



Procedure Section: **Curriculum and Program**

400

Procedure Name: **Program Implementation**

404

PROCEDURE

Program Implementation

Policy

The Keewatin-Patricia District School Board (KPDSB) creates meaningful learning experiences that engage each student through respectful, trusting relationships. This involves implementing programs both within and outside the school setting that result in student achievement and well-being. Our goal is to ensure that students acquire the knowledge, skills, and attitudes for future success.

Definitions

For the purpose of the Program Implementation Policy and Procedure:

1. Academic Programming - the instructional and assessment activities and experiences which provide learning opportunities connected to the curriculum for students.
2. Course of Study - a document that outlines information about the secondary course being delivered including the course description, overall expectations, assessment and evaluation information, planning considerations, and strategies for teaching and learning. This is provided to students at the beginning of the course and is made available to caregivers.
3. Culturally Responsive and Reflective Pedagogy (CRRP) Education - CRRP recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity.
4. 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). This information is the focus of the teachers' decisions about planning, instruction, and assessing student learning.
5. Equity and Inclusive Education - ensuring that all members of the school community feel safe, comfortable, and accepted and all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

Cross References :

Creating Pathways to Success, Program and Policy Requirements, K to Gr. 12, 2013

Policies

303, School Improvement Planning

331, Instructional Practices

401, School-Student Activities Outside the Classroom

404, Program Implementation

Procedures

401, School-Student Activities Outside the Classroom

903, Assessment Evaluation and Reporting of Student Achievement

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6. Expanded Programming - an educational approach that goes beyond traditional curriculum offerings to provide students with a more diverse and enriched learning experience. Expanded programming aims to broaden students' horizons, expose them to a wider range of subjects and experiences, and enhance their educational journey.
7. Extended Program - educational programs that go beyond the standard or traditional school day, providing additional learning opportunities outside of regular classroom hours. These programs are designed to enhance the educational experience and offer students a broader range of activities and support.
8. Extracurricular Programming - activities or programs that take place outside of the regular academic curriculum. These activities provide students with opportunities to engage in various interests, hobbies, or skill development beyond their standard coursework. Extracurricular programs can encompass a wide range of activities and are typically voluntary, meaning students participate by choice rather than as a mandatory part of their education.
9. Learning Skills and Work Habits - the skills and habits needed to succeed in school and in life that focus on student, interpersonal, career, and character development. They include responsibility, initiative, independent work, collaboration, organization, and self-regulation.
10. Long-Range Planning - the process of organizing and sequencing a plan to cover the curriculum/content and support the development of skills and knowledge as outlined in the curriculum.
11. Pathways - supports students in identifying their personal interests, strengths, needs, and aspirations and in using this knowledge of themselves to inform their choices of programs and learning opportunities. It also includes providing a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all post-secondary destinations (i.e., apprenticeship training, college, community living, university, and the workplace).
12. Transferable Skills - the skills and attributes that students need in order to thrive in the modern world including critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability, and digital literacy.

Procedures

1. All programs must be accessible and inclusive for all students, regardless of their background, abilities, or interests. Considerations for equity and diversity should guide program implementation.
2. Resources must be aligned with the program priorities and implementation requirements.
3. Schools must ensure the safety of students participating in all programming. This includes adherence to safety guidelines, risk mitigation, and adequate supervision.
4. Schools will implement **academic programs** which are consistent with Ontario Ministry of Education Curriculum, guiding documents, and Policy and Program Memoranda (PPM) and aligned with the KPDSB Strategic, Student Achievement, and School Improvement Plans.
 - 4.1. Curriculum will provide students the opportunity to acquire the skills, knowledge, concepts, and processes that form a bridge between grade levels, including the transition from elementary to secondary education, and secondary to post-secondary education, the workplace and community living.
 - 4.1.1. Curriculum is to be reviewed regularly.
 - 4.1.2. Academic programs must address all strands in the curriculum.
 - 4.1.3. Curriculum is implemented through opportunities that:
 - 4.1.3.1. utilize community partners and community settings for learning;
 - 4.1.3.2. make broad use of appropriate learning technologies to assist learning;
 - 4.1.3.3. use authentic tasks and applications.
 - 4.1.4. Instructional planning should reflect cross-curricular connections.
 - 4.2. Assessment and evaluation practices will be consistent with Ministry of Education curriculum and other supporting documents, based on clear expectations and levels of achievement.
 - 4.2.1. Students will be provided with multiple opportunities to demonstrate achievement of overall expectations through observations, conversations, and products.
 - 4.2.2. Assessment is used to plan for student learning.

