

**TITLE: CHANGES TO PROGRAMS AND PROGRAM DELIVERY STRUCTURES  
AT SECONDARY SCHOOLS**

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## **1.0 OBJECTIVE**

To ensure that changes to programs and program delivery structures at OCDSB secondary schools are managed in such a way as to provide programs to meet the needs of students and to enhance program options across the district at large, within the context of the *Secondary School Program Framework*.

## **2.0 DEFINITIONS**

- 2.1 **A community school** means a school that offers a range of programs designed to meet the needs of the majority of students in the community within the designated geographic boundary that the school serves. All secondary schools will offer core programs required in order to enable students to graduate with an OSSD.
- 2.2 **A course package** means a sequential series of three courses, at different grade levels, originating from the same Ministry document (e.g., third language). This would also refer to the introduction of courses at one grade which, over time, could result in a course package.
- 2.3 **District Programs** means enhanced programs which are not available at the community school or inter-school level. Generally, these programs have entrance requirements and criteria attached to them (e.g., Creative Arts, International Baccalaureate, High Performance Athlete, and Adaptive).
- 2.4 **Equity of access** to programming means the practical considerations of program delivery such as location, site capacity, etc.
- 2.5 **Equity of opportunity** means the philosophical ideal of fairness for all as reflected in educational programs and services that are designed for all students.
- 2.6 **Inter-school programs** means specific courses or program packages which may be available in some schools but not in all schools for a variety of reasons, including: low student enrolment, availability of staff, and appropriate facilities. That is, they are

located at one school site, but the intent is to have students enrolled from a number of sending schools.

- 2.7 **Program delivery structure change** means a significant alteration in the way program is delivered (e.g., the introduction of full or partial semestering or the reverse) which impacts on the enrolment of other schools.

### 3.0 POLICY

- 3.1 The Board supports offering equity of access and opportunity to programs in the District for all of its students.
- 3.2 The Board's model 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 geographic attendance boundary that the school serves.
- 3.3 Changes of program and program delivery structures may be initiated either at the school level by the principal or centrally by a superintendent. When changes are initiated that could impact special education programs or program delivery structures, the superintendent responsible for special education shall be consulted. Consultation regarding implementation at a particular school will occur with the school council and the student council.
- 3.4 The Board shall approve the introduction of, changes to, and/or elimination of:
- a) district programs and program delivery structures;
  - b) inter-school programs and program delivery structures that have district wide impact (e.g., French immersion, English as a second language, specialized special education classes); and/or
  - c) any changes that can reasonably be expected to have a significant effect on school enrolment.
- 3.5 Inter-school programs and course packages of a smaller scope, shall be approved by Director's Executive Council.
- 3.6 Admission to District Programs may be based on admission criteria.
- 3.7 Admission criteria shall be common to all sites offering the same program, as approved by the Superintendent of Instruction and/or the appropriate central Superintendent.
- 3.8 Transportation to inter-school and/or is provided as per Ottawa Student Transportation Authority transportation policy.
- 3.9 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

## **4.0 REFERENCES**

*The Education Act*

Board Policy P.077.PLG: Designated Schools/Student Transfers

Board Procedure PR.568.PLG: Designated Schools/Student Transfers - Elementary

Board Procedure PR.569.PLG: Designated Schools/Student Transfers - Secondary

Board Procedure PR.629.CUR: Changes to Programs and Program Delivery Structures at Secondary Schools

## **5.0 ATTACHMENTS**

*Secondary School Program Framework, December 2007, Revised June 2016*

## SECONDARY SCHOOL PROGRAM FRAMEWORK

The Secondary School Program Framework is intended to provide the foundation for the best learning opportunities for students in secondary school programs. It respects the pathways that are selected by students and their parents/guardians by removing educational barriers to their chosen futures.

### 1.0 INTRODUCTION

- 1.1 The Secondary School Program Framework provides a structural model for secondary school programs in the Ottawa-Carleton District School Board. The structure is designed to provide OCDSB students with access to the courses, programs and program pathways that lead to graduation with an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (COA).
- 1.2 Each secondary school offers core program courses and optional program courses based on student interest and enrolment, staff expertise and facilities. These differences in both core and optional courses in our schools contribute to the unique character of our schools and support the fundamental principle of the community school.
- 1.3 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 the determination of staffing to support programs. Decisions using the framework will reflect the best educational research practices and align with current Ministry of Education curriculum documents.

