



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

Policy n° 1999-ED-04:	Program of Study for Secondary School
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Approved:	Resolution n°	990922-ED-0027
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NOTE: In keeping with its commitment to respecting diversity, the Sir Wilfrid Laurier School Board uses gender-inclusive language in all its written communications. In cases where eliminating references to gender is not possible, gender-specific pronouns and possessive determiners are used solely for purposes of clarity and concision.

## 1.0 OBJECTIVES

To establish the framework in which the Sir Wilfrid Laurier School Board (SWLSB) and its schools will fulfill their respective responsibilities under the *Education Act* with respect to the implementation of the Program of Study approved by the Ministère de l'Éducation and the *Basic School Regulation* as it applies to secondary education.

## 2.0 PROGRAM OF STUDY FOR THE SECONDARY SCHOOLS OF THE SWLSB

The SWLSB is committed to offering quality education to all students with a view to providing an educational environment where each student can succeed. Its mission is to impart knowledge, develop skills and attitudes, foster social development, and help students acquire the qualifications to meet their personal and occupational goals. The school board will direct its human, financial, and material resources to support the school system in carrying out its mission.

While the SWLSB consists of diverse school communities each with its own educational project, each secondary school is expected to create a school culture that develops a positive attitude towards continuous learning and promote achievement for all. The secondary schools will endeavour to stimulate all students to acquire the knowledge and skills that will help them develop their ability to think for themselves and assimilate the concepts studied, and will prepare them to become productive citizens in a democratic society.

In accordance with the rights, responsibilities, and obligations set out in the *Education Act*, the *Basic School Regulation* of the Ministère de l'Éducation, and the policies of the school board, each secondary school is empowered to develop its unique character through an educational project that will be reflected in its program of study and its co-curricular and extracurricular programs.

Each school must provide quality and comprehensive education in all subject areas as required by the *Basic School Regulation*. Cross-curricular competencies related to methodological and intellectual skills, personal, and social skills, and language skills will be inherent in the teaching of all subjects. So that all students are able to fully contribute to Canadian society, the teaching of English and French will be vital components of the school's program of study.

The secondary program of study is divided into two cycles. Secondary Cycle One (Years 1 and 2) complements and consolidates a student's elementary education and completes the common compulsory core of the general pathway. Secondary Cycle Two (Years 3, 4 and 5) provides options beyond the General Pathway so that a student may acquire the qualifications to continue post-secondary education, pursue professional or vocational education, or enter the job market.

To obtain a secondary school diploma, a pre-work training certificate, or a semi-skilled trade certificate, students must meet the requirements stipulated in the *Basic School Regulation*.


### **3.0 REFERENCES**

This policy makes references to the following documents:

- *Education Act*
- *Basic school regulation for preschool, elementary and secondary education*
- *SWLSB Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties*
- *SWLSB Field Trip Policy*

### **4.0 RESPONSIBILITIES OF THE SCHOOL BOARD**

- 4.1. The school board will support the schools in the attainment of the goals set out in their educational project and the implementation of their educational plan by equitably distributing its human, financial, and material resources.
  - 4.1.1. The school board will verify that the program of study offered at each school respects the *Education Act*, and the *Basic School Regulation* and complies with the policies of the school board.
  - 4.1.2. The school board may require a change in the 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.
- 4.2. The school board will ensure that schools provide at least 75% of the suggested time allocation for the compulsory subjects, as stated in the *Basic School Regulation*. The school board must authorize any exemption from this requirement.
- 4.3. 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.



4.3.1. The school board will support professional development that focuses on the introduction of new programs, cross-curricular competencies, pedagogical innovations, and information and communication technology.

4.4. The school board will develop the technological infrastructure to provide digital learning opportunities in the schools.

## **5.0 RESPONSIBILITIES OF THE SCHOOL**

5.1. The Governing Board is responsible for approving an educational plan for the program of study proposed by the principal after consultation with the teachers. The educational plan will include:

5.1.1. the approach to implementing the *Basic School Regulation*;

5.1.2. the approach to enriching or adapting the program of study;

5.1.3. the time allocation for each subject;

5.1.4. the approach to ensuring that all teachers in each subject and all staff members place constant emphasis on the quality of written and spoken language in both learning activities and school life.



5.2. After receiving approval from the Governing Board, the Principal will submit the subject-time allocation for the application of the program of study for the forthcoming year to the school board no later than February 15 of each year. The school board will verify that these plans adhere to the regulations set by the Ministère de l'Éducation and the policies of the school board and will advise the school of its decision within a two-week period.

5.3. 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 Ministère de l'Éducation. If approved, the school board will apply to the Ministère de l'Éducation for the exemption on behalf of the School. For the implementation of a special project or course, authorization from the Ministère de l'Éducation must be received by January 15 of the year preceding implementation. Course descriptions and information based on the school's educational plan for applying the program of study will be made available to parents annually.

