

# Secondary School Program Framework

## Introduction

The program framework described in this document is intended to provide a structural model for secondary school programs in the OCDSB. The model is designed to ensure that OCDSB students have access to courses, programs and program pathways that lead to graduation and an appropriate destination: apprenticeships, college, university or world of work.

Each secondary school offers core program courses and optional courses based on student interest, staff expertise and facilities. These differences in both core and optional programs in our schools contribute to the uniqueness of our schools. This program plan ensures that each of our schools retains that uniqueness and supports the fundamental principle of the community school.

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 determination of staffing to support programs.

The Secondary School Program Framework:

- acknowledges and supports the philosophy of community schools;
- ensures that secondary school students can access courses and programs in their designated school or as close as possible to their home community;
- ensures that secondary students in the OCDSB have access to the greatest number of courses and program offerings delivered in a fiscally responsible manner;
- allows for the monitoring of course/program offerings to ensure equitable access for students throughout the school district;
- encourages collaboration amongst secondary principals in program planning.

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

*Guiding Principles for Secondary School Program Review  
Adopted by the OCDSB 8 March 2006*

## Guiding Principles

The following guiding principles for secondary school program review were adopted by the Board on 8 March 2006.

- 1) The Board's model, for planning purposes, for secondary school program delivery is the community school which offers a range of programs designed to meet the needs of the majority of students in the community the school serves. Access to specialized classes in other schools may be required where the needs of identified special education students cannot be met in the community school. District programs (e.g. Canterbury Arts, the International Baccalaureate Program and the High Performance Athletes Program) are recognized as desirable in order to serve special talents or abilities.
- 2) Where community schools are unable to offer the range of programming required to meet the needs of their students, the Board has a responsibility to seek other solutions, e.g. additional resources, sharing students, student transfer, overlay teachers or transporting groups of students to neighbouring schools to take the courses they need (e.g. the cluster concept, e-learning, creative timetabling or other means to be determined).
- 3) An important factor in establishing or modifying the secondary school program delivery model is program viability. 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, or depending on the needs of the school's student population.
- 4) The Board encourages and supports innovation and program choice in all its schools. The Board encourages the establishment of new programs, course packages and individual courses to meet the evolving needs of students and to recognize advances in pedagogy, technological education or best practices within the Board or other jurisdictions. All such initiatives must take into account the impacts on neighbouring schools and existing district programs.
- 5) Board decisions and policies on secondary programming should flow from these principles.

## **Secondary School Program Framework**

The Program Framework structures program delivery at three levels: the community school, inter-school and the district.

### **LEVEL 1 – Community School Programs**

The School is the fundamental component of program delivery. All schools will offer core programs ensuring that students can graduate with an OSSD. A minimum of two levels of instruction in grades 9 and 10 will be offered in each school, e.g. essential, applied and academic.

### **LEVEL 2 – Inter-School Programs**

This program plan acknowledges the existing collaboration amongst secondary principals and encourages enhanced collaboration in planning course and program offerings. Specific courses/programs may not be available in some schools for a variety of reasons including: low student enrolment, lack of instructional expertise, appropriate facilities. Principals, in consultation with superintendents of instruction will annually review programs offered to ensure that all students have access to courses required in their program pathway. This collaborative approach will also provide a mechanism for schools to offer optional courses not available in each community school. From a student access perspective, the inter-school program level is not limited to specific schools.

Assumptions:

- Additional consideration will be needed for rural schools, Adaptive Program Schools and Adult High School.
- It is understood that Continuing Education Programs may provide programming options.

### **LEVEL 3 – District Programs**

District programs are enhanced programs which are not available at the community school or inter-school level. Generally these programs have entrance requirements attached to them as determined by the school, in collaboration with the Curriculum Services Department, and as approved by the Superintendent of Instruction.

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

## **COMMUNITY SCHOOL PROGRAMS**

### **A. Principles:**

1. Principals, in consultation with superintendents of schools and/or the superintendent responsible for special education in the case of special education programs, will collaborate to ensure all secondary schools will offer a core program to enable students to graduate with an Ontario Secondary School Diploma.
2. All secondary schools will have a process to determine course offerings that best meet the needs of students in the school community.

