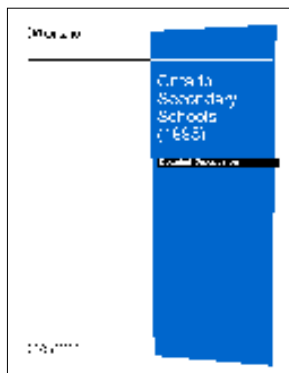


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Ontario Secondary Schools (1998)

Detailed Discussion Document

Ministry of Education and Training

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1. The Purpose of Secondary School Education

Education serves two important roles. One is to provide young people with the skills, knowledge and work habits they need to find or create gainful and satisfying employment, pursue their postsecondary goals, and to be independent, productive, and contributing members of society. The second role is to help students fulfil their personal potential, develop life skills, "learn to learn", build self-esteem, develop interests and integrity, and "become good citizens."

For Ontario's secondary education system and its students to succeed, the two roles must be balanced.

Parents expect that students will be provided with the opportunity to benefit from an education of the highest quality which challenges them to demonstrate achievement at high standards. The Ontario community requires a system which is accountable and characterized by excellence in curriculum and teaching.

Ontario's students expect to receive a relevant, high quality secondary school education that stimulates their curiosity and desire to learn, demonstrates the relationships between their in-school experiences and the world outside of school, and helps them define and realize their personal, educational and employment goals.

2. Introduction

Ontario Secondary Schools (1998) Detailed Discussion Document sets out the goals, priorities and requirements, including related options, that the Ministry of Education and Training is proposing will govern the program in secondary schools in Ontario. It outlines the expectations of the ministry for programs in Grades 9 to 12, including the proposed principles that would guide curriculum development and the requirements for the awarding of the Ontario secondary school diploma.

This document reflects the process of consultation to-date on the reform of secondary school education in Ontario, a process that has been assisted by the work of the Royal Commission on Learning and the Secondary School Reform Advisory Group, among others.

The reforms outlined in this document will improve the quality of secondary education and respond to the key concerns of parents, students, and employers about curriculum standards and student achievement. Secondary school teachers know that the world around them has been changing rapidly and that schools have not kept up. Parents want more and better information about what students are learning. Students need curriculum that is relevant to their future goals and prepares them to be contributing members of society. Employers expect high school graduates to have the knowledge and skills needed for success in the workplace. Universities and colleges expect graduates to come prepared for the demands of postsecondary education programs.

There is much to be proud of in our high schools. However, more needs to be done to ensure excellence in Ontario's schools. The proposed reforms will establish meaningful high standards for all students in the system.

Specific options related to Grade 9 are described in Section 3.2. Policies related to the structure and organization of the Grade 9 program would be established based on the consultation process, consistent with the final overall graduation requirements.

The proposed new program structure in Grades 10 to 12 would allow both exploration and specialization. New types of courses would be defined so that all students have challenging, high-quality curriculum with demanding standards, designed with postsecondary goals in mind.

Several options for new graduation requirements are described including some that set out more compulsory requirements than the expectations of the past decade. These new requirements would focus the system on student achievement of measurable results. Greater programming flexibility would be provided through a course structure that allows for short courses where appropriate and necessary. The course structure would also provide for a new type of transfer course that would enable students to alter their programs to reflect evolving interests, developing abilities, and changes in their postsecondary plans while still being able to meet the graduation requirements in four years.

There would also be a more effective and accountable Guidance and Career Education Program to help students learn about

opportunities and make informed decisions about the choices they will face when they leave school. It is proposed that all students, with their parents and the help of a teacher-advisor, would prepare an annual education plan – setting goals and selecting courses to equip them to meet their goals.

Career education and cooperative education/work experience can improve students' understanding of employment requirements and the links between the skills and knowledge they are acquiring in school and their future plans. This document presents three options for integrating more cooperative education/work experience into the high school program.

This document is focused on the educational needs of young people who make up the majority of secondary school students. It is recognized that a significant proportion of secondary enrolment consists of adults, and issues relating to them are addressed in the sections on prior learning assessment and adult students.

When finalized and implemented, the policy document would replace the following:

- *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989;*
- the policies for Grade 9 outlined in *The Transition Years, Grades 7, 8 and 9: Policies and Program Requirements, 1992;*
- the policies for secondary education outlined in "Program Policy for Elementary and Secondary Education," Policy/Program Memorandum No. 115, June 27, 1994.

3. The Structure of the Secondary School Program

3.1 Promotion from Grade 8 to Grade 9

Students who have been promoted from elementary school would be admitted to a secondary school.

It is proposed that all students including exceptional students would proceed to the secondary level and be placed on a secondary school register, generally within one year, or at most two years, of the usual age for entering secondary school. Exceptional students would be integrated into regular classes when such a placement meets the student's needs and is in accordance with parental wishes. A range of placement options would be available for students whose needs cannot be met within the regular classroom.

Some students, at the recommendation of their school principal and with the agreement of their parents/guardian, enter secondary school without having taken or successfully completed all the work of Grades 7 and 8. Documentation of the learning outcomes yet to be attained by such students would be forwarded to the principal of the secondary school. Provision would be made within the Grade 9 program to enable students to demonstrate achievement of previously unattained learning outcomes.

Where an applicant is denied admission by the principal of the secondary school, the applicant would be able to appeal to the school board, and the board would admit or refuse the applicant.

3.2 The Program in Grade 9: Options

Background

The role, structure and organization of Grade 9 have aroused considerable debate, much of which has focused on the issue of whether this first year of secondary school should more closely resemble the grades preceding it or those that follow.

Prior to the 1993 introduction of new provincial policy requirements, Grade 9 closely resembled the secondary school grades that followed it. Like Grades 10 to 12, its curriculum was subject-based, its courses were assigned credits and its program consisted of compulsory and optional courses streamed by level of difficulty. Students were assigned marks on completion of courses, and failed compulsory courses had to be repeated. Credits accumulated in Grade 9 counted toward the total needed to meet diploma requirements.

This streamed Grade 9 program led to concerns that the significant change for students from the grade 7 and 8 programs contributed to an early dropout rate, and that it required students to make binding choices too early in their high school

careers. In response to these concerns, in 1989 changes to Grades 7 to 9 were announced to ensure a smoother transition to secondary school. These changes involved developing a common core curriculum for the three grades and destreaming Grade 9 courses. In November, 1992 the ministry released the document *Transition Years, Grades 7, 8, and 9: Policies and Program Requirements (1992)*, which required boards to phase in the new Grade 7 to 9 curriculum and destreamed Grade 9 courses over three years beginning in September, 1993.¹

Supporters of this change argued that the new approach would provide a strong foundation from which students could make decisions about their future studies, and that it would reduce the dropout rate.

Current Context

The public, however, continues to be divided on the subject of destreaming Grade 9, as recorded in opinion surveys over the years and also noted in the 1995 *Report of the Royal Commission on Learning*. Supporters of a destreamed Grade 9 believe there are benefits to be gained, including lower dropout rates, from continuing the organizational structure of Grades 1 to 8 into Grade 9. This approach provides students with one additional year where they all follow the same program to achieve a common foundation that prepares them to then specialize based on their postsecondary career plans. Supporters of a streamed Grade 9 program believe that students gain advantages when they are grouped according to prior levels of achievement, taught in more homogeneous classes, and immediately begin specialization so that different students work with different curriculum in order to focus on educational and career goals as soon as they enter secondary school.

Teachers have raised concerns that the current policy is too restrictive in terms of their ability to group students for effective teaching. Parents have expressed the general need for higher standards and greater clarity about what students are expected to be able to know and do by the end of Grade 9.

Current Policy

Current provincial policy requires school boards and schools to deliver a Grade 9 program that, among other characteristics:

- is based on a single, destreamed curriculum;
- organizes learning based on four program areas: 1) Language; 2) Mathematics, Science and Technology; 3) the Arts; and 4) Personal and Social Studies: Self and Society;
- limits the teacher's capacity to organize classes or courses on the basis of perceived student ability;
- recognizes student achievement as a pass or failure of the whole grade.

Options relating to the Grade 9 Program

The consultations on the proposed directions for secondary school reform provide an opportunity to reconsider current Grade 9 policies. Two options are outlined:

- modify the current Grade 9 program as part of secondary school reform, to address the main implementation concerns raised by parents and teachers;
- reform Grade 9 so that curriculum and courses are streamed and follow the same structure as proposed for Grades 10 to 12.

Features that may be a consideration in commenting on the design of Grade 9 include:

- how best to organize the curriculum (e.g., by subjects or program areas; based on a single compulsory destreamed curriculum for all students; or multiple, streamed curricula);
- how to recognize student achievement of the required Grade 9 outcomes (as a pass/failure of the whole grade, or, by awarding credits for successfully completing individual courses); and
- whether students who already demonstrate achievement of the Grade 9 requirements in a particular subject should be able to move ahead to take the relevant Grade 10 course.

Option 1: Modify the current Grade 9 policy by introducing subjects and grouping of students for instructional purposes.

One option for Grade 9 would be to modify the current program as part of establishing the new secondary school system by:

- establishing a single, destreamed compulsory curriculum based on eight subjects and higher standards for all Grade 9 students than currently exist;
- changing ministry policy to permit school boards/sections to group students for effective teaching;
- continuing to recognize student achievement as a pass or failure of the whole grade, but clarifying policy so that percentage grades for each subject are included as part of reports to parents on student achievement; and
- allowing Grade 9 students to move ahead to take Grade 10 course(s) where they can already demonstrate achievement of the requirements in a particular subject(s).

The entire Grade 9 program would be compulsory and based on the eight subjects of: mathematics, science, technology, arts, (visual arts, drama/dance, music) history and geography, and personal development (would include family studies, business studies, guidance and career education, physical and health education, and, in Roman Catholic schools religious education), in English-language schools, English and French-as-a-second language (FSL), and in French-language schools, français and English for French-language students.

Grade 9 would serve as the link between a completely destreamed elementary school system and a completely streamed program in Grades 10 to 12. Passing grade 9 would be a stated graduation diploma requirement.

The ministry would change current policy to allow schools boards and schools to decide, in consultation with parents, how best to organize their students in groups so that each student achieves the Grade 9 results required as preparation for the rest of their schooling. Teachers would be able to put students together either in separate classes or sometimes in the same class, according to certain educational needs. For example, students who are excelling could be grouped together for enhanced programming. Students who need more attention in a core subject such as mathematics could be grouped together for this purpose. Or, students who share a common interest in the arts or space technology for example, could be grouped together. The flexibility to group students in different ways and for varying amounts of time depending on local needs is based on not assigning credit value (and the associated time requirements) to subjects in Grade 9.

Reports on student achievement would include percentage grades in each subject. Promotion at the end of Grade 9 would be a pass/fail decision, based on the student's overall achievement in the whole grade. During Grade 9 it would be possible for a student who demonstrates early achievement of the requirements for a particular subject to move ahead to take the relevant Grade 10 course.

Option 2: Introduce a streamed, credit based Grade 9 format which parallels the proposed streamed format for Grades 10 to 12.

A second option would be to redesign Grade 9 according to the proposed structure for Grades 10 to 12 (See Section 3.4.1: Types of Courses for further details). Grade 9 would be established as a subject-based, streamed program with different curriculum and standards for students, depending on their postsecondary destination (work/training, college or university). A credit value would be assigned to each Grade 9 course, based on the minimum number of instructional hours associated with the course (i.e., 1 credit if the course is 90 hours, 0.5 credit if it is 45 hours).

As under option 1, the entire Grade 9 program would be compulsory and based on the eight subjects of: mathematics, science, technology, arts (visual arts, drama/dance, music), history and geography, and personal development (family studies, business studies, guidance and career education, physical and health education, and in Roman Catholic separate schools, religious education), in English-language schools, English and French-as-a-second language (FSL), and in French-language schools, français and English for French-language students.

Unlike option 1, all students would not take the same program. New curriculum and standards would be developed to correspond with the differentiated course series established for Grades 10 to 12. Students would decide in Grade 8 on their intended postsecondary destination and from Grade 9 onwards would be grouped primarily based on this destination. For example, students preparing for university would take the compulsory university-preparation (series 3) English courses, students preparing for work and training or college would take different compulsory work-preparation or college-preparation English courses (series 2), and so on.

Student achievement in each subject would be recognized with percentage grades and for each subject passed credit would be earned toward the total number of credits required for graduation. It would be possible, as in option 1, for Grade 9 students to take some Grade 10 courses if they can demonstrate that they have already achieved the Grade 9 requirements for a particular course or courses. The overall diploma credit requirements, for which options are described in Section 4.3: Diploma Requirements: Options, would be adjusted by allocating 10 credits to the Grade 9 subjects.

3.3 Promotion From Grade 9 to Grade 10

Under options 1 and 2 above, students would be able to proceed to one or more Grade 10 courses while they are in Grade 9 if they demonstrate to the principal's satisfaction that they have attained the requirements in the appropriate Grade 9 subjects and if their parents/guardians agree.

Under option 1, promotion at the end of Grade 9 would be a pass/fail decision based on the student's overall achievement in the whole grade. Under option 2, student achievement in each subject would be recognized with percentage grades and for each subject passed, credit would be earned toward the total number of credits required for graduation.

Where a student has not achieved the outcomes for Grade 9 (option 1) or for individual subjects (option 2) within the school year, the principal, in consultation with the parents/guardians, the student, and the student's teacher or teacher-advisor² and teacher-counsellor, would determine what type of program would best enable the student to achieve these outcomes. A student could, for example:

- continue for a second year in the Grade 9 program (option 1) or subjects (option 2);
- complete the course outcomes for the Grade 9 program (option 1) or subjects (option 2) in summer school, or through independent study, or through a remedial program while in Grade 10;
- complete a program designed specifically for the student;
- enrol in a combined Grade 9-10 program / course designed for a group of students.

3.4 The Program in Grades 10 to 12

In these grades, courses would be offered in ways related both to students' interests and abilities and to their anticipated destinations after secondary school.

Depending on the option selected for Grade 9, students in Grade 10 would start or continue to earn credits required for the secondary school graduation diploma. They would take both compulsory and optional courses that are increasingly linked to their possible postsecondary plans. Students would not be required to make binding decisions about a particular educational and career path and could test their interests, skills, and abilities by selecting courses that would help them determine what they are best suited to undertake. In Grades 11 and 12, students' choices of courses would be more closely linked to their personal postsecondary destination (college, university, training, or direct entry into the workplace). Fewer compulsory courses would be required in Grades 11 and 12 than in Grade 10, so that students could focus on individual interests and identify and prepare for specific postsecondary goals. In these grades there would also be more opportunities than in Grades 9 and 10 for learning experiences beyond the school, such as co-operative education, work experience, community service and apprenticeship.

In accordance with the proposed Guidance and Career Education Program, each student would prepare an annual education plan. Discussion of the plan would guide student decisions in two important ways. First, it would help them decide upon their initial postsecondary destination. Second, it would help them determine the types of courses they would take in Grades 11 and 12 to attain their goals. The choices that students make in their education plans in Grade 10 would affect how much co-operative education or work experience they would receive in Grades 11 and 12. For students who indicate a preference for work or apprenticeship training as a first postsecondary goal, the co-operative education or work experience component of their program in Grades 11 and 12 combined would be between 20 and 40 per cent. Students who select college or university education as a goal could also choose co-operative education or work experience if it were consistent with their education plans. The program also provides a means for students to transfer from one path to another if their interests and goals were to change along the way.

