-as-a-Second Language (FSL) qualifications be forced to teach FSL (immersion or core)?

**Answer:** No. L25.5(c) of the [Collective Agreement](#) stipulates that a teacher will not be assigned/transferred to teach FSL if they have not been required to use said qualification for seven (7) consecutive years.

**Question:** Will FSL exemptions be granted?

**Answer:** FSL exemptions are subject to L25.5(e) of the [Collective Agreement](#). Teachers may be exempted from teaching FSL after five (5) years if there are other staff available to teach FSL.

**Question:** How will voluntary transfers be managed?

**Answer:** Voluntary transfers are considered as part of the surplus process as per L25.1(b), L25.2, L25.7 and L25.8 of the [Collective Agreement](#). In order of seniority, teachers select a vacancy to fulfil their transfer request (they may not displace another teacher).

**Question:** Can teachers be administratively transferred?

**Answer:** Yes. As outlined in L25.3 of the [Collective Agreement](#), administrative transfers must be within the family of schools and the teacher must be notified prior to June 1st (The District will consult with ETFO).

**Question:** Will English teachers with more seniority be surplus to the school if new teachers coming in have FSL qualifications?

**Answer:** Possibly. The Board is required to staff positions based on qualifications.

**Question:** Could FSL-qualified staff teach both English and French Immersion components of the program to their class.

**Answer:** Only if there is no detriment to the school's staffing projections. In some instances this will need to be discussed on a school-by-school basis.

**Topic: Professional Development & Other**

**Question:** What supports will be provided for program(s) that are “new” to a school?

**Answer:** Each new classroom (for EFI or MFI) will be provided with a “fit-up” allocation related to classroom resources and/or technology. In addition, an allocation to ‘refresh’ resources in existing English with Core French programs will also be provided to all schools.

**Question:** Will professional development be provided for educators assigned to “new” program(s) in their schools?

**Answer:** Professional learning sessions will be offered to staff “new” to a program in the Spring of 2019 and/or Fall of 2019. It will focus on the use of effective instructional practices in the context of the resources and/or technology provided.

**Question:** What supports will be provided for school administrators with “new” program(s) in their schools?

**Answer:** The monthly meetings of senior administration (for principals, vice-principals and managers) will provide an opportunity for professional learning related to instructional leadership at the school and system levels, including an overview of the resources, technology and/or professional development provided to staff.

**Question:** What is the language of instruction for each subject taught at the elementary level?

**Answer:** A [guideline](#) has been established that outlines the language of instruction (English or French) for each program and subject area at the elementary level: English with Core French, EFI and MFI.

**Question:** Will there be funding provided to protect schools from having triple grades?

**Answer:** There may be single- or multi-grade classrooms in elementary schools across the system. The District will endeavour to address triple grades where direct funding for this purpose is provided, and, where facility space permits.

Addendum to RCDSB Programs - Elementary  
September 2020 - 2022

Attendance Boundary	Program Pathways	Transition Notes and Directions
<b>REMOTE LEARNING VIRTUAL SCHOOL</b>		
<b>REMOTE SYNCHRONOUS LEARNING –</b> All RCDSB elementary schools	<b>September 2020:</b> <ul style="list-style-type: none"> <li>● ENG grade 1-8</li> <li>● BKP</li> <li>● Alignment to EFI grade 1-8</li> </ul>	2020-2021 <ul style="list-style-type: none"> <li>● Grade 1 as the entry point for EFI at the Elementary Virtual School for Remote Synchronous Learning (RSL), system-wide</li> </ul> <p>Note: As a result of the significant impact of the global pandemic on public education, a one-time opportunity was offered to parents/guardians of students entering grade 2 – who were enrolled in Remote Synchronous Learning during the 2020-2021 school year – to enter the EFI program for the 2021-2022 school year if the program was not offered in their family of schools in grade 1.</p>
	<b>Program Vision:</b> <ul style="list-style-type: none"> <li>● ENG grade 1-8</li> <li>● BKP</li> <li>● EFI grade 1-8</li> </ul>	
<b>DEEP RIVER FOS</b>	<b>September 2021:</b> <ul style="list-style-type: none"> <li>● ENG grade 1-8</li> <li>● MFI grade 4-8</li> </ul>	2021-2022 <ul style="list-style-type: none"> <li>● Grade 4 as the entry point for MFI at Mackenzie Community School</li> </ul> <p>Note: One-time, multi-grade entry offered to parents/guardians of students in grades 3-7 in the Deep River Family of Schools in the Spring of 2021 for entry into the MFI program at Mackenzie Community School for grades 4-8.</p>
<b>MADAWASKA FOS</b>	<b>September 2022:</b> <ul style="list-style-type: none"> <li>● ENG grade 1-8</li> <li>● MFI grade 4-8</li> </ul>	2022-2023 <ul style="list-style-type: none"> <li>● Grade 4 as the entry point for MFI at Sherwood Public School</li> </ul> <p>Note: One-time, multi-grade entry offered to parents/guardians of students in grades 3-5 in the Madawaska Family of Schools in the Spring of 2022 for entry into the MFI program at Sherwood Public School for grades 4-6.</p> <ul style="list-style-type: none"> <li>● MFI program will be expanded to grade 7 for 2023-2024 school year</li> <li>● MFI program will be expanded to grade 8 for 2024-2025 school year</li> </ul>