

# SPECIAL PROGRAMS

## The Honors College Preparatory Program

The Honors College Preparatory Program presents the most challenging form of academic study. Students pursuing this program are well prepared to meet the demands of any college major they may pursue. Some of the courses that a student may pursue as part of this program include, but are not limited to; honors level courses in language arts, mathematics, social studies and science, particularly Advanced Placement courses in English, Calculus, Government, American History, Biology, Chemistry and Programming and Computer Simulations Adv., three to four years of foreign language study and at least one year of study in the fine arts. Please refer to the explanation of the college preparatory program listed below for additional information as well as the section on grading policy for a more complete listing of honors courses. Independent study courses exist in most disciplines.

## The College Preparatory Program

The College Preparatory Program consists of those courses which provide the academic preparation necessary for graduates to experience reasonable success in higher education. There are six academic areas of preparation for college. These disciplines and the MINIMUM number of high school credits in each area:

Language Arts	4 credits *
Mathematics including Algebra 1, Geometry and Algebra 2	4 credits **
Science (Lab) (Anatomy, Biology, Chemistry, Physics)	3 credits
Social Studies	3 credits
Foreign Language	2 or 3 credits
Fine Arts	1 credit

\*All students will be required to take Integrated Language Arts 9, 10, 11 and 12.

## Tech Prep



The Tech Prep program combines college preparation with coursework in a technical field (engineering, agriculture and environmental technologies, allied health technologies, and information technologies). In the junior and senior year, students may continue to

follow a traditional college preparatory class schedule or specialize in a Career and Technology field.

Depending upon the specific course of study a student chooses, he/she will be prepared to enter a two- year community and technical college, pursue a four-year degree or enter the workforce upon graduation, thus allowing great flexibility for both academic and career planning.

## Credit Flexibility

Per Ohio Department of Education (ORC 3321.04) regarding the credit flexibility initiative, a plan will be in place for the 2011-12 school year. All details and specific information will be available by May 2011. Please contact your guidance counselor or administrator for additional information.

## **Career and Technology Program**

Career and Technology Education can provide students with a variety of opportunities beyond job training. It can be used as a preparatory program for post high school education in a community college, technical school, apprenticeship program, or combined with college preparatory courses, at a four-year college. The five major divisions of career and technology education are agriculture, business/IT and marketing education, health occupations, work and family life and trade and industrial programs. The Trade and Industrial Programs include automotive technologies, cosmetology, computer-aided drafting, electronics technologies and integ. machining & engineering. These programs combine the Career and Technology area with integrated academic subjects (math, language arts and science). Students enrolled in Career and Technology programs will follow the recommended schedule. Failure to maintain that schedule may result in removal from the program. Career and Technology Education involves: job entry skills – those abilities which are necessary to perform both general and specific tasks related to the occupation; employability skills – the work habits, attitude and willingness to learn that are necessary for success in any career field; and communication and problem solving skills necessary for job entry, retraining and life-long learning. Career Technical Programs are enrolled with students who can most benefit from the class. Good behavior and attendance are extremely important to the success of the student in the programs. Programs will be enrolled to capacity using the following criteria:

1. Class status – Juniors in a first year program, seniors in a second year or senior program before senior student are enrolled in a first year program.
2. Attendance – Most Career Technical Programs meet more than one period per day over a two year period of time. Attendance is critical to the success of students in these programs.
3. GPA – low GPA will be used to eliminate students from an over-enrolled program.
4. Discipline - Discipline history may also be used as a criterion

Every effort will be made to place students in their proper programs based on the Career Pathways Model. Some program instructors may choose to interview and/or have an application process to ensure proper placement. See a guidance counselor or the career and technical director for more details. Seniors can choose to spend their senior year in the first year of a two year program, space permitting. It is not unusual that some seniors get to their final year in high school and realize that they don't (or won't) have any hands on experience in preparing for the world of work. The idea that "one year's experience is better than no experience" has worked to an advantage for seniors in these programs.

## **The Special Education Program**

Serving students with special needs is a major goal of the Oregon City Schools. In compliance with state and federal guidelines, the following programs are offered for identified students:

Specific learning disabilities serve students with average potential having difficulty learning in one or more specific area. Instructors help these students deal more effectively with their disabilities.

The cognitively disabled program provides instruction to students who have difficulty mastering content in the regular classroom due to their rate of learning. These students are offered specialized instruction with major emphasis on life-oriented skills, including the basics of reading, writing and math.

The emotionally disabled services provide support for students having difficulties with social interaction. This program helps students learn to manage their behavior in a responsible manner.

Speech and language assistance provides speech correction and/or language training to students, focusing on developing and improving oral communication skills.

Services for the multi-handicapped, hearing, visually or orthopedic impaired and/or those students with other health related impairments are also available to identified students. Work-study and career planning services are made available to all secondary students receiving special education services.

Special Education programs serve students in all areas based on identification as prescribed by state mandates. Teachers and support staff provide opportunities for students to develop necessary life and career skills, as appropriate, based on a student's Individualized Education Plan (IEP).

## **Post-Secondary Education**

Post secondary enrollment options at colleges and universities are available to eleventh and twelfth grade students. Ninth and tenth grade students are eligible to participate on a limited basis. **In order for any student to participate in post secondary education, both parent and student must attend an orientation meeting in February/March and must notify their counselor of their intent to participate in PSO by March 30.** Please contact Mrs. Birr for additional information.