### **B. Program Framework**

Each Secondary School in the Ottawa-Carleton District School Board will offer:

#### **Grades 9 and 10:**

- At least two levels (Essential, Applied, Academic) of core subjects leading to an OSSD:  
English, Mathematics, Science, Canadian Geography, Canadian History and World Studies, French
- Career Studies and Civics, Grade 10

#### **O.S.S. – Grades 11 and 12:**

- One course in at least two of Workplace, College, University destination strands in core subjects that meet compulsory requirements:  
English (Grade 11 and 12), Mathematics, Science, Canadian and World Studies
- One course in Social Science and Humanities subjects that may be required for University and College programs

#### **Other O.S.S. Courses:**

- One Broad-Based Technology program (Grades 9-12)
- Information Technology or Business Studies (Grade 9/10 and Grade 11/12)
- Health and Physical Education, Grade 9 plus one additional Grade 10-12
- Arts (Grade 9/10 and Grade 11/12)
- One Canadian and World Studies
- Learning Strategies
- Student Services Support: Special Education and Guidance
- Co-operative Education

In addition to these core courses, each school will offer a wide range of additional courses to meet the diploma requirements and interests of students in the school.

## ***INTER-SCHOOL PROGRAMS***

### **A. Principles**

1. Principals, in consultation with superintendents of schools, will collaborate to ensure that students have access to the specified programs as outlined in the inter-school program section of the program plan.
2. A focus program:
  - is a program package that allows for an enhanced learning experience by grouping specific courses. These packages may have a single-subject focus or a multi-disciplinary focus. Opportunities for additional certification and cooperative education may form part of the program.
  - will fall within the subject area parameters within the inter-school program section of the program plan
  - may be offered in Grades 11 and 12
  - may be a full or half-day program
3. Where a student wishes to access a senior (Grade 11 or 12) focus program that is not available at her/his community school and where the focus program is offered at another school, with permission from both principals the student may attend the other school for the requested program.
4. Two or more schools may choose to jointly offer a specific course or program package in one of the participating schools.
5. Students attending inter-school programs will have access to transportation services according to the OCDSB transportation policy.

### **B. Program Framework**

If not available at the community school then, at the inter-school level, every student in the Ottawa-Carleton District School Board will have access to the following:

Inter-school programs without entrance requirements:

- Essential level courses in English, Mathematics, Science in Grades 9 and Grade 10; Learning Strategies courses; and School to Work programs
- Additional Workplace, College, University, and University/College level courses in English, Mathematics, Science that ensure program pathways are available to students
- Broad-Based Technology programs
- Arts programs

Inter-school programs with entrance requirements:

- Alternate programs
- French Immersion
- English as a Second Language programs
- English Language Development programs
- Grade 12 Literacy Course
- Specialized Special Education programs

- Ontario Youth Apprenticeship Program (O.Y.A.P.)
- Focus Programs
  - \* New program guidelines may require changes to these lists.

## ***DISTRICT PROGRAMS***

### **A. Principles**

1. The Board shall approve the introduction of, changes to, and/or elimination of all district programs (see section 3.3 of the policy).
2. Where a program is not feasible (financially, enrolment, teacher expertise, etc.) at the community school or inter-school level, a district program may be offered. Generally these programs have entrance requirements attached to them as determined by the school, in collaboration with the Curriculum Services Department, and as approved by the Superintendent of Instruction.
3. All students in the OCDSB who meet entrance requirements will have access to district programs.
4. Students attending district programs will have access to transportation services according to the OCDSB transportation policy.

### **B. Program Framework**

The OCDSB offers the following district programs:

Creative Arts at Canterbury HS  
International Baccalaureate at Colonel By SS  
High Performance Athlete at John McCrae SS  
Adaptive Program at Ottawa Technical Learning Centre and Sir Guy Carleton  
Secondary School