

CODE: GAA.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Delivery of Student Programs of Study**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2020)

PURPOSE

To articulate and reinforce the Board of Trustees' beliefs and expectations related to how the Alberta programs of study are delivered and implemented in Division. The Board of Trustees believes that teaching the programs of study in different ways and in different settings, helps students to achieve the learning outcomes of a K-12 education and allows students to reach their full potential. Regardless of how the programs of study are delivered, all students will have equitable access to high quality programming throughout the Division.

DEFINITIONS

Programs of study - are established by Alberta Education and identify the student learning outcomes for all students in all subject-area courses and programs.

Program - an education program based on the prescribed Alberta programs of study.

Programming - refers to the program delivery and instructional model used to deliver the programs of study to particular groups of students and with individual students.

Alternative programming - or alternative program delivery models deliver the programs of study by emphasizing a particular language, culture, religion, subject-matter, or using a particular teaching philosophy.

Special education programming - the provision of programming and services which make it possible for students in need of specialized supports and services to receive an education appropriate to their abilities and needs. Adaptations to the outcomes in the programs of study, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to provide specialized supports.

Outreach/Transition programming - flexible student program delivery in non-traditional settings. Senior high outreach programming and junior high transition programming is provided to students who, due to individual circumstances, find that the traditional school setting does not meet their needs.

POLICY

The Board of Trustees is committed to ensuring that all students are provided access to a high quality education that will enable them to achieve desired student learning outcomes of a K-12 education and to reach their full potential.

The Board of Trustees believes that all students can learn, and acknowledges that students learn in unique and diverse ways. Optimal student learning occurs with the effective use of instructional time, proven instructional strategies and assessment of and for learning that focus on the prescribed learning outcomes. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

To maximize the potential of each student, the Board of Trustees supports the development and provision of a range of programming and instructional models, in accordance with Board Policy GA.BP – Student Programs of Study, to increase student engagement and accommodate their diverse learning needs and interests including but not limited to:

- regular program delivery models;
- board approved alternative program delivery models;
- special education program delivery models;
- senior high outreach and junior high transition program delivery models located in non-traditional settings;
- locally developed courses; and
- continuing education program delivery models.

The Board of Trustees reserves to itself the authority to approve the establishment and deletion of alternative program delivery models and locally developed courses.

The Board of Trustees supports the concept of providing educational programming for students in need of specialized supports and services in both attendance area schools and in Division centres. The attendance area school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. Division centres provide alternate program delivery options.

Recognizing some students are successful in non-traditional school settings, the Board of Trustees authorizes the provision of senior high outreach programming and junior high transition programming in non-traditional school settings. Students may complete their schooling in non-traditional settings or transition to more traditional school settings once the skills and knowledge to be successful in these settings are developed.

The Board of Trustees believes in the importance of lifelong learning and, as both a publicly funded institution and a corporate citizen of the larger community, it is committed to providing opportunities for community members of all ages to continue or extend their education and pursue their interests. To this end, the Board of Trustees shall provide continuing education and programming on a cost-recovery basis.

The Board of Trustees recognizes the importance of working with parents, community organizations, and government in the development and implementation of all program delivery models.

EXPECTATIONS

1. The Superintendent of Schools shall review and where necessary, develop administrative regulations and assign responsibilities to implement the purpose and intent of this policy.
2. Programming for students, regardless of their location or type of programming they receive, will be in alignment with the philosophy of the programming as outlined in the *Guide to Education* or, in the case of alternative programming or locally developed courses, in alignment with the outcomes and expectations as approved by the Board of Trustees.
3. Section 197(c) of the *Education Act* states: “Principals must evaluate or provide for the evaluation of programs offered in the school.”

4. The Superintendent of Schools shall consider the following when recommending to the Board of Trustees the addition, expansion, deletion or consolidation of Division program delivery models (programming) and locally developed courses:
 - a. compliance with the *Education Act*, Alberta Education's policies, regulations, standards, mission and mandate for education;
 - b. compliance with all board policies and administrative regulations;
 - c. consistency with sound educational theory and practice;
 - d. impact on financial and human resources, facilities, and current course and program delivery offerings;
 - e. availability of staff and resources;
 - f. degree of demand;
 - g. alternative program delivery models shall have:
 - i. a defined and consistent set of unique features intended to be long term and sustainable; the programming usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
 - ii. an educational approach that affects the entire schooling experience of a child;
 - iii. a school culture or environment that reflects the uniqueness of the program;
 - h. any faith-based alternative program delivery model shall be:
 - i. of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation; and
 - ii. based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith.

5. Parents of students in need of specialized supports and services shall be provided with information about the special needs programming options available in the attendance area school and at Division centres.

ACCOUNTABILITY

The Superintendent of Schools shall report annually as part of Division results review on the alignment of the outcomes and expectations for each board approved program delivery model across all Division locations.

REFERENCES

GA.BP - Student Programs of Study

GEE.AR - Decision Authority for Programs, Student Assessment and Instructional Resources

HA.BP - Inclusive Education

Alberta Education - Guide to Education

Education Act