3.4.1 Types of Courses: Series 1, 2, 3, and 4

The program in Grades 10 to 12 would consist of courses, offered in four series. Under Option 2 for the Grade 9 program, the same series structure would also apply to Grade 9. For options related to the percentage and the make-up of the compulsory courses, see Section 4.3: Graduation Requirements: Options. The series approach would allow the purpose, content, curriculum design, and modes of delivery of courses to be clearly focused. Increased clarity of focus would permit stronger connections between the curriculum in secondary schools and both the current interests of students and the requirements of colleges, universities, and the workplace, and would assist students and parents to develop educational and career plans that are purposeful and appropriate to students' needs, abilities, interests, and aspirations.

Schools could modify courses or develop alternative courses to address the needs of exceptional students. For purposes of integration, exceptional students may be placed with their age peers in courses in any of the four series, working toward the learning outcomes of the course to the extent they are able, and toward alternative (non-credit) outcomes where appropriate, as defined in their individual plans.

Series 1 Courses

Courses offered in Series 1 would be courses where curriculum is not dependent on postsecondary destinations. They would be designed to provide students with opportunities to achieve a breadth of learning and to refine their educational, personal and career plans. Courses could be patterned on traditional subjects, such as business studies, physical and health education, or family studies or could be interdisciplinary, combining theory and practical applications from two areas of study, such as a course on information/communication technology and media literacy. The ministry, through the Ontario Curriculum Project and in consultation with its stakeholders, would develop curriculum guidelines and course profiles for Series 1 courses in order to offer a well-rounded set of educational experiences for students.

Series 2 Courses

Courses offered in Series 2 would prepare students for admission into most college programs, apprenticeship programs and/or for direct entry into the workplace. Curriculum development and delivery would emphasize concrete applications of the course content with supporting theoretical material. Learning experiences would be project driven and activity based.

The ministry, through the Ontario Curriculum Project would develop curriculum guidelines and course profiles in collaboration with school boards/sections, schools, curriculum associations, colleges and workplace representatives to ensure course outcomes will equip students with the necessary skills, attitudes and knowledge for entry into the workplace, apprenticeship programs and/or college programs.

Series 3 Courses

Courses offered in Series 3 would prepare students for admission to university and some specific college programs. Curriculum development and delivery would emphasize theoretical aspects, with supporting applications. Some project-driven, activity-based learning experiences would be included.

The ministry, through the Ontario Curriculum Project, would develop curriculum guidelines and course profiles in collaboration with school boards/sections, schools, curriculum associations, colleges, universities, and workplace representatives to ensure course outcomes equip students with the necessary skills, attitudes and knowledge for entry into university and certain college programs. Current standards for university preparation would be maintained within this series.

Series 4 Courses

Courses offered in Series 4 would function as transfer courses to enable students to move between Series 2 and Series 3 courses to accommodate changes in their postsecondary plans. Series 4 courses would also be used to provide appropriate programming for students leaving or re-entering secondary school. In most cases these courses would be shorter (.5 credit), more focused, and more flexible in their methods of delivery than courses in other series. The ministry, through the Ontario Curriculum Project, would develop curriculum guidelines and course profiles for Series 4 courses as part of the development process for Series 2 and 3 courses. Alternate means of delivery would include summer school, independent study, and distance education. Series 4 courses would qualify as optional credits required for graduation.

Development of Series 2 and 3 Courses

Series 2 and 3 courses would be developed initially for English, français in French-language schools, mathematics, and science. Courses in these series would be developed in conjunction with Series 4 courses that would allow students to transfer between Series 2 and 3. Additional courses and subjects, and in some instances the grades in which these would be offered would be determined after consultation with college, university and workplace representatives as part of the ministry co-ordinated curriculum development activities.

3.4.2 Ways of Organizing Courses

A course is a set of planned learning activities leading to the achievement of learning outcomes. Courses would be developed from the Ministry of Education and Training curriculum guidelines and credits would be granted when the outcomes are achieved. For each credit attached to a course a minimum of 90 hours of scheduled time would be provided. For each half credit attached to a course, a minimum of 45 hours of scheduled time would be provided. A combination of half credit and full credit courses would allow for an increased variety of program options. Students could benefit from half credit courses which would provide focused instructional units connected with their postsecondary goals, more frequent feedback on their progress, and tangible recognition of their achievement (i.e., credits). Students could also benefit from multi-credit packages which would provide, for example, a focus related to interests and to preparation for postsecondary destinations.

Courses could be organized in a variety of ways, for example:

- half and/or full-credit courses focused on a specific subject area (e.g., mathematics);
- half-credit courses for students who are leaving or re-entering secondary school; or who wish to transfer between Series 2 and Series 3 courses;
- multi-credit packages to provide more focused preparation for postsecondary destinations (e.g., health sciences);
- half and/or full-credit courses focused on destination-specific curriculum requirements;
- half and/or full-credit courses focused on interdisciplinary studies and based on course outcomes from one or more curriculum guidelines;
- full credit courses and/or multi-credit packages for applied learning components from several related curriculum guidelines, clustered to provide an integrated learning experience within the community (e.g., through co-operative education/work experience, community service learning, apprenticeship).

For purposes of illustration, the following are examples of possible interdisciplinary course packages:

- economics and technology in society
- information/communications technology and media literacy
- global food issues, history, family studies, geography
- legal and ethical issues in business
- art and history
- biology, physics, law and chemistry
- Native issues in Canadian society
- Ontario's story: history, geography, arts, and literature.

See [Appendix 5.1 for the sample program: Tamarack – an integrated four credit program.](#)

3.4.3 The Grade 11 Literacy Test

A comprehensive provincial testing program in Grades 3, 6, 9, and 11 will be implemented through the Education Quality and Accountability Office (EQAQO) in co-operation with school boards/sections, and schools. In secondary schools, a sample of Grade 9 students will be tested every second year in reading and writing, or mathematics.

Beginning in the school year 2000-2001, all students in Grade 11 will be required to participate in a province-wide literacy assessment administered by the Education Quality and Accountability Office. The assessment will be designed to reflect the relevant provincial standards and would provide important assessment information on student achievement of specific outcomes in key areas of literacy.

A student's final result on the literacy test would be noted on his or her transcript in terms of the level of performance

achieved (e.g., Grade 11 test at standard 1, 2, 3, or 4). Students who do not achieve the expected level would be required to take a Series 4 (short) course to prepare for another assessment.

For identified exceptional students, the testing procedures could be modified according to the student's needs, as noted on the individual plan.

The ministry, with the EQAO, will be examining public input on key questions relating to future directions for the provincial testing program in secondary schools including:

- What purposes should provincial testing serve?
- How should Ontario expand the provincial testing program?
- What grades and areas should be tested?
- Should Ontario reintroduce departmental or exit examinations for all Grade 12 students?
- How and to whom should results be reported?

(The Consultation Guide provides an opportunity to respond to these questions.)

3.4.4 Students' Choice of Courses

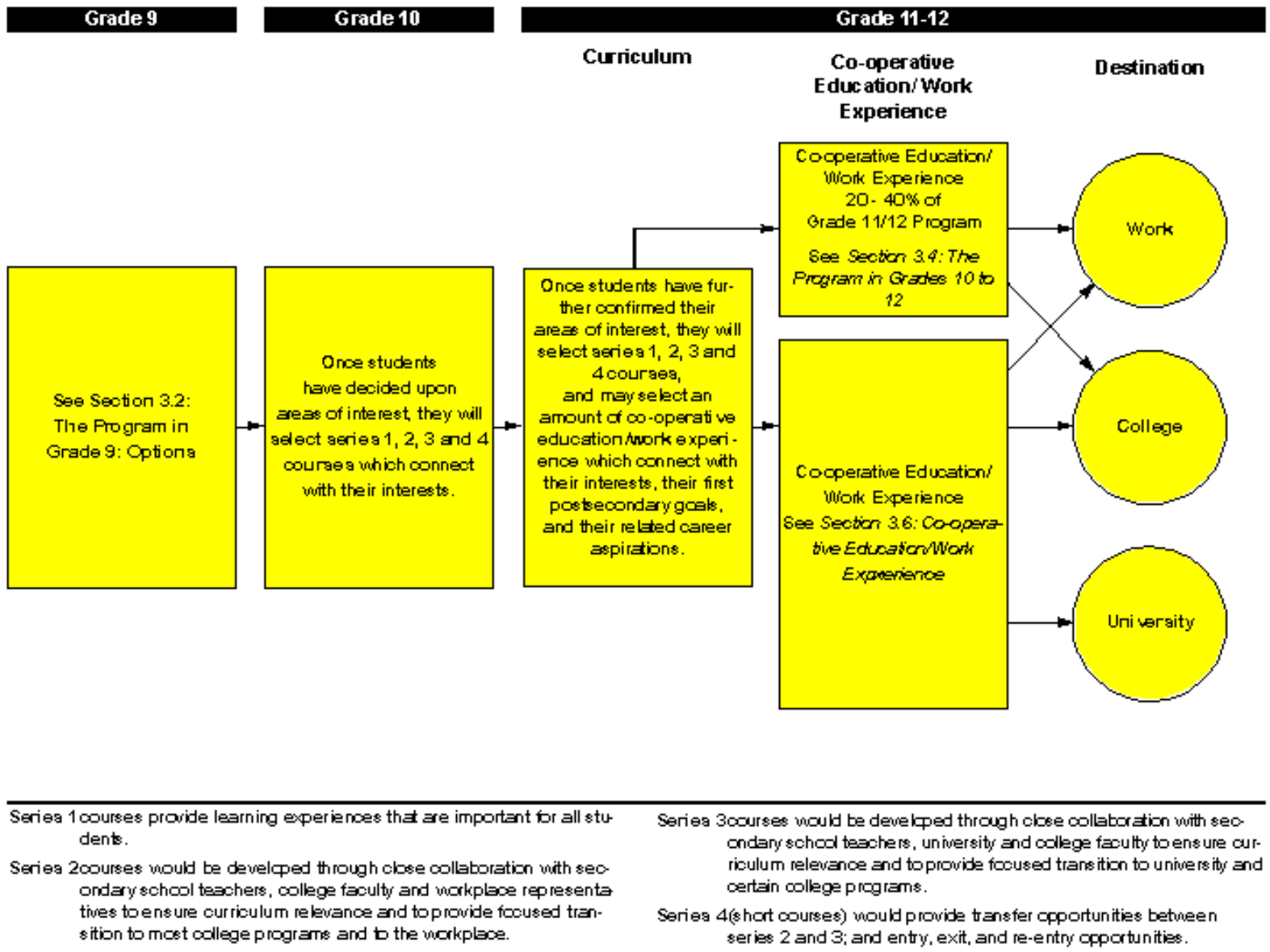
It is important that the secondary school system teach students how to assess their interests, abilities, achievements, and to explore the broad range of learning and occupational opportunities open to them. Using this information, each student would develop an education plan annually. Schools would support student learning by providing courses to enable students to achieve their personal goals. Decisions about course selections would be made by parents and students and based on the student's education plan, the courses offered by the school, and the related learning opportunities available outside school. Teacher-advisors and teacher-counsellors would assist students and parents/guardians with the process of course selection. Further information about education and career planning appears in section 3.5, *Choices Into Action: Guidance and Career Education Policy Grades 1 to 12 (1998): Detailed Discussion Document*. Students would refer to the school course calendar and review and update their plan each year.

See [Appendix 1: School Course Calendars](#).

The proposed secondary school program and related options would include several features designed to help students make effective and appropriate educational choices and career plans.

A course structure that provides clear curriculum paths for students would facilitate course selection. The provision of series of courses leading to specific destinations (Series 2 and 3) would allow students to acquire a solid core of theoretical and applied learning and to focus their learning on goals that have relevance for them. The provision of Series 1 courses would allow students to broaden their knowledge and skills in relation to a particular subject or career option and/or to study subjects that reflect interests and abilities not directly related to their postsecondary goals. (See Figure 1: Student Choices to Address Current Interests and to Prepare for First Postsecondary Destinations.) Series 4 transfer courses would ensure that students' could move between Series 2 and Series 3 if their plans change as they clarify their goals. In addition, students would be able to choose from the full range of Grade 11 courses. The prerequisites for Grade 12 courses would be defined within the relevant provincial curriculum guidelines. For English as a second language (ESL) and Actualisation linguistique en français (ALF) students, choice would be provided through the opportunity to substitute some of their ESL/ALF credits for their compulsory English/français requirements.

Figure 1: Student Choices to Address Current Interests and to Prepare for First Postsecondary Destinations



3.4.5 Programming for Students at Risk

Schools would continue to be required to address the learning needs of at risk students who have been identified as exceptional through the Identification, Placement and Review Committee (IPRC) process. (See Section 8: Special Education and Appendix 3.)

Schools boards/sections would also be required to have procedures in place to ensure that teachers are aware of specific students who are at risk of non-completion of diploma requirements. The reasons for lack of success would need to be determined before appropriate decisions are made about measures that need to be taken.

The teacher-counsellor in collaboration with subject teachers, school administrators, and teacher advisors², would assist in addressing the needs of students, in representing their interests, and in planning appropriate programs.

A variety of programs for at risk students would be expected within the secondary school program. Students who are at risk could benefit from co-operative education/ work experience beginning in grade 9 or 10, provided that their out of school experiences were closely linked to in-school subject-based outcomes. Academic support programs would assist students to complete course requirements and to earn credits. These supports could include: individualized programming, independent study, peer helping programs, seminars, workshops, small groups, and community-based mentoring. Community agencies

could also provide strategies and resources to assist in addressing the broader needs of students.

Additional intervention options would include short courses (45 hours), for example, in mathematics, English and technology. These short courses would be focused and applied in nature. Students could also benefit from enhanced learning opportunities, activity-based, project-driven courses and school-to-work transition programs. Schools would be responsible for evaluating the success of the interventions used in the support of students at risk and provide further supports where necessary.

3.5 Choices into Action: Guidance and Career Education

3.5.1 Overview

Choices into Action: Guidance and Career Education Policy, Grades 1 to 12 (1998) Detailed Discussion Document outlines the proposed program for all students in Grades 1 to 12. This program would enable students to learn more about themselves and about the changing world around them, to explore the broad range of learning and occupational opportunities open to them, and to apply all of their learning (both inside and outside of school) to their personal interests and strengths, and to their life and career goals.

The proposed policy would shift the Guidance and Career Education Program from its current intervention and crisis orientation to one of prevention and education. It would be delivered through classroom instruction, enhanced learning opportunities, individual assistance, short term counselling and community-based learning.

The proposed Guidance and Career Education Program for Grades 9 to 12 has the following key features:

- The secondary school program would build upon the program in Grades 1 to 8 and continue to focus on students' achievement in three areas:
 - **learner development** which helps students to set and achieve learning goals both in and out of school, monitor their own learning and become self-directed as learners;
 - **interpersonal development** which helps students to understand and take control of their behaviour, and be able to choose ways of interacting positively with others in a variety of roles and contexts;
 - **career development** which helps students to make informed and appropriate choices and implement successful transitions from school to educational, work, and life roles.
- Each student would prepare an annual education plan, starting in Grade 7, that would continue in each year of secondary school.

