

# Instructional Program

## Background

The focus of educational programming in our schools is constantly evolving to reflect the values and conditions of our lives and our world community. This fact emphasized by the Ministry of Education's Core Curriculum, guides the selection of courses and materials that are offered, and the manner in which they are delivered.

The Director will implement a program of studies in the Division which meets the requirements of legislation and enhances school and Division goals of education. The Division encourages the development of new and/or modified courses in accordance with the policy and procedures for curriculum development.

The Division makes provision for all students through academic Response to Intervention (RtI) with the implementation of a three tiered framework (Tier 1 instruction, Tier 2 intervention and Tier 3 special education.)

## Procedures

1. In accordance with the Core Curriculum and under the supervision of senior administration and principals, the Division will endeavour to implement and support programming initiatives and directions that:
  - 1.1 Implement required timelines and Core Curriculum content for each subject as intended by the Ministry of Education utilizing recommended Major Resources provided by the Board of Education. Content is represented by the Northern Lights School Division Curriculum Reference guide for each grade and subject.
  - 1.2 Make provision for a Driver's Education Program to support student safety and mobility for a successful future.
  - 1.3 Develop broad based First Nations and Metis content, perspectives and ways of knowing, which is integrated into curricular offerings and instructional approaches;
  - 1.4 Provide for relevant Career Development education, such as career exploration and mapping, Practical and Applied Arts, career curricula, academic guidance, youth apprenticeship /work experiences, and transition planning;
  - 1.5 Making provision for Responsive Services to encourage the growth and development of responsibility and citizenship, safe schools, and counseling services;
  - 1.6 Deliver Children Services programs that make provision for Early Childhood initiatives and partnerships and for Special Education to assist students who are experiencing learning difficulties and/or other disabilities. In addition, qualitatively different programs will be provided for students who cannot benefit from regular offerings upon approval by the Special Education coordinator.

- 1.7 Emphasize a positive self-concept and genuine feelings of self-worth among students of the Division, through provision of programs such as Community Schools, nutrition and wellness;
  - 1.8 Make provision for Computers and Technology programming that support teachers and student learning.
2. Further, the Division supports curriculum research and the development of programs by Division staff on the basis that:
- 2.1 The basic responsibility for curriculum development lies with the Ministry of Education;
  - 2.2 The Division will provide support services in the form of:
    - 2.2.1 Consultants, accessed through the use of a **Form 201-3 Consultant Request**.
    - 2.2.2 Consultants make reports on **Form 201-4 Consultant Report**.
    - 2.2.3 Teacher release time for pilot and implementation initiatives upon the approval of the Area Superintendent of Education.
  - 2.3 The Division will consider providing financial support for special initiatives in curriculum development upon the recommendation of senior administration;
  - 2.4 Each teacher will use the adaptive dimension in instruction, resources, assessment and learning environment to meet the needs of students. A **Form 201-1 Record of Adaptations** will be kept by classroom teachers for individual students who may regularly require adaptations. It will be required for referral to special education.
  - 2.5 The Division will provide curriculum networking opportunities contingent upon financial capability of the board. It is for teachers to facilitate professional collaboration with other teachers in the school division. Only in exceptional circumstances where networking opportunities cannot be created within the school division (ie. French immersion) will networking to be permitted outside the school division. Following receipt of a **Form 201-2 Curriculum Networking Application** recommended by the school principal, the School Superintendent will decide upon approval for the networking opportunity.
3. The Superintendent of Education in consultation with the Director shall be responsible for the general supervision of curriculum throughout Division schools.

4. The Director in consultation with the Principal and Superintendent of Education shall have the authority to delegate the curriculum development functions associated with the program of studies to professional staff.
5. The Principal is responsible for the organization of the program for the school and for ensuring that the provincially and locally-determined approved programs are implemented.
6. As circumstances change within communities, the school programs may require alteration as well. The Board will approve expansion or reduction of a school program in accordance with the following:
  - 6.1 A demonstrated need for expansion/reduction is established by the Principal.
  - 6.2 The School Community Council supports the expansion/reduction through a recorded motion.
  - 6.3 The Area Superintendent of Education reviews and approves the program expansion/reduction.

**Related forms:**

- Form 201-1 Record of Adaptions
- Form 201-2 Curriculum Networking Application
- Form 201-3 Consultant Services Request
- Form 201-4 Consultant Report

Reference: Sections 85, 87, 108, 109, 175, 176, 177 Education Act  
Regulations 21-25, 37