### 2.0 GUIDING PRINCIPLES

- 2.1 The Board's model for secondary school program delivery is the community school, which offers a range of programs designed to meet the needs of students in the community the school serves.
- 2.2 The Secondary School Program Framework:
  - a) ensures that secondary school students can access courses and programs in their designated school or as close as possible to their home community. Where a student desires a program pathway that is not offered in the community school, then Board will seek other solutions to meet individual student learning needs. These alternatives may be specialized classes, specific course groupings, a congregated program site, or alternate program delivery models, e.g., e-learning, Continuing Education, or blended learning;
  - b) supports offering equity of access and breadth in programming in secondary programs for all of its students;

- c) recognizes that minimizing transitions for students during their school years provides an optimal learning environment and supports student success. This means that secondary schools will be organized in either a Grade 9-12 or a Grade 7-12 configuration and future planning for elementary schools would reflect these secondary school configurations with K-6 or K-8 school organizations wherever possible;
  - d) ensures that program planning as defined within the scope of the framework ensures that secondary students in the District have access to the greatest number of courses and program offerings delivered in a fiscally responsible manner; and
  - e) allows for the monitoring of course/program offerings to ensure equitable access for students throughout the school district and encourages collaboration amongst secondary principals in program planning.
- 2.3 Program viability and sustainability are important factors in establishing or modifying secondary school program delivery models or course offerings. 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, the location of the school or offerings dependent on the needs of the school's student population.
- 2.4 The Board encourages and supports innovation in providing breadth of programs in the community school. All such initiatives must take into account the impacts on neighbouring schools and existing District Programs and should be accomplished within the parameters of the three programming categories as described in the framework.
- 2.5 The Board acknowledges that digital fluency is a critical component of all student learning.
- 2.6 Board decisions and policies on secondary programming should flow from these principles.

### **3.0 SECONDARY SCHOOL PROGRAM FRAMEWORK**

- 3.1 The Program Framework structures program delivery in three categories: community school programs, inter-school programs and District Programs.
- a) Community School Programs  
The community school is the designated home school for a student based on his/her place of residence and is the fundamental component of program delivery. The ability for a student to be able to attend the local community school builds and strengthens a sense of belonging. The community school program delivery model will balance equity of opportunity and access to programs for students with the realities of the

program offerings at the student's designated school. All secondary schools will offer core programs ensuring that students can graduate from their home school with an Ontario Secondary Schools Diploma (OSSD), Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA).

b) Inter-School Programs

An inter-school program is a program package that allows for an enhanced learning experience by the grouping of specific courses. These course groupings may have a single-subject focus or a multi-disciplinary focus. Opportunities for additional certification and cooperative education may form part of the program.

All specialized special education classes that are in secondary schools are considered to fall into the category of inter-school programs.

Course packages as defined in Policy P.077.PLG (Designated Schools/School Transfers) are not considered to be inter-school programs.

Principals, in consultation with superintendents of instruction will annually review programs offered to ensure that all students have access in their designated school to courses required in their program pathway.

c) District Programs

A District Program provides an enhanced learning opportunity in which a specialized program or congregated grouping of courses is offered. These programs serve the interests, abilities and special talents of students and typically have unique entrance requirements. They draw attendance from across the District and may also have specialized certification/graduation outcomes. These programs are approved by Director's Executive Council and the Board. Equity of access to programs that offer enhanced programming may be impacted by geographic considerations, facility constraints and/or entrance requirements. The Board is committed to reducing barriers for students to attend the program pathways needed for their success and well-being.

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

## **4.0 COMMUNITY SCHOOL PROGRAMS**

4.1 Principles:

- a) Principals will offer a core program to enable students to graduate with an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (COA).

- b) All secondary schools will have a process to determine course offerings in three program pathways that best meet the needs of students in the school community.

#### 4.2 Program Framework:

- a) Each community secondary school in the Ottawa-Carleton District School Board will offer three pathways of core subjects that lead to a diploma or certificate (see Appendix C for diploma/certificate requirements).
- b) Each secondary community school that offers regular day school programs in the Ottawa-Carleton District School Board will offer French as Second Language programs in Core French and Immersion French. A certificate in Extended French or Immersion French will be awarded to students based on the number of earned credits in French, as per Curriculum policy documents provided by the Ministry of Education.

