

<b>CURRICULUM AND INSTRUCTION</b>	<b>4000</b>
<b>PROGRAM IMPLEMENTATION PROCEDURES</b>	<b>4010</b>

1. Policy

It is the policy of Lakehead District School Board (LDSB) that schools shall develop and implement programs which provide students with the best possible opportunities to develop the knowledge, skills, attitudes, and work habits necessary to ensure success.

2. Definitions

2.1 Curriculum - the overall and specific expectations, strands, and the achievement chart in each Ontario Curriculum Policy document, specific to an individual subject and grade (elementary) or course (secondary).

2.2 Program - the instructional and assessment activities and experiences which provide learning opportunities for students.

2.3 Unit of Study - the organization of instructional and assessment activities around a common theme or resource.

2.4 Long-Range Plan - the annual process of organizing and sequencing units of study in elementary classes based on the ongoing assessment of student needs.

2.5 Course of Study - the process of organizing and sequencing units of study in secondary classes on a semester-long or annual basis.

3. Procedures

3.1 Senior administration and schools will develop and implement programs which are consistent with Ontario Curriculum Policy and Program Memoranda and direction.

3.1.1 Programs must appropriately address all strands in the curriculum.

3.1.2 Assessment and evaluation practices must be based on clear expectations and levels of achievement, consistent with current Ontario curriculum.

3.1.3 Students must be provided with opportunities to demonstrate achievement at all four levels and in all learning categories on the Achievement Charts found in all Ontario Curriculum documents.

3.1.4 Programs will emphasize and assess overall expectations and will utilize specific expectations through a variety of classroom activities which encourage student learning and achievement.

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- 3.2 Senior administration and schools will develop and implement programs in a manner consistent with LDSB values and policies, including the Strategic Plan, and with established LDSB and provincial programs, processes, and initiatives.
  - 3.2.1 Teachers, in consultation with the principal, are responsible for ensuring that programs are aligned with LDSB and provincial programs and initiatives.
  - 3.2.2 Learning resources must be selected in a manner consistent with LDSB Learning Resources Selection and Approval Process.
  - 3.2.3 Programs must be aligned with Ministry of Education and Board special education policies and must provide accommodations and modifications consistent with students' Individual Education Plans.
  - 3.2.4 Appropriate training will be provided to educators to support this consistency within the financial resources of LDSB.
  
- 3.3 Senior administration and schools will develop and implement programs which provide all students with a wide variety of learning experiences and opportunities.
  - 3.3.1 Programs will contain a variety of teaching strategies and learning opportunities.
  - 3.3.2 Programs will make broad use of appropriate information technology resources to assist learning.
  - 3.3.3 Programs will use teaching strategies which have been demonstrated to be effective through relevant research.
  - 3.3.4 Programs will provide students with learning opportunities which are integrated and meaningful, and which are based on authentic tasks and applications.
  - 3.3.5 Programs will provide students with opportunities to learn independently and in groups, in a variety of physical settings.
  - 3.3.6 Wherever feasible, programs will provide students with meaningful choice in learning and assessment opportunities.
  - 3.3.7 Wherever feasible, programs will make use of community partners and community settings for learning.

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- 3.4 Senior administration and schools will regularly communicate the nature and details of programs to students, and parents or guardians.
  - 3.4.1 Schools will communicate program information to parents and guardians using an appropriate combination of: parent/teacher conferences, technology, newsletters and calendars, timetables, course outlines and school open houses.
  - 3.4.2 Schools administrators will regularly share program information with school councils.
- 3.5 Senior administration and schools will implement a consistent process for regular review, revision, and improvement of school programs.
  - 3.5.1 Programs will be regularly reviewed in compliance with the Quality Assurance Guidelines of LDSB.
  - 3.5.2 Revisions to program will be reflected in annual revisions to school learning plans, educator long-range plans, and courses of study.
- 3.6 Senior administration and schools will consider information and input from a variety of sources and stakeholders in the program review process.
  - 3.6.1 Revisions to program will include input from divisional and subject/department peer discussion.
  - 3.6.2 Revisions to program will consider student achievement as reflected on both the report card and external tests and assessments and related attitude surveys.
  - 3.6.3 Wherever feasible, revisions to program will consider input from students, parents and guardians, and the school community.

4. Review

These procedures will be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
4021 Assessment & Evaluation	May 27, 2003	
5010 Special Education Policy	<u>Date Revised</u>	
1020 Equity and Inclusive Education	April 26, 2011 February 22, 2022	