- 4.3. Educators will develop long-range plans (elementary) and course of study (secondary) documents that reflect the curricular program that will be implemented over the learning period. These documents will be submitted to school administration for review and approval.
 - 4.4. High Impact Teaching Strategies (HITS) and evidence-based practices and programs are used to accelerate student learning.
 - 4.5. Universally designed academic work with differentiated instruction is provided along with flexibility and accommodations to meet varied needs and individualized, caring support, and intervention when needed.
 - 4.6. Teachers should, when possible, provide classroom assignments, handouts, and tests electronically compatible with assistive technology at or before they are distributed to the class.
 - 4.7. Program implementation involves the development of transferable skills, as well as learning skills and work habits as outlined in Growing Success.
 - 4.8. Interventions or the need for intervention are recognized and provided early to ensure student success.
 - 4.9. Student voice and choice is a valued part of the learning process, and we recognize that it is important for students to work towards independence and having an understanding of themselves as learners.
 - 4.10. Development of learning opportunities, and assessments that are culturally reflective of and responsive to students (CRRP), so that all students see themselves, and their own and their classmates' lived experience, reflected in what and how they are learning.
 - 4.11. The Student Achievement Plan and School Improvement Plans support the alignment of, and improvement in, instruction, assessment, student achievement and well-being with local priorities, as well as with the Ontario Curriculum and Ministry Policy;
 - 4.12. Central administrators and special assignment teachers will provide support for schools in academic program implementation.
5. Schools will implement **expanded programs** which are consistent with Ministry guidelines and other guiding resources and aligned with the KPDSB Strategic, Student Achievement, and School Improvement Plans. Examples of expanded programs include elementary Pathways, Specialist High Skills Major, Dual Credits, OYAP, Cooperative Education, Experiential Learning, and Outdoor Education.

- 5.1. Expanded programs provide students with opportunities to explore a variety of potential pathways through an inquiry process that addresses knowing themselves, exploring opportunities, making decisions and setting goals, and achieving goals and making transitions.
- 5.2. Central administrators and special assignment teachers will provide support for schools in expanded program implementation.
6. Schools will implement **extended programs** which are consistent with Ministry guidelines and other guiding resources and aligned with the KPDSB Strategic, Student Achievement, and School Improvement Plans. Examples include summer programming, Reach Ahead programs, or night school.
 - 6.1. Extended programming will align with the goals and priorities of the school and KPDSB. These programs will aim to enhance academic achievement, foster skill development, or provide educational enrichment.
 - 6.2. Central administrators will provide support for schools in extended program implementation.
7. Schools will implement **extracurricular programs** which are consistent with schools' missions and educational objectives. They contribute to the overall development and well-being of students while reinforcing the school's core values.
 - 7.1. Extracurricular programs support and enhance the academic experience for students.
 - 7.2. The interests, talents, and needs of the students play a significant role in guiding extracurricular program development. Schools will consider the diverse interests of their student body to offer a range of activities that cater to different preferences.
 - 7.3. Input from caregivers, school councils, and the broader community can help shape extracurricular offerings. Their feedback can highlight specific areas of interest and suggest program ideas.
 - 7.4. The availability of resources, including funding, facilities, and personnel, influence the types of extracurricular programs a school can offer.
 - 7.5. The skills and interests of teachers and staff members can guide extracurricular programs. Teachers with expertise in particular subjects or activities may lead related clubs or groups.