## 5.0 INTER-SCHOOL PROGRAMS

### 5.1 Principles:

- a) Principals, in consultation with their superintendents of instruction, will collaborate to ensure that students have access to the specified programs as outlined in the inter-school program section of this framework.
- b) Interschool Programs:
  - i. will fall within the subject area parameters as defined in the Secondary School Program Framework and governed by Ministry curriculum policy documents provided by the Ministry of Education;
  - ii. may be a full or half-day program.
- c) Where a student wishes to access a senior (Grade 11 or 12) inter-school program that is not available at her/his community school and that program is offered at another school, in consultation with both principals, the student may attend the other school for the requested program;
- d) Students attending a Specialist High Schools Major inter-school programs do not have to apply for cross boundary transfers to attend the program.
- e) Students attending inter-school programs shall have access to transportation services according to the Ottawa Student Transportation Authority (OSTA) policy.
- f) Students who attend a Specialist High Skills Major (SHSM) inter-school program have the option to finish their high school graduation requirements in the host school after the completion of the SHSM courses without applying for a cross boundary transfer.

### 5.2 Program Framework:

- a) The following programs are considered to be District inter-school programs. Some of these programs may have entrance requirements.
  - i. Specialist High Skills Major (SHSM);
  - ii. Secondary School Alternate programs;
  - iii. English as a Second Language programs;
  - iv. English Language Development programs;
  - v. Specialized Special Education programs; and
  - vi. Ontario Youth Apprenticeship Program (O.Y.A.P.).
- b) Inter-school program offerings will be monitored by Director's Executive Council, in collaboration with school principals and superintendents of instruction, to provide a District perspective on the types, number and locations of the programs. Program enrolment may be capped based on local circumstances (i.e.; staffing, available partnership spaces, etc.) by Director's Executive Council.
- c) New Ministry of Education guidelines may require changes to these lists.
- d) Where the enrolment to an inter-school program is capped due to local circumstances (site capacity, teacher expertise/training, available partners, etc.) there will be a fair and equitable process established to determine successful application to the program.

## **6.0 DISTRICT PROGRAMS**

### **6.1 Principles:**

- a) The Board shall approve the introduction of, changes to, and/or elimination of all District Programs.
- b) The District shall review all District Programs in accordance with its cyclical program review process. District programming needs may also bring about this review. The review shall include, but not be limited to, the viability of the learning environment, projected enrolment, geographic location, financial impact and program viability. This analysis may be a subset of another District wide review process; i.e. a pupil accommodation review. Based on the review, Director's Executive Council may recommend to the Board a change in the numbers and/or location of a District Program.
- c) Director's Executive Council, in consultation with the superintendent of instruction, the school principal and the Curriculum Services Department, shall approve the entrance requirements to all District Programs.



- d) All students in the District who meet entrance requirements will have access to District Programs where there is capacity at the site location to do so. Where enrolment is capped due to local circumstances (site capacity, teacher expertise/training, etc.) there will be a fair and equitable process established to determine successful application to the program.
- e) Students attending District Programs shall have access to transportation services according to the Ottawa Student Transportation Authority (OSTA) transportation policy.

## 6.2 Program Framework

- a) A District Program shall be co-located with a community school program when a student requires courses from both the specialized program and the regular composite program to fulfill graduation requirements. There is no need for co-location where a student is able to attain all graduate requirements within the District Program's course offerings.
- b) Where a District Program can be co-located with a community school program or not, based on the definition provided, the decision of co-location shall be made within the context of District priorities.
- c) The OCDSB offers the following District Program that must be co-located with a regular composite program: International Baccalaureate Program (currently located at Colonel By SS);
- d) The OCDSB offers the following District Programs that can be co-located or not with a regular composite program:
  - i. Creative Arts Program (currently located at Canterbury HS);
  - ii. High Performance Athlete Program (currently located at John McCrae SS; and
  - iii. Secondary Adaptive Programs (currently located at Ottawa Technical Secondary School and Sir Guy Carleton Secondary School).