5.4. The School must provide instruction in all subjects as prescribed by the Ministère de l'Éducation.

5.5. The School must organize the time allocation of subjects within the framework of the regular school week (five [5] days or an equivalent) of 1500 minutes.

4.5.1 If the 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.



- 5.6. The School will ensure that the competencies of the compulsory subjects and their related skills are taught.
- 5.7. The School will ensure a teaching-learning process that encompasses not only the cognitive aspects of the curriculum, but also the affective and social domains which lead to the acquisition of behaviours, attitudes and values that enable students to mature as independent, thoughtful, and creative individuals.
- 5.8. The cross-curricular competencies related to intellectual and methodological skills, personal, and social skills, and language skills will be integrated into the curriculum and evaluated as determined by the School.
- 5.9. The School is encouraged to integrate digital technology in the delivery of all courses of study when and where applicable.
- 5.10. Optional programs are offered as long as student registration in each course is at least 70% of the maximum class size in accordance with the maximum class size indicated in the collective agreement in effect. The school board must authorize any exemption from this requirement.
- 5.11. 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.
- 5.12. Within the resources allocated by the school board, each school will provide within its program of study appropriate resources and/or alternative options to aid in the success of all students.
  - 5.12.1. The *SWLSB Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties* provides further information regarding alternative placements, support, and services for students with special needs.
  - 5.12.2. If the program of study must be modified for a student with special needs, then an Individualized Education Plan must be developed.
  - 5.12.3. A school must submit a locally developed course to the school board for approval prior to its implementation. This proposal must include a detailed description of the course including the course competencies to be developed, and the means for evaluating the competencies.
  - 5.12.4. The School may establish prerequisites for locally developed courses.
- 5.13. Students should be given the opportunity to explore career and occupational goals.
- 5.14. Within the education plan, schools may provide alternative pathways of learning as prescribed by the Québec Education Program. When the alternative pathway includes a compulsory work experience component, students are expected to satisfactorily complete an unpaid internship under the supervision of a teacher and designated employer.

- 5.15. The School will ensure that standards with respect to the achievement of learning outcomes are monitored through the implementation of the SWLSB policy on *Evaluation of Learning in the Elementary & Secondary Schools*.

## **6.0 EDUCATIONAL MATERIALS**

- 6.1. In keeping with the school budget, instructional material and equipment will be provided to students and teachers.
- 6.1.1. 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.
- 6.1.2. The School will ensure that students have access to the materials required to master the competencies in each program of study.
- 6.2. 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).

## **7.0 CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

- 7.1. The program of study may include co-curricular and extracurricular activities. Some of these activities may be held outside the regular school day.
- 7.1.1. Co-curricular activities are those activities which are related to a particular subject but are held outside the normal classroom experience.
- 7.1.2. Extracurricular activities are optional activities that are social, cultural, or physical in nature and that may not be directly related to a particular course.
- 7.2. The principal will be responsible for overseeing the co-curricular and extracurricular programs that have been approved by the Governing Board.
- 7.3. The Governing Board is responsible for approving activities that entail changes in the students' regular time of arrival and/or departure or that require students to leave the school premises.
- 7.3.1. The school must abide by the SWLSB *Field Trip Policy*.
- 7.4. The School is encouraged to organize activities that promote positive interactions between students and raise awareness of social concerns. These school life activities may take the form of a student council, school assemblies, clubs, special projects and social action activities.
- 7.5. The principal must ensure that all co-curricular activities are adequately funded by the school's budget.
- 7.6. The School will recognize that student participation in all extracurricular activities is voluntary. Extracurricular activities should reflect, in an equitable manner, the students' needs, the staff's availability, the school's facilities, and the school's budget to support such activities.

## **8.0 SUMMER PROGRAMS**

8.1. A *Summer Enrichment Program* will be offered to Secondary 1 and 2 students (resources permitting).

8.1.1. This program will allow students to consolidate learning in English Language Arts, Mathematics and French as a Second Language.

8.1.2. No summative examinations/assessments will be given.

8.1.3. Accordingly, participation in this program will not result in a change of mark in the respective subject(s).

8.1.4. All students are eligible to participate.

8.2. A *Summer Exam Preparatory Session* will be offered to Secondary 3, 4 and 5 students who are eligible to retake school board and ministerial examinations.

8.2.1. This session will consist of intensive teaching to prepare students to retake these examinations.

8.2.2. All students are eligible to participate in the *Summer Exam Preparatory Session*, but priority will be given to those students who have received a mark between 50% and 59% in the subject for which they wish to enroll.

8.2.3. All Secondary 4 and 5 students are eligible to participate in the August ministerial examination rewrite sessions if they have previously taken the course as per the *Basic School Regulation*.

8.2.4. A course is passed, and credit is granted when a student receives a passing mark of at least 60% as per the *Basic School Regulation*.

## **9.0 IMPLEMENTATION**

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