The plan would include:

- the student's secondary school course selections;
 - a provisional indication of the student's postsecondary destination (work or further education) and strategies in Grade 9 or 10 for reaching this goal (Refer to Option 2 in Section 3.2: The Program in Grade 9: Options.);
 - the student's plan for including a co-operative education/work experience;
 - for students identified as exceptional through the school board's Identification Placement and Review Committee ((IPRC) process, the annual education plan would be integrated with the student's individual special education plan.
- Instruction would be an essential part of the program. All teachers would be involved in the delivery of the program by integrating guidance and career education outcomes with their academic curriculum. Guidance and career education would also be taught as a discrete subject.

In Grade 9, students would:

- extend their explorations, begun in Grades 7 and 8, of a wide variety of career and educational opportunities;
- update their portfolio (See Section 3.5.3.) and develop their annual education plan;
- learn how to be successful learners in a secondary school setting;
- learn how to interact appropriately and confidently in a wider range of social situations.

In the final years of secondary school, students make important decisions which affect their future. The Guidance and Career Education Program would help them to extend and refine their knowledge of themselves, and assist them to target career options. The program would increase students' information about a wider range of careers and would influence their willingness to consider alternatives. The program would also enable students to make choices without losing the flexibility to respond to changing circumstances or to personal goals.

As a result of this program in grades 10 to 12, students would:

- develop an action plan with specific educational and career goals;
 - assess and describe their interests, aspirations and needs relating to particular fields of work and postsecondary opportunities;
 - demonstrate well-developed planning, problem-solving and decision-making skills;
 - practise self-management and organizational skills such as time-management and study skills;
 - identify and demonstrate how their other secondary courses contribute to their interests and goals;
 - learn and practise employment preparation skills such as résumé writing, interviewing, self-marketing, occupational research and job search;
 - use new and emerging technology to further personal, educational and career goals;
 - analyse the challenges related to the changing nature of work and the workplace and learn how to prepare for them;
 - practise interpersonal skills which demonstrate effective communication, teamwork and conflict management;
 - develop enterprising skills and attitudes such as self-reliance, network-building, informed risk-taking and flexibility;
 - learn how to access information and support services relevant to work such as labour market trends, entrepreneurship opportunities and health and safety information;
 - learn how to find and create prospects related to paid work, apprenticeship, volunteer work, college and university programs, international studies, training programs and other opportunities;
 - prepare for a possible work experience/co-operative education placement, analyse the learning experience, make connections between community experiences and their program of study and identify areas of further learning;
 - prepare for transitions to work and/or post-secondary education and training activities.
- Students may choose co-operative education/work experience in Grade 11 or 12. (Several options in Section 3.6: Co-operative Education/Work Experience: Options and Section 4.3: Graduation Requirements: Options describe co-operative education/work experience as compulsory.)
 - A program effectiveness survey of the Guidance and Career Education Program involving a statistically valid sample of students, parents/guardians, and teachers would be conducted every three years.
 - Community partnerships would be established for collaborative program planning and delivery.

3.5.2 The Teacher-Advisor System

Parents and students appreciate and benefit from an ongoing personal relationship with a teacher at the school. Many teachers recognize the importance of being available to their students, through for example, acting as mentors and advocates for their students. The establishment of a teacher-advisor system, Grades 1 to 12, would support teachers in creating and sustaining relationships with students and their parents and would ensure that opportunities to build such important and

supporting relationships are available to all students.

Each school would be responsible for organizing a system that provides all students with regular access to a teacher-advisor. Schools could organize their teacher-advisor systems in a variety of ways such as house systems, enhanced homerooms or "schools within schools."

Each teacher-advisor, with the support of teacher-counsellors, where available, would be responsible for a group of students for a minimum of one year. The teacher-advisor would monitor students' overall progress, provide personal encouragement, and help students make connections between and among subjects in school and learning which takes place in the community.

The teacher-advisor would co-ordinate the overall review of a portfolio. The teacher-advisor could meet annually with students and their parents/guardian to review this portfolio and the student's educational progress. Starting in Grade 7, the student's annual education plan would become part of this discussion. Starting in Grade 9 or 10 (Refer to Option 2 in Section 3.2: The Program in Grade 9: Options.), the student's plans for postsecondary activities would also be discussed. When necessary, the teacher-advisor would refer students who need additional assistance to a teacher-counsellor, administrator and/or other appropriate personnel.

When students enter a school for the first time, they would be assigned a teacher-advisor, participate in an orientation program and receive a school information package. During this process, opportunities for students to build relationships with their peers and the teacher-advisor would be provided. Once enrolled in a school, students would also receive an updated school information package each year. An orientation program would also be available for students who enter the school in the middle of the school year.

See [Appendix 5.2 for the sample program: Teacher Advisor – Mentor-Monitor System.](#)

3.5.3 The Portfolio

It is proposed that each student develop and maintain a "Choices into Action" portfolio from Grade 1 to Grade 12. This portfolio could be combined or integrated with other student portfolios where they exist, and maintained in print or electronic format.

The purpose of the portfolio is to keep track of the student's progress in the areas of learner, interpersonal, and career development, and to describe the student's growing understanding of her or his development and progress. It would be a cumulative record of the student's efforts, progress and achievement, both inside and outside of school and of his or her reactions to these experiences. It would serve as a valuable tool for helping students participate actively in the learning process and take responsibility for their own learning. By encouraging students to document their own learning through samples of work they select systematically over time, it would also strengthen their awareness of their own interests, abilities and aspirations. The portfolio would provide insight and guidance for the student in defining his or her postsecondary goals and would serve as an aid in the preparation of his or her annual education plan and the student's program in the final years of secondary school.

For teacher-advisors, teacher-counsellors, and teachers, the portfolio would serve as a focus of instruction, a means for reporting and communicating with parents/guardians about student achievement, and as a basis for co-ordinating learning and future planning.

To provide parents and students with a co-ordinated overview of the student's progress, the teacher-advisor would be responsible for reviewing the portfolio with the student, his or her parents/guardian, and when available, a teacher-counsellor.

Students would have the option of inviting other significant persons, such as a community mentor or peer helper, to attend the review of the portfolio. When students reach the age of 16, they have the right to decide whether or not they wish to invite their parents/guardian to the review of the portfolio.

See [Appendix 5.3 for the sample program: Career/ Life Portfolio.](#)

3.6 Co-operative Education/Work Experience: Options

Introduction

There is considerable public interest in increasing the relevance of the secondary school curriculum, providing students with practical applications of classroom experiences, and ensuring more opportunities for students to make connections between what happens in school and outside of school.

Parents and students want a better understanding of what is available in the world of work. National and provincial research and surveys have shown that parents want schools to increase their efforts in preparing students for their futures. Students have indicated that they want schools to pay more attention to their career planning needs. To meet these challenges, schools have developed a variety of programs in such areas as job exploration, job shadowing, workplace visits, and co-operative education. Currently, the availability of these programs and opportunities varies considerably from school to school.

To meet the concerns of parents, students and employing organizations, the ministry is committed to ensuring that all students are provided with a career education program. One of the features of such a program would be to provide all students with opportunities to experience the workplace firsthand.

Co-operative education/work experience is valuable for all students, whether they plan to go to work, college or university after secondary school. This experience must complement and not jeopardize students' academic programs. These planned career education experiences in the community would enhance the school program through real-life applications, and expose students and teachers to up-to-date workplace practices. Co-operative education/work experience would increase students' awareness of career opportunities, provide first hand experience of employer expectations and concrete applications of curriculum.

Co-operative education/work experience would also strengthen links between secondary school and postsecondary destinations. For those students whose first postsecondary destination is the workplace, co-operative education/work experience would provide personal contacts with potential employers. For those students whose first postsecondary destination is college or university, co-operative education/work experience would provide opportunities for students to make better informed decisions about education and career choices.

The current co-operative education policy requires a significant commitment of time, in the range of 220 to 550 hours in a year, by students in order to participate. This practice will continue to be encouraged. The options described below do not affect current co-operative education practice but rather describe ways for more students to participate in co-operative education/work experience through an expansion that includes short term experiences. Some of these short-term experiences would include community service, volunteer work, and simulations. Participation in current co-operative education programs would fulfil the compulsory requirement as described in Options 2 and 3. Co-operative education/work experience in Option 1 is optional.

All three options provide for the co-operative education/work experience to be fulfilled in the following two ways:

- **current co-operative education** as described in *Co-operative Education: Policies and Procedures for Ontario Secondary Schools, 1989*, or participation in the Ontario Youth Apprenticeship Program and other structured school-to-work transition programs such as Bridges;
- **other school-arranged experiences** tied to the curriculum, for example, structured extra-curricular activities, community service, and in-school work simulations.

Options 2 and 3 will also require recognition of a broader array of experiences than in Option 1 to provide school boards, schools and students within a range of communities with the means to satisfy a compulsory requirement. This additional category of work experience would include:

- **student-arranged experiences** tied to the curriculum, for example, community service, volunteer work, and paid part-time or summer employment.

In all cases, ways of offering co-operative education/work experience, including both school and student-arranged, would incorporate the following components:

- pre-placement instruction (e.g., related to interviews, resumes, safety, legal and harassment issues);
- development of a learning plan based on provincial curriculum guidelines;
- monitoring students in school-arranged experiences or obtaining documentation as evidence for student-arranged experiences;

- opportunities for students to analyse their experiences and integrate their learning;
- evaluation of students' learning to determine whether or not to grant credit.

There are two issues to consider in the following options:

- optional (Option 1) versus compulsory (Options 2, 3) co-operative education/work experience
- a credit (Option 2) versus a non-credit graduation requirement (Option 3) within compulsory co-operative education/work experience

Option 1: Expand co-operative education/work experience to include short term experiences that are *optional* and for which students *receive full or partial credit*.

This option would allow students to choose a current co-operative education experience or a short term work experience.

In this option, students would choose to participate in co-operative education/work experience according to their interests, abilities and available time. Schools and school boards would choose the extent to which they wish to devote resources to developing these opportunities through business and community partnerships.

Option 2: Expand co-operative education/work experience to include short term experiences that are *compulsory* for all students and for which students *receive credit*.

This option would ensure that all students receive an experience in a community or work placement or in-school work simulation. Students would receive credit for this experience related to in-school curriculum.

Under this option, you will be asked to indicate whether students should be required to earn a half-credit (45 hours) or one credit (90 hours).

Option 3: Expand co-operative education/work experience to include short term experiences that are *compulsory* graduation requirements for all students but for which students *do not receive credit*.

This option would ensure that all students receive an experience in a community or work placement, or in-school work simulation. This option differs from Options 1 and 2 in that students do not receive credit for this planned, short-term, curriculum-based co-operative education/work experience.

Satisfactory completion of this experience would be noted on the Ontario Student Transcript.

Under this option, you will be asked to indicate whether students should be required to complete the equivalent time required for a half-credit (45 hours) or one credit (90 hours).

See [Appendix 5.4 for the sample program: Native Co-operative Education Program](#).

See [Appendix 5.5 for the sample program: T.O.P.S. Co-operative Education Program](#).

See [Appendix 5.6 for the sample program: Youth Apprenticeship Program](#).

3.7 Partnerships

The increased emphasis in the secondary school program on curriculum relevance, practical applications of learning, co-operative education, community service, work experience and transition-to-work opportunities would make it essential for the school system to extend and strengthen its partnerships with colleges and universities, employers, private sector, and the community. The ministry, school boards/sections and schools would each have an important role to play in this partnership development process, as described below. The effective development of partnerships would further require the active collaboration of community partners at each of these levels (provincial, board, school).

See [Appendix 5.7 for the sample program: On-Site Training for Work-Bound Students](#).

3.7.1 The Ministry of Education and Training

The ministry would take a leadership role to establish a framework for the development of partnerships between the education sectors and representatives of employing organizations, at the provincial and local levels. Potential partners would

include national and provincial business and industry associations and sector councils, professional and trade associations, parent associations, volunteer umbrella groups and such organizations as Chambers of Commerce, and articulation networks.

3.7.2 School Boards/Sections

School boards and minority-language sections would be required to establish a process to support their schools' involvement of community partners in the planning and delivery of Co-operative Education, Work Experience, Transition to Work, Community Service and Guidance and Career Education Programs. Collaborative activities with coterminous school boards/sections and employing organizations would be key to maximizing opportunities for student work placements and in-school work simulations. Potential partners would include industry-education councils, local boards with responsibility for training and adjustment, volunteer organizations, local chambers of commerce, and local chapters of professional and trade associations.

3.7.3 Schools

Schools would be responsible for working with their community partners to develop and deliver appropriate Co-operative Education, Work Experience, Transition to Work, Community Service and Guidance and Career Education Programs for their students. Potential partners would include local Youth Employment Counselling Centres, school councils, home and school associations, volunteer organizations, and local employers such as businesses, hospitals, social service agencies, and seniors' homes.

3.8 Prior Learning Assessment

A new prior learning assessment (PLA) process would allow Grade 9 to 12 students, including adult students, to qualify for credits without taking the required courses. The prior learning assessment process would be consistent and comprehensive and would serve a variety of purposes. It would promote continuous learning by allowing students who can demonstrate achievement of the outcomes of a course to progress to other studies. It could allow some students to earn the credits required for graduation in less than the usual time. Adults could capitalize on their accumulated knowledge and skills to demonstrate achievement of required secondary school course outcomes and reduce the amount of time needed to fulfil the graduation requirements. It could also be helpful for students wishing to diversify their programs, to transfer between courses and for students seeking to re-enter the secondary school program.

Provincial policy would be established for the process and would include modifications to accommodate the needs of exceptional students. The PLA process would be managed by certificated, trained teachers under the direction of the school principal. Assessment instruments could include portfolios, evaluation of products, oral or written examinations, challenge procedures, structured interviews, observation of student performance, and written assignments.

3.9 The Secondary School Curriculum

3.9.1 The Secondary School Curriculum Development Principles

Curriculum development at the provincial and local level would be based on the following principles:

- courses will promote the development of skills, knowledge, work habits, creativity, and student awareness of their responsibility for their own learning;
- courses will combine practical applications and theoretical aspects, with the ratio of theory to application varying depending on the course series;
- the development of outcomes for Series 2 and 3 courses, beginning with mathematics, English, français in French language schools, and science, will be done in collaboration with postsecondary partners (colleges and universities and workplace representatives);
- courses will provide opportunities for students to connect their learning in the course to aspects of life outside the school, including career and work options;
- courses will incorporate course outcomes related to the role, use, and impact of technology;
- curriculum will be appropriate for students with different learning needs and abilities.

See [Appendix 5.8 for the sample program: School-College Curriculum Collaboration-English and Mathematics](#).

See [Appendix 5.9 for the sample program: Generic Skills Transition Project](#).

3.9.2 Secondary School Curriculum Development

The proposed secondary school curriculum development process is described in the document, *Curriculum for Ontario Secondary Schools*.

4. Graduation Requirements

4.1 The Credit System

A credit would be granted to a student in recognition for the attainment of course outcomes where the course has been developed based on provincial curriculum guidelines (See also Section 5: Different Ways of Earning Credits.). Credits would be granted by the principal of a secondary school on behalf of the Minister of Education and Training. Courses would have a value of from a minimum of half (.5) or a maximum of one (1) credit, depending on the amount of time scheduled for the course (i.e., a 45-hour course would have a value of .5 credit; a 90-hour course, 1 credit). Multi-credit packages would combine two or more courses. (See Section 3.4.2: Ways of Organizing Courses.)

