

Living Sky School Division No. 202

Administrative Procedure (AP) Manual



Procedure Name: Curriculum & Instruction			
Procedure Type:	Programs and Curriculum	Implementation Date:	JUL 23, 2014
Procedure Number:	6.01	Last Approval Date:	FEB 14, 2024
AP Owner:	Superintendent of Learning	Last Reviewed:	NOV 18, 2024
Legal Reference(s):	The Education Act -Sections 85,168, 175,176, 231 The Education Regulations - Sections 24-26, 36, 37 The School Division Administration Regulations – Section 45		

Background

The director of education shall oversee a program of studies in Living Sky School Division which meets the requirements of legislation, and is reflective of the board of education's vision, mission, values, and strategic plan. The division supports the development of new, modified, and/or unique programs.

Scope

This procedure is applicable to administrators, teachers, and superintendents of learning.

Definitions

Adaptive Dimension (as described in The Adaptive Dimension, 2017): *the Adaptive Dimension is to maximize student learning and support achievement of curricular outcomes. The Adaptive Dimension includes all practices teachers use to make learning meaningful and appropriate for each student. To effectively utilize the Adaptive Dimension, teachers adapt the variables: learning environment, instruction, assessment and resources. It is expected that teachers will use approved curricula as a starting point for making decisions about adaptations.*

Roles & Responsibilities

Principals are responsible for:

- the organization and supervision of the curriculum of the school;
- ensuring each teacher has access to the appropriate curriculum guides;
- a scheduling process that ensures required minutes/hours of instruction for the programs of studies in accordance with the Registrar's Handbook for School Administrators;
- the provision of instructional resources;
- securing the necessary professional learning and support to ensure teachers have a sufficient understanding of a variety of research-based instructional and assessment strategies.
- Establishing processes to communicate to parents/guardians and students the availability of and requirements for credit attainment, including Apprenticeship credits, Special Project Credits and the Volunteerism 30 credit, where applicable.

Teachers shall:

- implement provincially approved curricula;
- select materials that will enrich and support the curriculum, taking into consideration the varied interests, perspectives, abilities, learning styles and maturity levels of the students served;
- adapt provincial curricula to meet the needs of students as required using The Adaptive Dimension for Saskatchewan K-12 Students (2017);



- provide the time allotment for each subject in accordance with the Registrar's Handbook for School Administrators.

Superintendent(s) of Learning or designate(s) shall:

- determine the division's involvement in provincial curriculum initiatives.
- develop, monitor and evaluate all locally developed and locally modified courses of study and submit them to the Ministry of Education for authorization; and
- post digital copies of approved locally developed curricula and maintain links to provincial documents.

Procedures

1. The director or designate shall be responsible for the general supervision of the curriculum of the schools and shall have the authority to delegate the implementation and ongoing development of the program of studies to the professional staff, in accordance with Board policies and administrative procedures.
2. The principal is responsible for the organization of the curriculum of the school and for ensuring that the provincial and local curricula are implemented. Principals wishing to offer locally developed or locally modified courses approved by the Ministry of Education must consult with their school superintendent.
3. The director or designate may submit major modifications from the provincial curriculum to the Ministry of Education for approval.
4. The director or designate shall be responsible for planning and monitoring curriculum development and curriculum evaluation in partnership with the Ministry of Education.
5. The director or designate shall be responsible for planning and coordinating the evaluation of programs or projects in the division, and for preparing reports for the board of education as may be required or requested.
6. The director or designate shall be responsible for the authorization of standardized testing in the division, and upon the authorization and conducting of such testing, make periodic reports to the board of education on the results of such standardized tests.
7. It is expected that teachers shall normally implement the program of studies as outlined in the Ministry of education curriculum guides. Each subject shall receive the time allotment in accordance with the general guidelines of the Ministry of Education.
8. Teachers shall, in consultation with the principal, adapt the approved program of studies to meet the needs of students as required using the Adaptive Dimension of Core Curriculum. Several school division protocols elaborate aspects of the Adaptive Dimension for High School students:
 - a) High School students confident in their abilities to challenge a course shall work collaboratively with their school-based administrator and relevant teacher to demonstrate high levels of achievement on provincial 10 or 20 level courses. Please refer to the *Course Challenge Protocol* for required steps.
 - b) High School students who are eligible for credit recovery, as defined in AP 4.06 Student Assessment and Evaluation, have the opportunity to undertake an individualized plan to earn an academic credit without repeating an entire course. Please refer to the *Credit Recovery Protocol* for required steps.



- c) High School students may have credit granted for approved apprenticeships to recognize student achievement outside of the regular secondary program. Please refer to the *Apprenticeship Credit Protocol* for required steps.
 - d) High school students may have a Volunteerism 30 credit granted for recognized volunteer Activities. Please refer to the *Volunteerism 30 Credit Protocol* for required steps.
 - e) Living Sky School Division authorizes the availability in every high school of three special project credits per student. Special projects are student-designed learning experiences, not teacher or mentor designed classes or programs. Please refer to the *Special Credit 10, 20, 30 Protocol* for required steps.
9. New curriculum programs may be developed and evaluated as pilot programs. Administrators or teachers wishing to implement a pilot program shall use the Living Sky School Division's Advice Process.
10. Principals are accountable to provide advice and assistance for students who wish to apply for a course not offered at their base school. These include courses offered by the Saskatchewan Distance Learning Centre. Please refer to the *Distance and Blended Education Protocol* for further information.

Appendices

- Registrar's Handbook for School Administrators <https://publications.saskatchewan.ca/#/categories/682>
- Saskatchewan Curriculum <https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/>
- The Adaptive Dimension <https://publications.saskatchewan.ca/#/products/86567>

Related

AP 4.06 Student Assessment and Evaluation

Technology Requests for Software, Hardware and Peripherals Protocol (*internal document*)

Apprenticeship Credit Protocol (*internal document*)

Special Credit 10, 20, 30 Protocol (*internal document*)

Volunteerism 30 Credit Protocol (*internal document*)

Credit Recovery Protocol (*internal document*)

Course Challenge Protocol (*internal document*)

Distance and Blended Education Protocol (*internal document*)

Modified Referral Form (*internal document*)

Modified Course Recommendation Letter Template (*internal document*)