

## Program of Studies for the Secondary School

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, du Loisir et du Sport (MELS) and of the Basic School Regulation as it applies to Secondary Education

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### 1.0 Program of Studies for the Secondary 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 each with its own educational projects, each Secondary 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. The Secondary 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.

In this context, and predominating all of Secondary Education, it is the resolve of the School Board to provide the students with the necessary abilities for further education to pursue career goals. Common to all schools is the commitment to assure success for all students and the preparation of a productive citizenry in a democratic society.

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 du loisir et du sport (MELS) and the policies of the School Board, each secondary 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.

Each school will provide quality and comprehensive education in all subject areas as required by the Basic School Regulations: Languages; Mathematics, Science and Technology; Social Science; Arts; and Personal Development. Inherent in the teaching of all subjects will be cross-curricular competencies related to methodological and intellectual skills, personal and social skills, and language skills in all subjects. So that all students will be able to fully contribute to Quebec society and to Canada, the teaching of English and the teaching of French will be vital components of the school's educational plan.

The program of study is divided into 5 cycles. - Cycles 1, 2 & 3 at the Elementary level and Cycles 1 and 2 at the Secondary level. Cycle 1 Secondary: Years 1 and 2 complements and consolidates the basic education received in elementary school and completes the common compulsory core of basic education. Cycle 2 Secondary: years 3, 4 & 5, will provide for diversification in the student's basic education so that a student may acquire the qualifications to continue post secondary education, pursue professional or vocational education, or enter the job market.

## 2.0 Responsibilities of the School Board

- 2.1 The School Board will support the schools in the attainment of their educational project 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 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 at 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.
- 2.5 The School Board will verify that the textbooks and instructional materials approved by the MELS 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 school initiatives taken at the school 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 MELS 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 course of study;
  - 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 MELS 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 MELS. 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 Ministère de l'Éducation 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 and course profiles.

### 4.0 Program of Studies

- 4.1 The School must provide instruction in all subjects as prescribed by the MELS.
- 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 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 Normally, optional programs may be offered as long as student registration in each course is at least 70% of the maximum class size in accordance with the Collective Agreement in effect.
- 4.11 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.
- 4.12 Within the resources allocated by the School Board, each school will provide within its program of studies appropriate programs, resources and/or alternative programs to aid in the success of all students and, in particular, those students with special needs.
  - 4.12.1 If the program of studies must be modified for a student with special needs, then an Individual Education Plan must be completed.
  - 4.12.2 After approval of the Governing Board, a school may submit a local course of study to the School Board prior to its implementation. This proposal must include 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 The students should be given the opportunity to explore career and occupational goals through job-shadowing or volunteer work experience programs and activities such as career days.
- 4.14 Within the education plan, the schools may provide alternative programs of studies which include diverse paths to learning such as Work Oriented Training and Individual Paths of Learning (IPL) programs.
  - 4.14.1 When Work Oriented Training programs include a compulsory work experience component; students are expected to satisfactorily complete an unpaid internship under the supervision of a teacher and designated employer.
- 4.15 Distance education, with the help of information and communication technology, may be used in the following situations: to enhance individual instruction; to complement the lack of availability of an optional course of study; to provide specialization where teacher expertise may not be available.

## 5.0 Standards and Quality of Courses

- 5.1 The Principal is responsible for ensuring that the educational services provided at the school meet standards of quality.
- 5.2 The School may establish prerequisites for locally developed courses
- 5.3 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.
- 5.4 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.

## 6.0 Certification

- 6.1 The school program of studies must provide all the prescribed courses that would enable each student to meet the minimum requirements for the completion of high school as set out by the Basic School Regulation.

- 6.2 For a secondary school diploma, a pre-working training certificate, or a semi-skilled trade certificate, students must meet the requirement as stipulated in the Basic School Regulation

## 7.0 Educational Materials

- 7.1 In keeping with the school budget, instructional material and equipment will be provided to students and to teachers.
- 7.1.1 The Principal will provide each teacher with the required curriculum, appropriate support materials, textbooks and, when applicable, supplies and equipment for the subject for which the teacher is responsible.
- 7.1.2 The School will ensure that the students have access to materials required to master the competencies in each program of studies.
- 7.1.3 Textbooks will be provided free of charge to students. However, students will be charged for lost or damaged books.
- 7.2 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.
- 7.3 The purchase of workbooks and other consumable materials will be at the expense of the student or the student's parent(s) or guardian(s).

## 8.0 Co-curricular and Extra-curricular Programs

- 8.1 The program of studies may include co-curricular and extra-curricular activities. Some of these activities may be held outside the regular school day.
- 8.1.1 Co-curricular activities are those activities which are related to a particular subject but are held outside the normal classroom experience.
- 8.1.2 Extra-curricular activities are those optional activities, which are social, cultural, or physical in nature and which may not directly related to a particular course of study.
- 8.2 The Principal will be responsible for overseeing the co-curricular and extra-curricular programs which have been approved by the Governing Board resolution.
- 8.3 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.
- 8.3.1 The school must inform, by completing the Sir Wilfrid Laurier School Board field trip information form, (see appendix) the Director of Educational Services for all overnight co-curricular and extra-curricular activities prior to the date of the trip being held.
- 8.3.2 In case of unforeseen events, the Governing Board resolution must be forwarded with the completed school board trip information form (see appendix) to the Director of Educational Services prior to the date of the trip being held.
- 8.3.3 The Director of Educational 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.
- 8.4 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.

- 8.5 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.
- 8.6 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.

## 9.0 Summer Programs

- 9.1 To be eligible to attend a summer program, a student must have attained a mark of at least 50% in the subject for which s/he wishes to enrol. Below this, the student must re-do the subject in the following year.
- 9.2 All students are eligible to participate in August examinations re-write sessions, if they have taken the course previously (either during the year or in summer school).

## 10.0 Implementation

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