"Scheduled time" would be defined as the time during which students participate in planned learning activities designed to lead to the attainment of the course outcomes. Planned learning activities would include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the attainment of the course outcomes. Planned learning activities would be delivered in a classroom setting or through work experience, independent study, co-operative education or community placements, or through distance education. Students could also earn credits through a prior learning assessment process, when established.

4.2 Attainment of Course Outcomes

In granting credits, principals would be required to ensure that the course outcomes have been achieved to an acceptable level. When a student has demonstrated that he or she has successfully achieved the outcomes at an acceptable level, achievement would be recorded with a percentage grade. For Grades 10 to 12 courses, and for Grade 9 courses under Option 2, the appropriate number of credits would be granted. For full-credit courses (90 hours), where only partial course outcomes were achieved to an acceptable level, a student could receive .5 credit for the corresponding portion of the course outcomes successfully achieved. For compulsory courses, if students fail to demonstrate achievement of course outcomes to an acceptable level, they would require scheduled remedial instructional time to achieve the outcomes. To support students in demonstrating achievement of incomplete outcomes of optional courses, alternative learning opportunities would have to be provided, such as independent study, short courses, and additional time.

4.3 Diploma Requirements: Options

Combination of Compulsory and Optional Courses to meet Graduation Requirements

Introduction

A key challenge in changing a secondary school system from five to four years is to incorporate structural features that will provide a range of courses and promote a comprehensive and a balanced program made up of compulsory and optional courses. The appropriate balance between compulsory and optional courses is an issue of critical importance in the development and delivery of programs to prepare all students for college, university and/or the workplace. **Compulsory courses** are the core requirements all students must take in order to graduate. The diploma requirements will also set the total number of **optional courses** which can be chosen from any of the courses offered in the school.

The proposed policies support a secondary school program where most students would graduate in four years after grade eight. The policies are also intended to increase the academic rigour of programs for university-bound students and provide

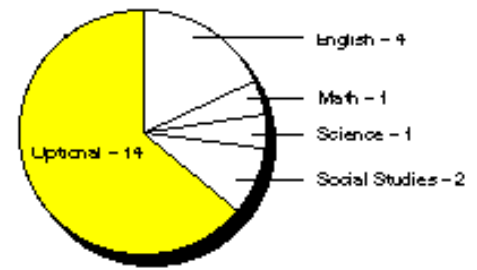
equally well defined, rigorous and relevant programs for students planning to attend college and/or to go directly to the workplace from secondary school.

Current Graduation Requirements

Current graduation requirements are stated in *Ontario Schools: Intermediate and Senior Divisions (Grades 7 – 12/OACs), Program and Diploma Requirements (1989) (OS:IS)*. Most courses are 110 hours and have a value of 1 credit. Most classes are approximately 76 minutes in duration.

Currently, Grade 9 has the equivalent value of 8 credits. Students must earn 22 additional credits in Grades 10 to 12 to meet the graduation requirements. Eight of the 22 credits are compulsory for graduation (Figure A). While OS:IS allows students to complete the graduation requirements in four years, most students take longer.

Figure A: Current OS:IS, Grades 10 to 12



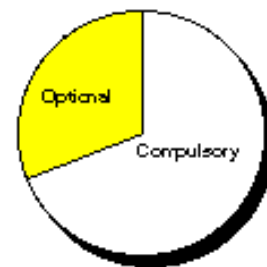
Proportion of Compulsory and Optional Requirements

The proportion of compulsory requirements in Grades 10 to 12 varies widely across Canada.

The proportion of compulsory and optional courses has a significant impact on the focus, purpose and balance of the secondary school program.

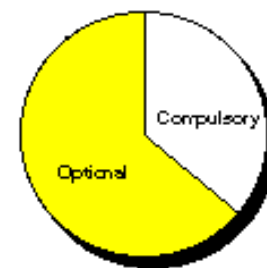
A program which is characterized by a high percentage of compulsory courses results in fewer opportunities for students to select courses based on personal interests and postsecondary destinations. A high percentage of compulsory courses also limits the ability of students in French-language and Roman Catholic secondary schools to take specific optional courses (English, Religious Education) they consider fundamental (Figure B).

Figure B



A program which is characterized by a low percentage of compulsory courses results in a program with fewer core subjects such as mathematics, science, English, and technology, and less time devoted to each core subject. Low or minimal compulsory requirements may also result in inadequate preparation for the full range of postsecondary opportunities for some students (Figure C).

Figure C



Compulsory Requirements

Students require a strong foundation in the core subjects of English, français in French language schools, mathematics, science, technology, social studies and personal development if they are to develop their potential in the present and be appropriately prepared to succeed in the postsecondary destinations of their choice in the future.

In the table (Figure 2), there are four approaches presented for the number of compulsory credits out of the total required:

- approach 1: 20 compulsory credits out of 37;
- approach 2: 21 compulsory credits out of 37;
- approach 3: 24 compulsory credits out of 37;
- approach 4: 25 compulsory credits out of 37.

Within each of these approaches, there are one, two or three options for the combinations of required courses in Grades 10 to 12.

Figure 2. Diploma Requirements: Options for Composition of Compulsory Credits

Subjects in Grades 10-12 ¹	Current ²	Approach 1	Approach 2		Approach 3			Approach 4		
		Option 1 ³	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7	Option 8	Option 9
English	4	3	3	3	4	3.5	4	4	4	4
Mathematics	1	1.5	2	1.5	3	2.5	2	3	2	2
Science	1	1.5	2	1.5	3	2.5	2	3	2	2
Technology	0	1	1	1	1.5	1	1	.5	1	.5
Social Studies: Grade 10 – History and Geography	1	1	1	1	1	1	1	1	1	1
Senior Social Science (Grades 11 or 12)	1	.5	1	1	1	1	1	.	2	2
– History	.	.	.	.	.	.	.	1	.	.
– Geography	.	.	.	.	.	.	.	1	.	.
– Business Studies	.	.	.	.	.	.	.	.	.	.
– Family Studies	.	.	.	.	.	.	.	.	.	.
– Civics	.	.	.	.	.	.5	.5	.	.	.
Personal Development:	.	.	.	.	.	.	.	.	.	.
– Arts (Visual Arts, Drama/Dance, Music)	.	1 (Arts or Phys Ed.)	1 (Arts or Phys Ed.)	1 (Arts or Phys Ed.)	0	1 (Arts or Phys Ed.)	1 (Arts or Phys Ed.)	1 (Arts or Phys Ed.)	1	2
– Physical and Health Education	.	.	.	.	0	.	.	.	1	1
– Co-operative Education/Work Experience	.	.5 ⁴	0	.5	0	0	.5	0	.5	0
– Guidance and Career Education	.	0	0	.5	.5	1	1	.5	.5	.5
Total Compulsory Credits	8 plus Grade 9 = 16	10 plus Grade 9 = 20	11 plus Grade 9 = 21	11 plus Grade 9 = 21	14 plus Grade 9 = 24	14 plus Grade 9 = 24	14 plus Grade 9 = 24	15 plus Grade 9 = 25	15 plus Grade 9 = 25	15 plus Grade 9 = 25
Total Optional Credits	14	17	16	16	13	13	13	12	12	12
Credits Required For Graduation	22 plus Grade 9 = 30	27 plus Grade 9 = 37	27 plus Grade 9 = 37	27 plus Grade 9 = 37	27 plus Grade 9 = 37	27 plus Grade 9 = 37	27 plus Grade 9 = 37	27 plus Grade 9 = 37	27 plus Grade 9 = 37	27 plus Grade 9 = 37

1. All of Grade 9 would be compulsory. See *Section 3.2: The Program in Grade 9 – Options* for a description of two options for structuring Grade 9. Option 1 has no credits and Option 2 has 10 credits.
2. The current requirements (OS:IS) is based on 30 credits for Grades 9 to 12. A credit is 110 hours. The current definition of Senior Social Science includes: business studies, family studies, guidance, history, geography, personal life management, and physical and health education. The above figures assume that the Grade 9 program includes the following compulsory credits: English, French-as-a-second language, mathematics, science, history and/or geography, business studies or technology, physical and health education, and arts. Note, however that current policy permits variation among school boards/sections, schools about which compulsory credits are required in which grades.
3. For discussion purposes, Options 1 to 9 are based on 37 credits for Grades 9 to 12. Each credit is 90 hours, rather than the current 110 hours. This results in different credit totals than the current.
4. See *Ontario Secondary Schools (1988) Detailed Discussion Document, Section 3.6: Co-operative Education/Work Experience, and Choices into Action: Guidelines and Career Education, Policy Grades 1 to 12 (1988) Detailed Discussion Document*.

The various approaches suggested in the table all result in an increase in the number of compulsory credits required of students after Grade 9. The minimum suggested increase is two compulsory credits (from 8 to 10); the maximum suggested increase is seven compulsory credits (from 8 to 15).

The proposed time for compulsory credits by subject is as follows:

Current		Proposed	
English	440 hours	English	270-360 hours
Mathematics	110 hours	Mathematics	135-270 hours
Science	110 hours	Science	135-270 hours
Technology	0 hours	Technology	45-135 hours
Social Studies	220 hours	Social Studies	135-270 hours
Personal Development	0 hours	Personal Development	45-315 hours

Sample timetable templates are provided in Appendix 2. These templates indicate a semestered system but should not be interpreted as the only system possible in secondary schools.

Diploma Requirements: Notes

- a) A list of ministry curriculum guidelines from which the compulsory credits would be earned will be provided in the final document. This list will be updated as new curriculum guidelines are developed.
- b) In order to ensure that all students could qualify for the secondary school diploma, principals would be able to substitute up to two* compulsory course credits. Procedures for course substitution would be based on the following criteria:
 - up to two* compulsory credits would be replaced by additional courses from the remainder of those listed as compulsory;
 - parental/guardian approval of such substitution would be required in writing;
 - each substitution would be noted on the Ontario Student Transcript.

Students who qualify under this substitute credit arrangement would be those whose educational interests,

in the opinion of the parents/guardian, principals, teachers, teacher-advisor, and supervisory officers, would be best served by such a substitution. The responsibility for managing the application of this substitution policy for the granting of credits for a diploma would rest with the chief education officer of the school board or the appropriate supervisory officer in the case of an inspected private school offering secondary school programs.

c) For exceptional pupils where deemed necessary, the policy in section b) may be replaced with the following:

The principal could reduce the compulsory credits by a maximum of three*, that is, the student's program could include a minimum of eleven* compulsory credits within the total of twenty-seven* credits required for diploma purposes. The sum of compulsory and optional credits should not be less than twenty-seven in Grades 10 to 12 in order to earn a secondary school diploma.

d) The principal could not identify additional subjects as compulsory requirements toward the earning of the secondary school diploma beyond those stipulated in the final policy.

e) A student who was not successful in a compulsory course would have a variety of ways of completing the unattained outcomes, for example, repeating the course, through scheduled remedial instruction or a course in a different series, or a different course from a curriculum guideline that fulfils the compulsory credit requirement.

If it became clear after a reasonable period of time during which a student had been in attendance in a compulsory course, that the student would not be able to complete the course successfully, the student would be permitted to withdraw from the course after consultation among the principal, the parents/guardian, and the student had taken place. In such cases, the principal or the teacher-advisor would inform the student of his or her outstanding diploma requirements, and provide information on alternative courses that would enable him or her to meet these requirements.

4.4 Certificate of Achievement

Students leaving prior to earning the secondary school diploma would receive the Certificate of Achievement as proof of partial completion of secondary school. For exceptional students, the certificate would also provide acknowledgement of completion of adapted program outcomes.

5. Different Ways of Earning Credits

5.1 The Independent Learning Centre (Correspondence Courses)

Secondary school credit courses would continue to be available through the Independent Learning Centre. Information about eligibility, enrolment procedures, and course offerings as they relate to the existing diploma requirements may be found in the current edition of the *Independent Learning Centre Student Guide*. Course offerings will be updated appropriately once the final diploma requirements have been established.

5.2 Locally Developed Optional Courses (Non-Guideline Courses)

Locally developed optional courses are courses that meet educational needs not met by provincial curriculum guidelines. Such courses could be offered to accommodate educational needs of a particular school or region or exceptional pupil that could not be met through the use of a course based on provincial curriculum guidelines and course profiles, and/or to permit pilot projects in curriculum development that would benefit students.

All locally developed optional courses would require the approval of the responsible supervisory officer in the school board, and, when approved, would be submitted to the ministry. The criteria for the development and approval of such courses would be established by the ministry in collaboration with school boards/sections.

School boards/sections would identify any locally developed optional courses to be offered in their jurisdiction. The availability of staff, facilities, financial resources, instructional materials, and resources in the school should be considered in developing such courses. Locally developed courses would follow the format used for courses developed from provincial curriculum guidelines.

In preparing for locally developed courses, boards should provide information about the rationale for offering the course, the grade level, the course outcomes, the learning experiences to be included, the range of teaching strategies and the assessment and evaluation procedures to be used, the credit value of the course, and the textbooks and reference materials proposed for use. The proposed range of teaching strategies and the assessment and evaluation procedures should be consistent with current ministry policy and the principles of curriculum development found in section 3.9.1.

Approval for locally developed courses would be valid for two years. School boards/sections would be required to review the courses at two-year intervals. The principal of the school for which the course is approved would assume supervisory responsibility for all aspects of the course. A credit for a locally developed course could not be substituted for a compulsory credit.

See [Appendix 5.10 for the sample program: Integrated Program – Science and Technology Toward the 21st century](#).

5.2.1 Exemptions From Approval Procedures for Locally Developed Optional Courses

Two types of courses would be exempt from the approval procedures for locally developed optional courses; extended and immersion French, except for Series 3 Grade 12 courses, and Religious Education in Roman Catholic separate schools. Such courses would be established under the following conditions:

- the course of study would be approved by the school board/section, be kept on file, and be made available as requested by the Ministry of Education and Training;
- the course development, instruction, evaluation, and related learning materials would be subject to the supervision of the principal, as in any other course;
- such matters as adherence to the definition of a credit, scheduled time, determination of the course series, and the recording of student achievement would be consistent with the policies outlined in this document for all credit courses.

Extended and Immersion French

Grade 9 to 11 courses in French-as-a-second-language within extended or immersion French programs would be exempt from approval procedures for locally developed optional courses. Series 3 Grade 12 credit courses would be based on the guideline *French-as-a-second-language, Ontario Academic Courses, 1986* and/or its replacement. Other courses, such as those in mathematics, geography, and family studies, that are taught in French to English-speaking students and that are based on ministry guidelines would be considered to be guideline courses.

Religious Education in Roman Catholic Separate Schools

Roman Catholic separate schools would be responsible for their own programs in Religious Education and the learning outcomes related to them. The teaching of the Roman Catholic religion permeates all programs in these schools.

