

AVON MAITLAND DISTRICT SCHOOL BOARD
ADMINISTRATIVE PROCEDURE
NO. 202

SUBJECT: SCHOOL DAY AND SUBJECT TIME - ELEMENTARY

Legal References: *Education Act: Section 170 Duties and Powers of Boards; Section 265 Duties of Principal; Section 286 Duties of Supervisory Officers, Ontario Regulation 298— Operation of Schools: Section 11 Duties of Principals; Section 20 Duties of Teachers; PPM 138 DPA in Elementary Schools, Grades 1-8 (Oct. 6, 2005); Ontario Schools Policy and Program Requirements, 2011*

Related References: *AP 200 Organization for Instruction; AP 201 School Day, Organization of; Ministry of Education: Guides to Effective Instruction in Mathematics K-3 and 4-6; Guides to Effective Instruction in Reading K-3 and Writing K-3; A Guide to Effective Literacy Instruction, Grades 4-6; Think Literacy Grades 7-8; The Ontario Curriculum French As a Second Language: Core French, 4-8, The Ontario Curriculum: French as a Second Language, Extended French, Grades 4 – 8, French Immersion Grades 1 – 8. Ontario Schools Policy and Program Requirements, 2011*

1. Organization of the School Day

The director of education has developed this administrative procedure which is intended to provide guidance for elementary school principals in organizing the school day; in timetabling classes; and in assigning certain duties to teachers, in consultation with the School Staff Advisory Committee.

2. Legislative Requirements

- 2.1 The total number of instructional minutes for pupils shall be 300 minutes per day.
- 2.2 Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 through Grade 8, and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8. (*Ontario Curriculum French as a Second Language: Core French Grades 4-6, 1998*)
- 2.3 Policy and program requirements for elementary school French Immersion programs dictate that students in French Immersion programs must be provided with a minimum of 3800 hours of instruction by the end of Grade 8. (*Ontario Curriculum French as a Second Language: Extended French, Grades 4- 8, French Immersion, Grades 1 – 8, 2001*)
- 2.4 Policy and program requirements for elementary Daily Physical Activity (DPA) require that students must be provided with 20 minutes per day of sustained moderate to vigorous physical activity each day during instructional time. (*Ontario Schools Policy and Program Requirements, 2011*).

3. **Balanced School Day**

- 3.1 The balanced school day format offers a variation on scheduling. The school day will consist of 300 instructional minutes, with consideration as follows:
- a) Three 100 minute blocks of instructional time (with some variations);
 - b) Larger blocks of time for literacy and numeracy; and Play-Based and Inquiry Learning in Full-Day Early Learning Kindergarten programs;
 - c) Two 40 minute nutrition and activity breaks: 20 minutes nutrition, 20 minutes activity (with some variation);
 - d) Opening Exercises may be held during first nutrition break to avoid loss of instructional time.
- 3.2 Schools with a 7-12 model offer a variety of timetables/school day organizations.

4. **Scheduling**

Timetables should be kept flexible with as few interruptions as possible to maximize student learning and minimize transitions. It is expected that every effort be made to integrate all curriculum expectations where there are natural connections and relevant teaching opportunities between subjects in order to best maximize instructional time.

- 4.1 A five (5) day schedule assists with the allocation of preparation time for teachers.
- 4.2 Timetables in all divisions should provide large, uninterrupted blocks of time for language and mathematics instruction (see Appendix 1). It is a requirement that all timetables be typed and stored electronically at the school from year to year. It is a requirement that a school's completed set of timetables be submitted to the Regional Superintendent.
- 4.3 Kindergarten (JK/SK)
- 4.3.1 The Comprehensive Literacy components, Numeracy components, and other Learning Areas of the Kindergarten Program Document should be *integrated* throughout the day as appropriate, including within the large blocks of scheduled time for Inquiry Play-Based Learning.
- 4.3.2 Consideration should be given to minimize transitions in Full-Day Kindergarten programs.
- 4.3.3 Consideration should be given for the amount of time dedicated to teacher- directed instruction, to ensure that the length is developmentally appropriate, allowing for ample complements of small group and individual instruction.
- 4.4 Grades K to 8 – Literacy and Numeracy
- 4.4.1 Quality Comprehensive Literacy programming requires uninterrupted blocks. The following Comprehensive Literacy components must be reflected in the literacy block:
- a) *Reading*: Read Aloud/Modeled, Shared, Guided and Independent Reading, Word Knowledge/Study
 - b) *Writing*: Modeled, Shared/Interactive, Guided and Independent Writing, Word Study
 - c) *Oral Language and Media Literacy* are embedded throughout literacy (and other subject time) instructional time.