Credit courses in Religious Education in Roman Catholic separate schools could be developed for each of

Grades 10, 11, and 12. Outcomes could be developed if Option 1 for Grade 9 is selected. Such courses would be exempt from approval procedures for locally developed optional courses, provided that:

- the courses are developed under the authority of a Roman Catholic separate school board/section; and
- each student earns no more than one credit in Religious Education in each of Grades 10, 11, and 12 (Grade 9 in Option 2).

Religious Education courses could not be substituted for courses to be identified as compulsory for graduation.

5.3 External Courses in Music

The principal of a secondary school could recognize music certificates earned by students outside the school toward the diploma requirements to a maximum of two credits. A maximum of one of these two credits could be recognized as a Grade 12 Series 3 credit. Additional music credits earned in the school could be counted toward the secondary school graduation diploma (total in-school music credits to include a maximum of one Grade 12 Series 3 credit).

A list of music certificates recognized for credits would be issued with the final policy document. It is anticipated that in future a provincial policy on prior learning assessment in secondary school education would be issued and when implemented, would reflect the policy above.

5.4 Other Ways of Meeting Diploma Requirements

Students could earn credits toward the Ontario secondary school diploma in a variety of alternative ways. These include:

- correspondance courses offered by the Independent Learning Centre;
- prior learning assessment;
- independent study;
- private study;
- continuing education;
- private school.

Students who attend a private school in Ontario which offers subjects leading to the Ontario secondary school diploma and which is inspected by the Ministry of Education and Training, may be eligible to earn credits toward the diploma. Elementary students could reach ahead to take secondary school courses. Such "reach-ahead" opportunities could apply to technology, English, français in French-language schools, mathematics, and other subjects. Once established, a prior learning assessment process would also serve as an alternative means for students to earn credits toward the graduation diploma if they demonstrate achievement of the required course outcomes.

6. Entry/Exit and Re-entry

6.1 School-Age Students

Schools would be required to provide procedures to enable students entering, leaving, or re-entering a secondary school to make smooth transitions. Regular orientation programs would be sufficient to meet the needs of most students. Students who are recent arrivals to Canada require planned, ongoing orientation programs to allow them to integrate successfully into the school. Some students, particularly those entering schools in mid-year or mid-semester, might require additional assistance. Such assistance could include a modified orientation program (including support from a teacher-advisor and a school information kit); a peer mentor; or, for students dealing with more challenging adjustments, a short course

tailored to their unique needs. A teacher-counsellor would assess each student's circumstances in order to determine the type of additional assistance required to meet the student's specific needs.

Schools would be responsible for assisting young people who, when they are sixteen years or older, choose to leave school before graduation by helping them make plans for their immediate future. Students should be invited to participate in an exit/re-entry program that could include a meeting with a community contact, continued contact with their teacher-advisor and/or teacher-counsellor, a list of community resources, and access to an education career-planning session(s) given by a teacher-counsellor and/or a community career counsellor.

Secondary school students who transfer from one Ontario school to another would have their credits transferred with them. The principal of the receiving school could award credit for work started in the previous school but completed in the receiving school. Where this work could not be completed in the receiving school, the receiving principal could, after consultation with the principal of the sending school, give partial recognition (.5 credit, as appropriate) for those course outcomes that the student has achieved.

For students who did not have Ontario credits – for example, students from private schools or schools outside Ontario – a prior learning assessment (PLA) process would be developed to determine the number of credits they could be awarded and the number yet to be earned to fulfil the graduation requirements. Until the PLA process is in place, such students would continue to have their records assessed by the principal of the new school. The principal would determine as equitably as possible and describe in the student's Ontario Student Record (OSR) the credit equivalency of the student's background, the number of credits yet to be earned, and any other requirements to be fulfilled.

Once a prior learning assessment process has been established, students who are recent arrivals to Canada would receive recognition by means of credits for their prior learning. Students would also have the opportunity to upgrade where necessary in order to enable them to move into courses leading to their desired goals.

See [Appendix 5.11 for the sample program: Preparation for Work – Destination Employment](#).

6.2 Adult Students

School boards/sections would be encouraged to develop programs for adults to enable them to earn the credits required for graduation. The curriculum, modes of delivery, settings, and time requirements for such programs could vary depending on the needs of the students and the resources available. The involvement of community partners, business, industry and colleges in adult education programs would be permitted and encouraged. Once established, a provincial prior learning assessment policy would provide the framework for granting the appropriate credit recognition for students, including mature students, who could demonstrate achievement of the required secondary school course outcomes.

For returning students with previous Ontario credits, principals would follow the requirements within the relevant provincial policies (e.g., HS1 or OS:IS) until 2004 at which time all students would be required to work towards the graduation requirements to be defined through the consultation process. Only one secondary school diploma would be issued by the province.

For students who leave prior to earning the secondary school diploma, a Certificate of Achievement would be granted. (See Section 4.4: Certificate of Achievement.)

General Educational Development (GED) Testing

The GED tests are designed to provide an opportunity for adults who have not graduated from high school to demonstrate they have reached this level of education.

The GED testing consists of five tests that measure skills in writing, science, mathematics, social studies and interpreting literature and the arts. Successful candidates are awarded an Ontario High School Equivalency Certificate.

7. The Ontario Student Transcript

Beginning in September 1998, for all students enrolled in secondary schools, the student's record relating to the graduation diploma requirements would be maintained on the Ontario Student Transcript (OST) and include the following information:

- the student's achievement in Grade 9 and percentage grades earned for each subject;
- all courses taken or attempted, percentage grades earned, and credits gained for Grades 10 to 12 courses;
- the student's final achievement on the provincial Grade 11 literacy test.

The policy on the OST, when developed, would include accommodations both for exceptional students and those in exceptional circumstances.

8. Special Education

Provision of special education programs and services is legislated to ensure that all exceptional students have access to an education that enables them to develop the knowledge, skills, and attitudes they need to participate as fully as they can in the life of Ontario's communities.

The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC). Exceptional students would continue to be integrated into regular classes when such a placement meets the individual student's needs and is in accordance with parental wishes. A range of placement options would be available for students whose needs cannot be met within the regular classroom.

A program for exceptional students is one that can be modified by results of continuous assessment. In most cases, this would enable the student to attain the requirements for graduation (Appendix 3). Principals would approve program adaptations for exceptional students, including modification and/or substitution of courses and course requirements, and exemption from up to three* compulsory credits. The requirements of modified programs are to result in course requirements at an academic and skill level equivalent to other course requirements in the series. The assessment procedures and instruments used for exceptional students would continue to be modified as necessary to allow the students to perform to the best of their ability (Appendix 3).

Where the requirements of a student's special education program are significantly different from course outcomes resulting in a credit, students would not be granted credits. In such situations, schools would recognize the achievement of exceptional students who have attained their individualized program requirements by noting this on their transcripts, in accordance with the proposed Ontario Student Transcript policy.

Prior learning assessment procedures would be available to exceptional students. Assessments would be modified to accommodate the needs of exceptional students, for example, with the provision of extra time or a quiet environment. Other procedures for recording achievement by exceptional students would be described in the proposed policy on the Ontario Student Transcript.

See [Appendix 5.12 for the sample program: Integration of Exceptional Students into Regular Classes](#).

9. Language Programs

English and French are the languages of instruction in Ontario schools. A variety of language programs would continue to be offered to reflect Ontario's diverse multilingual society.

The following programs would continue to be offered in both English-language and French-language schools:

- programs in the language of instruction, support programs in the language of instruction, and second-language programs;
- international languages programs;
- classical (ancient) languages programs.

The details of language programs proposed for English-language and French-language schools are outlined in separate sections below.

For policy statements on Native language programs see section 9.3.

9.1 English-Language Schools

9.1.1 The Language of Instruction

It is essential for students to graduate with the ability to use language for thinking, learning, and communicating effectively in a linguistically and culturally diverse society. Schools would be required to assist all students to develop proficiency in the language of instruction in order for them to achieve and complete graduation outcomes.

Learning opportunities to enable students to develop facility in English would be integrated into the curriculum in all subject areas. It would be permissible for a teacher to use a language other than English in the instruction of students and in communication with students concerning matters of discipline and the management of the school. This provision applies when a student cannot understand English. It is intended to apply for the transitional period during which a student is learning the English language.

9.1.2 Support Programs: Credits in English as a Second Language (ESL) and English Skills Development (ESD)

Some students may enter an English-language school lacking a working knowledge of English. English as a Second Language (ESL) courses are intended to help these students develop proficiency in the language of instruction so that they could be successful in all content areas. In addition, some students enter Ontario schools having had limited access to education. English Skills Development (ESD) courses are intended to provide these students with intensive instruction in literacy as a foundation for further study and employment.

Courses could be developed, for credit, from the relevant curriculum guideline documents outlining programs in ESL and ESD. The following requirements would apply to credits earned through ESL/ESD courses:

- A student entering the Ontario secondary school system at any grade level could earn two to three* ESL/ESD credits out of the total number of English credits required for graduation. The remaining English credit(s) would have to be earned at the Grade 12 level.
- Schools could develop additional, concurrent, credit courses combining ESL/ESD instruction with instruction in other subject areas (e.g., ESL/ESD geography: a 1-credit course, with .5 ESL credit and .5 geography credit) to supplement the ESL/ESD credits. Such courses would provide additional language practice while helping students acquire knowledge and skills in the subject area. Curriculum, instructional strategies, and evaluation and reporting criteria would be developed for each concurrent course.

Consultation with teachers and the planning process associated with the students' annual education plan would enable students to determine the number of ESL/ESD courses they need in order to participate fully in the course series of their choice with a level of literacy approaching that of a first-language speaker.

9.1.3 Second-Language Programs

Credits in French-as-a-second-language

To ensure that students also have some knowledge of French by the end of secondary school, schools would continue to be required to offer programs in French-as-a-second-language (FSL). Core, extended, or immersion programs in French-as-a-second-language enable students to continue to learn the other official language and to acquire a deeper understanding of French Canadian culture.

The following provisions should be made to accommodate students' differing levels of proficiency in French:

- A course in Introductory French should be offered for students wishing to take French in secondary school but who have enrolled in a Native as a Second Language (NSL) program in elementary school and have not previously participated in any program in French.
- Wherever feasible, students entering secondary school with immersion or extended French background should be offered a program at their level of proficiency in French as well as programs in other subjects taught in French.
- Where only a core French program is offered, students with a background of extended and immersion programs should be allowed to take courses appropriate to their level of proficiency.

FSL programs would be developed from the relevant curriculum guideline documents. Wherever possible, courses should be designed to enable students to reach the proficiency they need to pursue their educational and career goals.

In English-language schools of school boards offering the NSL program, once an instructional sequence in NSL has begun, NSL must be offered through to the end of secondary school. Students who chose to take only NSL in elementary school are to be allowed to replace the Grade 9 compulsory requirement in French-as-a-second-language with a Native as a Second Language course toward completion of the requirements for the graduation diploma.

9.1.4 International Languages and Classical(Ancient) Greek and Latin

International languages, that is, languages other than English or French are offered to meet a number of student needs: some students may wish to learn their ancestral language or to improve their skills in their first language; other students may wish to learn a second or third language and develop an understanding of another culture. In addition, the study of Classical (Ancient) Greek and Latin would enable students to develop an understanding of the ancient Greek and Roman worlds. Where authorized by ministry Curriculum Guidelines, or where approved by a school board/section and the ministry, credit courses could be offered in the study of languages other than French or English, but those other languages could not be used as the medium of instruction for other subjects, except under the circumstances described under "Language of Instruction" above.

9.2 French-Language Schools

Students whose parents wish to exercise their minority-language educational rights under section 23 of the Canadian Charter of Rights and Freedoms would continue to be admitted to French-language schools and classes. A student whose parents do not have those rights could attend French-language schools and classes if an admissions committee recommended the student's admission and the admission were approved by the French-language school board or section. (Regarding conditions of admission to a French-language school, refer to the guideline *Aménagement linguistique en français*).

To fulfil the mandate of the French-language school in Ontario, quality programs would be offered to develop the academic achievement of students in an environment which supports learning in French, the

official minority language in education. Students need to learn to communicate effectively, use French as a tool to think and learn in all curriculum areas, as well as develop a positive cultural and linguistic identity. They also need to achieve an advanced level of proficiency in English by graduation.

Because of the minority language context, the school alone cannot compensate for the infrequent use of the language in some families and in the immediate environment. The school also needs support from other institutions. The French-language school board or section would thus develop a Language Planning Policy to increase the students' opportunities to use French spontaneously in all its functions in varied and meaningful contexts. The purpose of the policy would be to organize and make available to the school and broader community, in French, human and material resources which otherwise would not be available. The greater numbers of French resources identified by "Le service d'animation culturelle" would have a positive impact on the school's curriculum, its "service d'animation culturelle" and its community-based programs such as career awareness and work placement programs. Such a policy would increase the status of French and its official recognition in the broader community. This valuing of the minority language students' culture and language would be linked directly to greater school achievement and positive beliefs toward both French and English.

See [Appendix 5.13 for the sample program: Village Embarquement](#).

9.2.1 Language of Instruction

French would be the language of instruction in all French-language schools and classes. As language plays a central role in learning, all teachers would be expected to assist students to develop competency in French as an integral part of developing an understanding of the concepts and skills inherent in all subjects.

It would be permissible for a teacher to use a language other than French in communication with students concerning matters of discipline and the management of the school. This provision applies when a student cannot understand French. It is intended to apply for the transitional period during which a student is learning the French language.

9.2.2 Support Programs in Language of Instruction

Credits in Actualisation linguistique en français and Perfectionnement du français (ALF/PDF)

It is recognized that Section 23 rights holders have varying degrees of competence in the language of instruction when they first attend a French-language school. For those students who have little or no competence in French, the support program *Actualisation linguistique en français* (ALF) would continue to enable students to develop proficiency in French, the language of instruction, so that students could be successful in all content areas and develop a sense of belonging to the school community. Other students could need the support of the *Perfectionnement linguistique en français* (PDF) program because they are new to Canada, have had their schooling interrupted, or because the degree of French-language skills is a barrier to achieving the outcomes of secondary school education. Students should take the number of ALF/PDF courses required to enable them to participate fully in the secondary school program of their choice with a level of literacy approaching that of a first-language speaker.

The following requirements would apply to credits obtained through ALF/PDF courses:

- Regardless of the grade at which he or she enters the Ontario secondary school system, a student could earn two to three* credits for ALF/PDF courses toward the total* français credits required for the Ontario secondary school diploma. The remaining français credit(s) would be in recognition of achieving the outcomes of the grade 12 français course.
- Schools could develop additional concurrent credit courses combining ALF/PDF instruction with instruction in another subject area (e.g., ALF/PDF géographie credit course, with a .5 ALF credit and .5 géographie credit) to supplement the ALF/PDF credits. Such courses would provide additional language practice while helping students acquire knowledge and skills in the subject area.

Curriculum, instructional strategies, evaluation, and reporting would have to be developed for each concurrent course.

9.2.3 Second- Language Programs

Students in French-language schools across Ontario exhibit a wide range of proficiency levels in English, that is from the novice to the advanced levels. This diversity is due in part to interprovincial and international immigration as well as the geographic region in which one lives in Ontario. In many cases students live in an environment that exposes them to English on a daily basis in their homes as well as in the broader community and the media. Others may have more limited exposure to English beyond their English classes.

A guideline for teaching English in French-language schools would be developed to allow for the development of two types of courses: English and Anglais.

English

For those students entering a French-language secondary school with the equivalent of first language proficiency in English, English courses would be provided under a new guideline. These courses would be comparable to English courses in English-language schools and would be offered as Series 2 and 3 courses.

Anglais

Another second-language program would be developed to meet the particular needs and to take into account the proficiency levels of students who are entering French-language secondary schools from predominantly French-speaking areas and who have had very limited and/or no exposure to English.

An Anglais course for beginners could serve as a preparatory program for those students intending to undertake courses leading to proficiency in English.

9.2.4 International Languages and Classical (Ancient) Greek and Latin

International languages are languages other than French or English. These languages are offered to meet a number of student needs: some students may wish to learn their ancestral language or to improve their skills in their first language; other students may wish to learn a second or third language and develop an understanding of another culture.

The study of Classical (Ancient) Greek and Latin would enable students to develop an understanding of the ancient Greek and Roman worlds. Where authorized by ministry curriculum guidelines, or where approved by a school board/section and the ministry, credit courses could be offered in the study of languages other than français or anglais/English, but those other languages could not be used as the medium of instruction for other subjects, except under the circumstances described under "Language of Instruction" above.

9.3 Native Languages

The provisions of the Native as a Second Language (NSL) program recognize that Native languages have a legitimate place in the curriculum of Ontario schools; accordingly, Native languages would be required to be taught as credit courses in Grades 10 to 12 in secondary schools in all jurisdictions offering the NSL program.

Native as a Second Language courses enable students, Native and non-Native, to receive instruction in a Native language. For Native students, Native-language instruction not only encourages language maintenance and retention but also fosters positive attitudes and strengthens cultural identity. For non-Native students, Native-language instruction allows students to acquire competence in a Native language as a second language and an opportunity to develop an appreciation of the language and culture

under study.

10. The Focus of Teacher Education

Changes to the secondary school program that would affect the roles and responsibilities of teachers include an increased emphasis on such areas as:

- classroom teachers' role in the Guidance and Career Education Program (integration of guidance and career education as part of other subjects);
- the collaborative development and implementation of outcomes-based curriculum related to students' postsecondary goals;
- assessment and instructional strategies;
- community-based learning experiences such as co-operative education/work experience, community service learning, transition to work and apprenticeship programs;
- the applications of learning through the integration of practical applications with theoretical aspects in all subjects;
- the role and use of technology including information technology in all subject areas, in curriculum delivery and as a support for exceptional students;
- teachers' participation in the teacher-advisor system;
- the changed role of the teacher-counsellor;
- meeting the needs of exceptional students and especially the integration of exceptional students into regular classrooms;
- the supportive role in assisting second language learners to develop competency in the language of instruction as an integral part of developing an understanding of the concepts and skills inherent in all subjects;
- knowledge, skills, and attitudes necessary to enable teachers to meet the needs of a linguistically and culturally diverse student population, including adults;
- collaborative work with community partners in the planning, development, and delivery of programs.

The ministry, in collaboration with the Ontario College of Teachers, will be examining implications for both teacher preparation and ongoing professional development.

11. Roles and Responsibilities

The following roles and responsibilities of the Ministry of Education and Training, school boards/sections, and schools would be central to the effective and efficient implementation of the secondary school policies.

The Ministry of Education and Training would be responsible for:

- establishing provincial policy for secondary school education, including the graduation requirements for granting the Ontario secondary school diploma;
- establishing a framework for the development of partnerships among the education sectors and representatives of employing and volunteer organizations, at the provincial and local levels;
- facilitating appropriate secondary school, college, and university system-wide linkages;
- co-ordinating the curriculum development process at the provincial level in close collaboration with

school boards/sections, colleges, universities, and employing and volunteer organizations. For Grades 10 to 12, and for Grade 9 under Option 2, curriculum guidelines, including outcomes leading to graduation, would be issued, along with course profiles for individual courses;

- working with the Ontario College of Teachers on teacher education matters related to secondary education;
- funding and working with the Education Quality and Accountability Office (EQAO) on the province's testing program as it applies to secondary schools;
- developing, in consultation with key stakeholders, provincial policy about the student transcript;
- developing, in consultation with the education community, provincial policy about secondary education prior learning assessment (PLA) processes at the provincial and local levels;
- developing and/or revising, in consultation with the education and broader community, provincial policy for Guidance and Career Education, Co-operative Education/Work Experience, Transition to Work and Apprenticeship Programs;
- ensuring school board accountability for the successful implementation of secondary school policies and programs;
- inspection of private schools.

School boards/sections would be responsible for:

- implementing and complying with provincial policy with respect to secondary schools;
- establishing a process to involve the community in developing and implementing Guidance and Career Education Programs, Co-operative Education/ Work Experience, Transition to Work, Apprenticeship Programs;
- establishing a process to involve representatives from colleges, universities, and employing organizations in the collaborative development and implementation of relevant curriculum at the school level;
- providing opportunities for teachers to co-operate in the development of classroom materials that can be shared among schools across the province;
- enabling teachers to engage in professional development activities to ensure the effective implementation of provincial policies affecting secondary schools;
- working co-operatively with the EQAO to implement the province's testing program;
- implementing provincial policy on the student transcript;
- developing and implementing local PLA processes and procedures consistent with provincial policy;
- implementing provincial policies for Guidance and Career Education, Co-operative Education,

Work Experience, Transition to Work Programs and Apprenticeship Programs;

- establishing a process for schools to follow in conducting their Guidance and Career Education Program effectiveness surveys on a three-year cycle;
- providing appropriate opportunities for school councils to be involved in the planning and implementation of provincial policies affecting secondary schools;
- reviewing the allocation of resources to determine appropriate support for the implementation of the secondary school policies and programs (e.g., the integration of technology across the curriculum).

Schools would be responsible for:

- collaborating with their neighbouring colleges, universities, and employing organizations to ensure curriculum connections between secondary school courses and postsecondary destinations;
- developing and delivering courses of study based on ministry guidelines including curriculum guidelines and course profiles;
- working in partnership with the extended community to plan and deliver Guidance and Career Education, Co-operative Education, Work Experience, Transition to Work Programs and Apprenticeship Programs;
- encouraging and enabling teachers to participate in ongoing professional development activities;
- interpreting students' Grade 9 and 11 provincial test results and making appropriate changes at the individual and program levels, as results require;
- recording all course attempts on student transcripts and confirming the inclusion of explanatory information in compliance with OST policy;
- assessing students' prior learning according to provincial and board policies;
- ensuring that all students prepare an annual education plan with the assistance of their teacher-advisor and with the involvement of parents/guardians;
- involving their school council in the planning and implementation of secondary school policies and programs.

12. Technology in Education

Introduction

Technology plays a rapidly evolving and increasingly influential role in society, and in its various forms is an integral part of daily life for everyone. A thorough understanding of technology and information technology including its concepts, applications and implications, is essential for students to function in their personal lives, in their academic lives, in society, and in the world of work. For this reason, all students will experience a range of technologies from the initial stages of formal education to graduation from secondary school.

Technology in Education

Technology in education is a concept based on the following key elements:

- technological concepts;
- concrete applications;
- personal and societal implications.

What are technology and technological literacy?

Technology means different things to different people. For some, technology is defined as the use of tools, materials, and processes to meet human needs and wants. For others, technology is equated with computers and/or other electronic devices.

It is critical that students regardless of their destination and career plans achieve a greater understanding of the technological world through the secondary school program. This understanding may range from a general understanding of the basic concepts of technology, to specific applications of information technology, to more focused courses leading to apprenticeship training and further postsecondary studies in technology related fields.

The ministry proposes in this document to support an expanded definition of technology including an understanding of the concepts of design and the design process, the utilization and behaviour of different systems including the development and use of tools, machines, materials, techniques and how these relate to human beings, society and the environment. The use and impact of information technology are considered essential components of all technology in education programs. Students are expected to graduate from secondary school with a sound understanding of technology and to be able to use computers.

Technological literacy would be defined as the ability to demonstrate an understanding of technology related concepts, to use computers in various applications, and to analyse the implications of a wide range of technologies for the individual and for society.

Several options in section 4.3 in this discussion document include a technology credit which would be based on specific technology in education criteria. Courses that could meet the graduation requirement in technology could combine broad-based technology and computer courses with related subjects through career or interest-related multi-credit course packages.

Schools could provide half-credit, full-credit and/or multi-credit course packages to ensure that students have diverse opportunities to demonstrate technology in education outcomes. Students wishing to specialize in a specific technology could combine a technology in education course with a co-operative education/work experience component or participate in an Ontario Youth Apprenticeship Program or a Bridges Transition to Work Program.

It is proposed that courses which incorporate the key elements of the technology in education concept would satisfy the following criteria:

- include the use of information technology to access, manage and communicate information;
- include in the curriculum technological concepts relating to design and the design process, utilization and behaviour of different systems including the development and use of tools (including computers), machines, materials, techniques;
- provide concrete applications of technological concepts both within technology courses and as an essential component in all secondary school courses;
- include opportunities for analysis and understanding of the implications of technologies for human beings, society and the environment.
- ensure that all teaching/learning strategies are supported in project-based activities, student and teacher collaboration, and cross-disciplinary work;
- include relevant contexts through which students would demonstrate transferable skills.

The ministry would collaborate closely with educators, postsecondary representatives and community partners in the development of new half-and-full credit courses and for multi-credit course packages which incorporate the stated development principles and student learning outcomes consistent with technology in education concepts. (See Section 3.9.1: The Secondary School Curriculum Development Principles).

Existing Technology-related programs

Knowledge, skills and attitudes related to technology in education are best acquired when students integrate concepts, experience applications and analyse implications.

Computer Technology courses

Computers of all kinds play an increasingly important role in everyday life. Students need to be able to use information technology to access, manage, and communicate information, and to use simulations or models to investigate and assess simulated or real situations, products, systems, and processes. To enable all students to acquire computer literacy, all courses in Grades 9 to 12 would integrate computer applications/simulations into the curriculum. Shorter and more focused courses (45 hours) on various specific computer applications would also be possible.

Broad-based technology courses

All courses in broad-based technology are offered through student centred, activity based, process oriented and project driven courses. All broad-based courses include an emphasis on open-ended problem solving techniques and the acquisition of transferable skills and knowledge related to a variety of technologies and other subject areas. They may focus on one or more of the following areas of technology: communications, construction, hospitality services, manufacturing, personal services, technological design and transportation.

The broad-based technology program approach views the student as an information processor and problem solver who will be taught a range of literacies and use skills in problem solving, decision making and team work.

Other innovative courses for technology in education will be developed.

See [Appendix 5.14 for the sample program: Career Awareness in Science and Technology](#).

See [Appendix 5.15 for the sample program: Broad-based Technological Education](#).

13. Antidiscrimination Education

To ensure that all students in the province have an equal opportunity to achieve their full potential, the education system must be free from discrimination, must provide all students with equal access to services, programs, and resources, and must enable all students to participate fully in the educational experience.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate which maintains high expectations for all students, affirms the worth of all students, and helps them strengthen their sense of identity and self-esteem. It encourages staff and students alike to value and show respect for the diverse backgrounds, identities, and perspectives of people in the school and the wider society. It requires schools to adopt measures to ensure a safe environment, free from harassment, violence, and expressions of hate.

In implementing their commitment to antidiscrimination in education, schools should work to create an inclusive learning environment in which the school's physical appearance and its schedule of activities acknowledge and reflect the diversity within the school and the wider society. Students entering the system should be given the support they need to adjust and to acquire competence in the language of

instruction. Teachers should be encouraged and assisted to become aware of the diverse groups represented in the classroom and to accommodate the variety of backgrounds and needs of their students. The support provided by guidance and career education instructors/counsellors and teacher-advisors should recognize students' capabilities, be appropriate to their needs, and enhance their opportunities and life chances.

Schools and individual teachers should also work to ensure that school-community interaction reflects the diversity in the local community and the wider society. As part of their ongoing efforts to develop constructive and meaningful partnerships with the community, schools should enable their staff to participate in professional development activities that would enhance their ability to work with parents and community members from the diverse groups represented in the community.

An active commitment to antidiscrimination education strengthens the ability of the school system to carry out its mission of preparing all students to lead personally rewarding lives, to get along well with people from a wide range of backgrounds, to welcome and seek out new knowledge about people and the wider world, and to play a positive role in our diverse society.

Appendix 1: School Course Calendars

The school course calendar would inform students and their parents about the programs offered in a secondary school. School course calendars would be made available early enough to allow parents and students sufficient time to examine the alternatives and to make informed decisions. The following would be included in a school course calendar:

- secondary school diploma requirements, including the definition of a credit, a list of the required compulsory courses and information regarding course series;
- a description of the Grade 9 program;
- a list of available courses with an appropriate and precise description of each (locally developed optional courses would be identified as such);
- an explanation of the course coding system;
- a clear indication of the prerequisites for certain courses;
- the school's expectations regarding students' responsibilities, achievement, and attendance;
- information on evaluation and examination policies;
- statements relating to the special provisions available to exceptional pupils;
- information on the services provided through the school's Guidance and Career Education Program;
- information about Co-operative Education, Work Experience Programs and Community Service;
- the school's policy governing course changes during the year;
- a statement addressed to parents informing them that course outlines are available at the school for their perusal;
- a description of the school board and school's Prior Learning Assessment process;
- a description of the Ontario Student Transcript, an explanation of its purpose, and the policy on full disclosure;
- the following statement: "The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education and Training."

List of Additional Appendices to be Developed for the Final Document

Other appendices related to the following will be included in the final document:

- List of Related Ministry Policy Documents
- List of Existing Curriculum Guidelines
- Diploma Requirements under *Ontario Schools: Intermediate and Senior Divisions, Grades 7-12/OAC's*
- Music Certificates Accepted for Credits

Appendix 2: Sample Timetable Templates

These are provided as samples only and are not meant to illustrate all possible timetables. Semestered and non-semestered programs are both possible. See Section 4.3.

Sample Timetable Template						
Option 1						
Grade 9	Grade 10		Grade 11		Grade 12	
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
	<i>English</i>	<i>arts or phys ed.</i>	<i>English</i>	.	<i>English</i>	.
	<i>math</i>	<i>technology</i>	<i>math (11)</i>	.	.	.
	<i>science</i>	.	<i>science</i>	.	.	.
	<i>social studies history/geography</i>	.	<i>social science</i>	.	.	.
	.	.	<i>co-op</i>	.	.	.

Notes:

Subjects in italic indicate compulsory courses.

Timetable template is based on 10 compulsory and 17 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change semester 1 to day 1 and semester 2 to day 2.

Option 2						
Grade 9	Grade 10		Grade 11		Grade 12	
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
	<i>English</i>	<i>arts or phys ed.</i>	<i>English</i>	.	<i>English</i>	.
	<i>math</i>	<i>technology</i>	<i>math (11)</i>	.	.	<i>math</i>
	<i>science</i>	.	<i>science</i>	.	.	.

	<i>social studies history/geography</i>	.	<i>social science</i>	.	.	.

Notes:

Subjects in italic indicate compulsory courses.

Timetable template is based on 11 compulsory and 16 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change semester 1 to day 1 and semester 2 to day 2.