- 4.4.2 When scheduling literacy blocks, large blocks of *uninterrupted* literacy instruction time need to take precedence over time of day.
 - a) Teacher preparation time should be scheduled outside of the literacy and numeracy learning blocks.
 - b) Individual teacher timetables need to reflect the block times assigned to the grade or division (see Appendix 1 for Grades 1-8).
 - c) Large blocks of instructional time should be protected through an effort to reduce interruptions (e.g., announcements, use of PA systems, etc.).
 - d) Large blocks of instructional time should not be interrupted by periods of single subject instructional time (e.g., French, Music, Physical Education, etc.)
- 4.4.3 The number of teachers assigned to teach any one class should be minimized, especially in core areas (Language and Math).
- 4.4.4 The following components should be addressed in the numeracy program: oral/mental math time and three-part math lesson (i.e., minds on, action and consolidation). Mathematics should occur daily in blocks of time as noted in Appendix 1 to explore topics in depth. Problem-solving contexts and real-life applications should be embedded within the mathematics program.

- 4.5 French (Core and Immersion)
 - 4.5.1 French as a Second Language Core French instruction must be scheduled to average a minimum of 200 minutes per five (5) day schedule in order to meet the legislative requirements.
 - 4.5.2 French as a Second Language French Immersion instruction must be scheduled to average a minimum of 800 minutes per five (5) day schedule in order to meet the legislative requirements.
 - 4.5.3 When determining the number of French instructional minutes, transitional time for students to travel to French class must not be counted towards French instructional minute totals.

- 4.6 Daily Physical Activity (DPA)
 - 4.6.1 Daily physical activity (DPA) may be incorporated into the instructional day in a variety of ways. For instance, twenty minutes or more of physical activity during a scheduled health and physical education class would meet the daily physical activity requirement. DPA is defined as a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Since physical activity is only one component of a complete health and physical education program, there will be days when a health and physical education class does not include vigorous physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for at least twenty minutes of physical activity during the instructional day must be provided. Integrating physical activity into other curriculum areas is one appropriate strategy. *PPM 138 DPA in Elementary Schools, Grades 1-8 (Oct. 6, 2005)*
 - 4.6.2 All activities in DPA must be adapted, as appropriate, to ensure that students with special needs can participate in them. Such adaptations must be consistent with the accommodations and/or modifications that are typically found in a student's Individual Education Plan. *PPM 138 DPA in Elementary Schools, Grades 1-8 (Oct. 6, 2005)*

5. Reference Documents

The following documents are intended to assist principals and teachers with timetables:

- a) Appendix A - Required Minutes per Week
- b) Support Documents for Appendix A:
 - a. *A Guide to Effective Instruction in Reading, K-3, 2003.*
 - i. 13.13 for Kindergarten
 - ii. 13.14 for Grades 1-3
 - b. *A Guide to Effective Instruction in Writing, K-3, 2005, page 1.25*
 - c. *A Guide to Effective Literacy Instruction, Grades 4-6, Vol. 1, Foundations of Literacy Instruction for the Junior Learner, pages 89-91.*
 - d. *A Guide to Effective Literacy Instruction, Grades 4-6, Vol. 3, Planning and Classroom Management, pages 46-49.*
 - e. *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, page 29.*
 - f. *The Ontario Curriculum French As a Second Language: Core French, 4-8,(1999), p.3.*
 - g. *The Ontario Curriculum: French as Second Language: Extended French, Grades 4-8, French Immersion, Grades 1 – 8, (2001), p.5.*

Minimum Minutes Each Week

Minimum instructional time for students is 300 minutes per day
-1500 minutes per week-

Subject	Primary 1-3	Junior 4-6	Intermediate 7-8
Language	600 minutes	500 minutes	500 minutes
Mathematics	300 minutes	300 minutes	300 minutes
Science and Technology, Social Studies, History and Geography	180 minutes	160 minutes	160 minutes
Health & Physical Education	120 minutes	120 minutes	120 minutes
DPA*	100 minutes	100 minutes	100 minutes
The Arts	200 minutes	120 minutes	120 minutes
Core French	N/A	200 minutes	200 minutes
French Immersion	800 minutes	800 minutes	800 minutes

Notes:

1. Content area expectations should be integrated during comprehensive literacy and mathematics, as appropriate (e.g., Social Studies/History topics covered during shared reading/writing; procedural writing for Science completed during modeled, shared, guided and independent writing; read aloud/think aloud modeled during any content area subject; Data Management strand covered through Science; Drama integrated into the Literacy block.) These examples are neither exclusive nor exhaustive.
 2. **Access to computers/technology** should be integrated within various subjects to promote meaningful/authentic learning experiences for students.
- * Daily Physical Activity (DPA) can be integrated into Physical Education class if the activity is active, see 4.6.1. When this results, there is flexibility in the timetable, 20 minutes on that day.