Option 3								
Grade 9	Grade 10		Grade 11			Grade 12		
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2		
	<i>English</i>	<i>arts or phys ed.</i>	<i>English</i>	.	<i>English</i>	.		
	<i>math</i>	.	<i>technology</i>	<i>math (11)</i>	.	.	<i>math</i>	.
	<i>science</i>	.	<i>science</i>	.	.	.	.
	<i>social studies history/geography</i>	.	<i>social science</i>	.	.	.		
	<i>Guidance & career ed.</i>	.	.	<i>co-op</i>	.	.	.	

Notes:

Subjects in intalic indicate compulsory courses.

Timetable template is based on 11 compulsory and 16 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change semester 1 to day 1 and semester 2 to day 2.

Option 4							
Grade 9	Grade 10		Grade 11			Grade 12	
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
	<i>English</i>	.	<i>English</i>	.	<i>English</i>	<i>English</i>	
	<i>math</i>	<i>technology</i>	<i>math (11)</i>	.	<i>science</i>	<i>math</i>	
	<i>science</i>	.	<i>science</i>	.	.	.	
	<i>social studies history/geography</i>	.	<i>social science</i>	.	.	.	
	<i>Guidance & career ed.</i>	.	.	.	<i>tech- nology</i>	.	.

Notes:

Subjects in *italic* indicate compulsory courses.

Timetable template is based on 14 compulsory and 13 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change Semester 1 to day 1 and Semester 2 to day 2.

Option 5									
Grade 9	Grade 10		Grade 11			Grade 12			
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2			
	<i>English</i>	<i>arts or phys ed.</i>	<i>English</i>	.	<i>English</i>	<i>English</i>	<i>math</i>		
	<i>math</i>	<i>technology</i>	<i>math (11)</i>	.	<i>science</i>	.	.		
	<i>science</i>	.	<i>science</i>	.	.	.	.
	<i>social studies history/geography</i>	.	<i>social science</i>	.	.	.	.
	<i>Guidance & career ed.</i>	.	.	<i>Guidance & career ed.</i>	.	.	<i>civics</i>	.	.

Notes:

Subjects in *italic* indicate compulsory courses.

Timetable template is based on 14 compulsory and 13 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change Semester 1 to day 1 and Semester 2 to day 2.

Option 6									
Grade 9	Grade 10		Grade 11			Grade 12			
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2			
	<i>English</i>	<i>arts or phys ed.</i>	<i>English</i>	.	<i>English</i>	<i>English</i>			
	<i>math</i>	<i>technology</i>	<i>math (11)</i>	.	.	.			
	<i>science</i>	.	<i>science</i>	.	.	.	.
	<i>social studies history/geography</i>	.	<i>social science</i>	.	.	.	.
	<i>Guidance & career ed.</i>	.	.	<i>Guidance & career ed.</i>	<i>co-op</i>	.	<i>civics</i>	.	.

Notes:

Subjects in *italic* indicate compulsory courses.

Timetable template is based on 14 compulsory and 13 optional courses (Grades 10 to 12)

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change Semester 1 to day 1 and Semester 2 to day 2.

Option 7							
Grade 9	Grade 10		Grade 11		Grade 12		
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
	<i>English</i>	<i>arts or phys ed.</i>		<i>English</i>	.	<i>English</i>	<i>English</i>
	<i>math</i>	<i>tech- nology</i>	.	<i>math (11)</i>	.	<i>social science geography</i>	<i>science</i>
	<i>science</i>	.		<i>science</i>	.	<i>math (12)</i>	.
	<i>social studies history/geography</i>	.		<i>social science history</i>	.	.	.
	<i>Guidance & career ed.</i>	.	.	.	.	.	.

Notes:

Subjects in italic indicate compulsory courses.

Timetable template is based on 15 compulsory and 12 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change Semester 1 to day 1 and Semester 2 to day 2.

Option 8							
Grade 9	Grade 10		Grade 11		Grade 12		
See optional approaches to the Grade 9 program.	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
	<i>English</i>	<i>arts</i>		<i>English</i>	.	<i>English</i>	<i>English</i>
	<i>math</i>	<i>phys. ed.</i>		<i>math (11)</i>	.	<i>social science</i>	.
	<i>science</i>	<i>technology</i>		<i>science</i>	.	.	.
	<i>social studies history/geography</i>	.		<i>social science</i>	.	.	.
	<i>Guidance & career ed.</i>	.	.	.	.	<i>co-op</i>	.

Notes:

Subjects in italic indicate compulsory courses.

Timetable template is based on 15 compulsory and 12 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change Semester 1 to day 1 and Semester 2 to day 2.

Option 9						
Grade 9	Grade 10		Grade 11		Grade 12	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
	<i>English</i>	<i>arts</i>		<i>English</i>	.	<i>English</i>

<i>See optional approaches to the Grade 9 program.</i>	<i>math</i>	<i>phys ed.</i>	<i>math (11)</i>	.	<i>social science</i>	.
	<i>science</i>	<i>tech- nology</i>	.	<i>science</i>	.	.
	<i>social studies history/geography</i>	<i>music</i>	<i>social science</i>	.	.	.
	<i>Guidance & career ed.</i>	.	.	.	.	.

Notes:

Subjects in italic indicate compulsory courses.

Timetable template is based on 15 compulsory and 12 optional courses (Grades 10 to 12).

Although this sample shows a semestered schedule, it could be modified to a non-semestered schedule.

For example: change Semester 1 to day 1 and Semester 2 to day 2.

Appendix 3: Modifications to Accommodate Exceptional Students: Teaching Approaches, Curriculum Content, Assessment Procedures and Instruments

a) Modifications to teaching approaches that should be made to accommodate exceptional students could include:

- providing for the use of special resources, such as:
 - reading material at a lower or more advanced level than that of the authorized texts;
 - tapes of more difficult chapters or units (to help students read and answer questions);
 - outlines and study guides to accompany chapters or units; video and audiotapes and other audiovisual materials (to give breadth and depth to learning experiences);
 - learning resources that allow direct experiences of seeing, touching, i.e., concrete materials;
 - a variety of learning tools (e.g., calculators, adapted computers);
 - enrichment units, additional readings, problems that extend learning.

- providing for the use of a variety of teaching/learning strategies, such as:
 - team teaching;
 - collaboration with the resource teacher, teacher-librarian, and other professionals;
 - use of the library and resource room;
 - use of classroom areas for different purposes (independent learning, group work);
 - use of special-interest groupings for research projects;
 - use of peer partners, collaborative groups, cross-age tutoring, and homework partners;
 - use of guided practice;
 - consultation with parents about providing appropriate study conditions at home.

consultation with parents about providing appropriate study conditions at home.

- providing for students who may need more or less time to complete assignments and/or achieve the

outcomes.

- providing for students who may need modified learning experiences, such as:
 - alternative ways of completing a task or presenting information (through taped answers, demonstration, dramatization, role play);
 - mentorship programs, contract learning, independent study plans;
 - simplification of the language of instruction;
 - opportunities for performance in areas of special talent.

b) Modifications to curriculum content that should be made to accommodate exceptional students could include:

- providing a module on learning and study skills in compulsory courses to help students acquire such skills as formulating a work plan, note taking, reading, studying, etc.;
- providing the strategies for understanding, accepting, and integrating with individuals with exceptionalities for all students;
- modifying all curriculum guidelines to ensure that the needs of exceptional students are met;
- providing specialized co-operative education for gifted students as a component of Co-operative Education Programs;
- providing work with exceptional children with a wide range of exceptionalities as an option in courses leading to co-operative education or community service credits;
- providing courses for exceptional students with developmental disabilities to assist them in making the transition to colleges of applied arts and technology that offer programs for students with developmental disabilities;
- providing courses for exceptional students to assist them in making the transition to work and/or community living;
- providing courses for exceptional students to acquire self advocacy skills.

c) Modifications to assessment procedures and instruments that should be made to accommodate exceptional students could include among other strategies:

- changing the time requirements (e.g., giving shortened tests and assignments; giving untimed tests);
- changing the format of resource material;
- providing a quiet environment in which assessment may take place;
- simplifying test instructions and the language of questions;
- providing for the use of scribes, tape recorders, typewriters, or word processors, or allowing oral responses;
- allowing students to retake tests or redo assignments to improve their performance;
- providing alternative homework assignments;
- basing assessment on the full range of student work (e.g., including portfolios, interviews, demonstrations, dramatizations, journals, peer evaluation, self- evaluation).

Appendix 4: Supervised Alternative Learning for Excused Pupils (SALEP)

Current regulations (Regulation 308) permits a parent of an eligible student to apply for the student's release from regular, full-time school attendance so that the student can participate in an alternative learning experience that is considered suitable for him or her. To be eligible for an alternative learning program, a student must be aged fourteen or over.

An alternative learning program is supervised by a school official. The program may involve attendance at some classes or a full-time program away from the school. An alternative learning program requires approval by a committee of the school board/section and may include one or more of the following elements:

- full-time or part-time employment at an approved work placement;
- completion of a course in life skills;
- continuing studies or other activities which the committee agrees are appropriate to the student's needs and interests.

An official of the school where the student is registered supervises the program and is required to approve it. When the necessary approvals have been obtained, the student continues to be registered at the school until he or she reaches the age when school attendance is no longer compulsory. Regular contact with the student is maintained by a teacher or other staff member. The principal continues to report to the parents whenever achievement reports are issued. The school makes it clear to the student and parents that it has a continuing concern for the student's educational progress. The school maintains the Ontario Student Record for each student involved in the program.

A student's learning in a Supervised Alternative Learning Program for Excused Pupils (SALEP) is eligible for credit toward a graduation diploma. The value of the credits earned by the student is to be determined by the principal in consultation with the appropriate program departments.

Appendix 5: Sample Programs in Ontario Schools

The following list of sample programs is not intended to be comprehensive or representative. It is an initial collection of examples that describe possible ways of implementing the policies proposed in this document.

Sample 5.1 Tamarack – A Integrated Four Credit Program

Feature	<i>Tamarack (a locally developed optional program) – a full semester community based program involving English, History, Geography, Environmental Science, Outdoor Education and Community Service.</i>
Location	MacKenzie High School Renfrew County Board of Education
Description	Tamarack is an integrated four credit program for Grade 11 and 12 students. It is a mixture of cultural journalism, and outdoor recreation. The program involves students working with scientists in the areas of ecological and environmental studies and promotes interpersonal growth and development.
Other	<p>Intended Outcomes</p> <p>Students will develop:</p> <ul style="list-style-type: none"> ● knowledge of the history, geography and economy of the Ottawa Valley ● research, project and presentation skills ● scientific research skills ● writing skills (production of a magazine which will be a record of their community research) ● working relationships with community seniors ● self confidence

Contact Information MacKenzie High School
Deep River ON K0J 1P0
Tel: (613) 584-3361
Fax: (613) 584-1706

Sample 5.2 Teacher-advisor – Mentor-Monitor System

Feature	<i>Teacher Advisor – Mentor-Monitor System</i>
Location	R.H. King Academy Scarborough Board of Education
Description	<p>All teaching and some non-teaching staff participate in this student program as adult models, advisors and helpers. All students are given the opportunity to assume the role of being a group leader, reader, secretary recorder, social convenor, peer coordinator and participator with a group of 20 cross graded multi-aged students during the daily mentor period.</p> <p>This period provides opportunities for students to develop a values framework for decision making which includes:</p> <ul style="list-style-type: none">● an appreciation for learning● respect and caring for self● respect and caring for others● a sense of belonging● a sense of social responsibility <p>Students are empowered to explore effective skills in decision making, time management and reflective thinking with a direct link to a staff member who acts as a listener, coach and ombudsman.</p>
Other	<p>The Mentor-Monitor program provides accountability links among Academy program functions which include:</p> <ul style="list-style-type: none">● an appreciation for learning● a compulsory community service requirement● co-curricular participation● career planning/option selection● fitness monitoring● Student Services
Contact Information	R.H.King Academy 3800 St. Clair Avenue East Scarborough, ON M1M 1V3 Tel: (416) 396-5550 Fax: (416) 396-5591

Sample 5.3 Career Planning Portfolio

Feature	<i>Career Planning Portfolio</i>
Location	North York Board of Education
Description	<p>It involves all Grade 7-12/OAC students.</p> <p>The purpose is to help all students plan their future education and career.</p> <p>The Portfolio is a tool for students to track their thinking about their future education and careers. It is an ongoing hard copy or electronic record of a student's goals and achievement in the eight themes of Career Education: self-knowledge, career knowledge; self-management skills, interpersonal skills, research skills, decision-making skills, job search skills and attitudes.</p> <p>Each year, from Grade 7 on, students participate in a program which focuses on the eight themes. Whenever they complete a career education activity, they will summarize their learning in their career planning portfolios. Students will also be asked to update their portfolios several times a year by recording their work, leisure and school experiences. Working with their parents/guardians and their counsellor or staff advisor, students will complete an annual "Career Plan Update".</p>
Contact Information	<p>North York Career Centre 44 Appian Drive North York, ON M2J 2P9 Tel: (416) 395-4881 Fax: (416) 395-3710</p>

Sample 5.4 Native Co-operative Education Program

Feature	<i>Native Co-operative Education Program</i>
Location	Timmins Board of Education Mushkegowuk Council
Description	<p>The focus of the program is to prepare Native students for work by providing opportunities for them to decide upon a particular career choice for employment in their home communities. Students are given the opportunity to participate in placements in all sectors of government services, transportation, service industries and Band-sponsored work projects in the Timmins geographical area and, uniquely, in their home communities – Moose Factory, Fort Albany, Kashechewan and Peawanuk. The program offers a four-credit package in Personal Life Management.</p>
Other	<p>The Timmins Board of Education and the Mushkegowuk Council mutually agreed to negotiate a services agreement with Indian and Northern Affairs Canada to offer Co-operative Education Programs suited to the cultural needs of Native students from Cree First Nation communities along the west coast of James Bay.</p>

Contact Information Timmins High and Vocational School
P.O.Bag 2011
451 Theriault Blvd.
Timmins, ON P4N 8B2
Tel: (705) 360-1411

Sample 5.5 T.O.P.S. Co-operative Education Program

Feature	<i>Packaged Programs that use Co-operative Education – TOPS</i>
Location	Marc Garneau Collegiate Institute East York Board of Education
Description	Talented Offerings for Programmes in the Sciences (TOPS) is an enriched program, beginning in Grade 9, for talented students motivated to academic achievement. The aim of the program is to prepare students for professional careers in scientific leadership in the areas of mathematics, science, computer science, engineering, and health sciences and technologies of the future. An integral component of the TOPS program is their co-operative education experience.
Other	Partners and placement sites include SPAR Aerospace Limited, Institute for Space and Terrestrial Science, Motorola Canada, major hospitals in Toronto, University of Toronto, York University, and many other major businesses.
Contact Information	Marc Garneau Collegiate 133 Overlea Blvd. Don Mills, ON M3C 1B3 Tel: (416) 396-2410 Fax: (416) 396-2407

Sample 5.6 Youth Apprenticeship Program

Feature	<i>Youth Internship Apprenticeship Program</i>
Location	Durham College, Durham Board of Education, Durham Region Roman Catholic Separate School Board, The Peterborough, Victoria-Northumberland-Clarington Roman Catholic Separate School Board The Northumberland-Clarington Board of Education

Description The Youth Internship Apprenticeship program provides young people with a viable, alternate career path at the end of high school. Students can complete two years of the in-school apprenticeship training in the manufacturing and motive power trade areas, while at the same time completing the requirements for the Secondary School Graduation Diploma. During the summer students can access on-the-job training in industry for credit toward apprenticeship hours.

The project supports the Broad-Based Technological Education curriculum in secondary schools through the provision of concentrated, specialized training in specific trade areas. Educators from both the secondary school and college systems participate in facilitating the school-to-work transition.

One hundred and fifty young people will participate in the program over the next three years.

Contact Information Skills Training Centre
Durham College

Tel: (905) 721-2000
Fax: (905) 721-3338

Sample 5.7 On-Site Training for Work-Bound Students

Feature *On-Site Training for Work Bound Students*

Location Valhalla Inn School of Hospitality
Valhalla Inn, Thunder Bay, Ontario

Description This is an intensive one year experiential learning program for senior high school students located at an on-site facility with the assistance of a teacher and hotel staff. Students develop employment skills by rotating through 18 departments of the hotel and are exposed to a multitude of service oriented careers. Academic study integrates business and technical subjects with English and Social Science. Students earn an equal number of co-operative education and academic credits for this package.

Contact Information Lakehead Board of Education
1 Valhalla Inn Road
Westview CVI
Thunder Bay Inn Road
P7E 6J1

Tel: (807) 577-6098
Fax: (807) 577-7597

Valhalla Inn
1 Valhalla Inn Road
Thunder Bay, ON P7E 6J1

Tel: (807) 577-1121
Fax: (807) 475-4723

Sample 5.8 School-College Curriculum Collaboration – English and Mathematics

Feature	<i>School-College Curriculum Collaboration – English and Mathematics</i>
Location	chool boards and colleges across the province (see Contact Information below)
Description	<p>School boards and colleges across the province have put in place a variety of initiatives designed to ensure students' appropriate preparation for college programs and to increase their chances for success at college. Agreements between school boards and local colleges, particularly in the areas of English and mathematics, have identified the critical skills and competencies necessary for student success, ensuring a continuum between the learning outcomes of Grade 12 English and mathematics and Year 1 college courses.</p> <p>In some cases, students are eligible to receive college credits for equivalent work completed at the secondary school level.</p>
Other	The success of these collaborative curriculum initiatives has resulted from the strong support of all parties involved – directors and superintendents in school boards, teachers and administrators in schools, college presidents and faculty in specific college departments.
Contact Information	<p>Niagara South Board of Education Director of Education Tel: (905) 735-3840 Fax: (905) 735-5285</p> <p>Lincoln County Board of Education Coordinator of Career Education Tel: (905) 641-1550 Fax: (905) 685-8511</p> <p>Niagara College Director of New Product Development Tel: (905) 735-2211 Fax: (905) 735-0419</p> <p>Metropolitan Separate School Board Program Co-ordinators Tel: (416) 222-8282 Fax: (416) 512-3428</p> <p>George Brown College Tel: (416) 867-2220 Fax: (416) 956-7303</p> <p>Centennial College Tel: (416) 752-4444 Fax: (416) 694-7609</p> <p>Seneca College Tel: (416) 491-5050 x2658</p>

Fax: (416) 491-7379

Humber College
(416) 675-6622
(416) 674-6665

St. Lawrence College
Cornwall Campus
Director- School of Applied Arts
Tel: (613) 937-1517
Fax: (613) 937-1523

Stormont, Dundas & Glengarry County Bd. of Ed.
Tel: (613) 933-6990
Fax: (613) 933-4089

Stormont, Dundas & Glengarry County Catholic Separate School Board
Tel: (613) 933-1720
Fax: (613) 933-5172

Sample 5.9 Generic Skills Transition Project

Feature	<i>Generic Skills Transition Project</i>
Location	Humber College, with the participation of the Etobicoke Board of Education, Metropolitan Separate School Board, Niagara South Board of Education, North York Board of Education, Simcoe County Board of Education, Victoria County Board of Education, Board of Education for the City of York.
Description	<p>Humber College has been conducting a pilot project in which the college's English Communications and math placement tests, along with extensive advisement material, are made available to secondary school students in interested pilot schools. The tests include The College Board's Computerized Placement Tests in Sentence Skills, Reading Comprehension, Arithmetic, and Elementary Algebra.</p> <p>The goals of the Generic Skills Transitions Project include the following:</p> <ul style="list-style-type: none">● To communicate to secondary schools the expected levels of literacy and numeracy skills required for success in college programs.● To provide an interactive, self-assessment activity to assist high school students to determine their readiness for college in these skill areas. The project is designed to allow students to try the tests twice – first in Grade 11 or early Grade 12, and again at the end of Grade 12 – so that it becomes an "early warning" system.● To smooth the transition from high school to college. Students can choose to use scores obtained in the secondary school setting for placement in college English and math courses.● To study the effectiveness of such adaptive, computer-delivered and scored college placement tests as advisement tools for high school students making educational and career decisions.● To facilitate discussion and joint curriculum planning between secondary school and college faculty.

Currently there are over 90 secondary schools involved in the project.

Contact Information Humber College of Applied Arts & Technology
205 Humber College Blvd.
Etobicoke, ON M9W 5L7

Tel: (416) 675-6622 X4403

Fax: (416) 674-6665

Sample 5.10 Integrated Program – Science and technology Toward the 21st Century

Feature *Integrated Program – Science and technology Toward the 21st Century (ST-21)*

Location West Ferris High School-Nipissing Board of Education
Canadore College
Algonquin Flight Centre

Description ST-21 is a "package" program which provides enrichment for its students in mathematics, science and technology, and encourages them to experience and appreciate the interrelationships among these disciplines.

ST-21 continues from the regular math and science program taken in grade 9 and covers advanced level programs found in the higher grades. These programs are introduced more rapidly than they are in other classes, leaving time to carry out enrichment in the form of greater depth in some topics, and as additional units not covered in the usual courses. Each year the students also take a technology course which requires the science and math to be put into action in the form of a project.

The focus of the program is highlighted by the Aviation course offered in grade 10 and 11, in partnership with Canadore College and Algonquin Flight Centre. This enriched course includes four components: aircraft maintenance, avionics, fixed wing flight and helicopter flight. Currently 75 students per year are enrolled.

Contact Information West Ferris Secondary School
60 Marshall Park Drive
North Bay, ON P1B 2P2

Tel (705) 497-0730

Fax (705) 497-7945

Sample 5.11 Preparation For Work – Destination Employment

Feature *Preparation For Work – Destination Employment*
Career planning program for students who have left school and return for employment preparation.

Location 8 Petty Place
Cambridge, Ontario
The Waterloo County Board of Education

Description A program for youth aged 16 to 24 who have not been actively involved in school for a minimum of three months. Students receive two credits for 7 weeks of in-school instruction in Career Planning and Transition to Business Employment plus three co-operative education credits for 12 weeks of on-the-job training. Participants are given an intense growth and development experience that will help them become resourceful, enterprising individuals with a clear focus on their future.

Individual career assessments for participants and a corporate adventure training model are provided by the Institute of Enterprise Education. Obtaining full-time employment or returning to school is a goal of this program.

Contact Information The Waterloo County Board of Education
Box 68
Kitchener, ON N2G 3X5

Tel: (519) 570-0330 Ext. 4549

Fax: (519) 742-1364

Sample 5.12 Integration of exceptional students into regular classes

Feature *Integration of exceptional students into regular classes*

Location St. Joseph's Secondary School
Stormont, Dundas & Glengarry County Roman Catholic Separate School Board

Description Special education and regular class teachers collaborate on Individual Education Plans and other aspects of curriculum modification to facilitate the integration of exceptional students into regular classes.

Parents of exceptional students are involved in initial planning meetings to smooth the transition from elementary to secondary school and are invited to serve as volunteers in classrooms.

Students with developmental disabilities report to an integrated home room for first period. Then they meet in their own classroom to take a physical education class or begin their co-operative education placements. Students spend 75 minutes once every two days working at one of four work stations in the community.

Later in the morning, these students participate in a hands on program designed as an introduction to the arts and technologies. Students are assigned to a Grade 9 class and join the class through each six week rotation. Students who need close supervision are assigned an student assistant to monitor their safety and assist them in performing the tasks that are required for the course. Students who require less assistance are assigned a peer helper to help keep the student on task.

In the afternoon, students are divided into two groups: one group has Life Skills Training with some assistance from peer helpers and the other group is in an individualized academic program of language arts, alternating with

mathematics.

Other Exceptional students who are capable of being integrated into regular academic credit are offered the opportunity to audit these courses each semester.

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Sample 5.13 Village Embarquement

Feature *"Village Embarquement": Guideline courses which emphasize practical applications of theoretical learning*

Location The French-Language Section
Kent County Roman Catholic Separate School Board

Description **Part I**

- Practicums are carried out in a 22 acre park development with marsh, pathways, botanical gardens, historical house, archival society, general store and souvenir shop.
- Theory comes from studies as found in the guidelines for science, biology, history, family studies, business, and accounting.
- Partners include the Kent County R.C.S.S. Board and the Township of Dover, the French-language secondary school and the community.

Part II

- Practicum involves students helping to develop a 22 acre parcel into an experimental farm and a business enterprise.
- Theory comes from studies associated with language arts, mathematics, science, geography and meteorology.
- Partners include Collège de technologie agricole et alimentaire d'Alfred, Ridgetown Agricultural College, Kingroup Inc., école secondaire de Pain Court, and the community of Dover Township.

Contact Information Kent County Roman Catholic Separate School Board
535 Baldoon Road
P.O. Box 2003 Chatham, ON N7M 5L9

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Fax: (519) 354-4173

Sample 5.14 Careers Awareness in Science and Technology

Feature *Careers Awareness in Science and Technology*

Location Sir Wilfrid Laurier High School
Carleton Board of Education

Description

Pre-science and Engineering Technology is a series of technology design courses that aim to make students more aware of careers in all disciplines of science and technology. They combine a high degree of hands-on activity with related skill oriented theory that often includes the ability to understand advanced mathematical theories.

The net result is a set of life long skills that not only support their chosen career goals but also the challenges they see on a day to day basis.

Computer Graphic Artist is a concentration under the Communications Technology Program. Students are challenged to find better ways to express themselves through the use of graphic highlights.

Not only do they learn to think differently about the products that they produce, but they also learn the key software packages of the graphics industry. The senior levels of this course see the students divided into individual companies that take on real world jobs for the community. This develops entrepreneurial skills, lets them develop pride in their accomplishments and instills a better understanding of the operation of the economy and the importance of timelines. The skills learned in Computer Graphic Artist Program stand up equally well for students going on into the graphic industry and for those entering the traditional workplaces.

Contact Information

Sir Wilfrid Laurier High School
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Sample 5.15 Broad-Based Technological Education

Feature

Broad-Based Technological Education

Location

Windsor Roman Catholic Separate School Board

Description

Students taking broad-based technology classes in construction and/or manufacturing have the opportunity to work on projects which integrate English, math, and technical knowledge and provide a service for the community.

In 1995 a joint venture was established between the construction classes and CMHC to upgrade the homes of senior citizens, to enable them to continue living at home. The services included rerouting eavestroughs, changing the slope of stairs, adding ramps, and installing new light switches. The student groups were responsible for interviewing the clients, preparing a cost estimate, organizing and/or providing the work (under supervision) and completing the project with a written summary.

Similar work has been done by a number of manufacturing classes which have both provided services and created components for technology-based projects at elementary schools within the board.

Contact Information Windsor RCSS Board
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Windsor, ON N8X 1Z2

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Holy Names High School
1400 Northwood
Windsor, ON N9E 1A4

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A Glossary of Terms Used in this Document

In order for effective communication on a province-wide basis to take place, it is desirable for all concerned to have a clear understanding of the meaning of certain terms and to ensure that they are used uniformly by the Ministry of Education and Training and all school boards/sections in Ontario. It is recommended that the following glossary of terms be recognized provincially and locally and be implemented in curriculum documents and related memoranda.

Compulsory credit A credit that is earned for the successful completion of the course outcomes related to a compulsory course. Compulsory courses are those that, as directed by the Minister, must be included in a student's program toward the earning of a diploma.

Course A set of learning activities enabling students to attain course outcomes developed from Ministry of Education and Training Curriculum Guideline documents. Courses may be developed with .5 or 1 credit value. Multi-credit packages could be developed with reference to one or more Curriculum Guideline documents.

Course calendar The name given to the document prepared by a secondary school to inform students and their parents of the courses available in the school.

Course profiles Materials to be developed based on the curriculum guidelines to describe and support excellent instructional practices. Course profiles would provide teachers with specific course requirements, detailed outcomes, assessment strategies, required standards and instructional materials.

Course series The organization of courses by purpose, curriculum design, and mode of delivery to assist students in education and career planning.

Credit Recognition granted to a student for the attainment of course outcomes related to a course. Credits are granted by the principal of a secondary school on behalf of the Minister. For each credit attached to a course, a minimum of 90 hours of scheduled time must be provided.

Curriculum The plan for student learning, outlined in Ministry of Education and Training documents, and implemented in school programs using a wide range of resources.

Optional credit A credit that is earned for the successful completion of an optional course. Optional courses are those selected by a student from available courses apart from his or her compulsory courses.

Exceptional pupil/student A pupil whose behavioral, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by an Identification, Placement and Review Committee (from s. 1 Education Act).

Locally developed course A course that is not developed from a ministry curriculum guideline document and therefore does not reflect the balance and intent of such a document. If offered for credit, such a

course requires the approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education and Training (with exceptions as described in Section 5.2.1).

Prerequisite course A course is designated as a prerequisite for a subsequent course only if it is absolutely essential for the successful understanding of the subsequent course. Prerequisite courses are established only by ministry curriculum guidelines/program requirements documents.

Curriculum guidelines Materials to be developed which describe student learning in individual courses, or sequence of courses within a subject. The curriculum guidelines would outline policies for development of grade-specific, subject-specific and series-specific courses and would define learning outcomes.

Scheduled time The time during which planned learning activities occur that lead to the attainment of course outcomes. Planned learning activities include interaction between teachers and students and assigned individual or group work (other than homework) related to the attainment of course outcomes. Planned learning activities may be delivered in a classroom setting or through alternate means, such as work experience, independent study, co-operative education, and distance education.

Special education program means, in respect of an exceptional pupil, an educational program that is based on, and modified by, the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil (from s. 1 Education Act).

Special education services mean facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program (from s. 1 Education Act).

Subject A specified discipline or branch of learning. Examples include fairly broad categories, such as science, or more specifically defined categories, such as biology, chemistry, and physics. A student may take subjects or courses in different grades and different series at the same time.

Transfer course A course, worth .5 or 1 credit, offered to students who wish to move in either direction between a Series 2 course and a Series 3 course in the same subject. The transfer course would consist of those course outcomes that were not included in the completed course but are considered essential for success in the course to be taken.

Footnotes

1. Subsequently, school boards needing more planning time were able to request ministry permission for a one year delay to begin implementation in September, 1994.

2. It is proposed that schools establish a teacher-advisor system to provide all students with access to a teacher-advisor who would be responsible for monitoring the student's overall progress (See Section 3.5.2.).

* The final number may vary based upon the option selected for diploma requirements.

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