

PROGRAM PLANNING IN BDEC SCHOOLS

The philosophical foundation for Program Planning in NWT schools is expressed in the following documents:

- **PEOPLE: OUR FOCUS FOR THE FUTURE**
A Strategy to 2010
- **EDUCATING ALL OUR CHILDREN:**
Departmental directive on Inclusive Schooling (1993)
- **OUR STUDENTS, OUR FUTURE:**
An Educational Framework (1991)

Definitive guidelines for Program Planning are outlined in the **Elementary & Junior Secondary Handbook (K-9)** and the **Senior Secondary School Handbook (10-12)**.

Hard copies of the documents and handbooks are in each school. They can also be accessed on the ECE Infodisk and website at www.learnnet.nt.ca.

ELEMENTARY & JUNIOR SECONDARY PROGRAM PLANNING

The Handbook states that "The goals and implications of schooling, as stated in **Our Students, Our Future: an Educational Framework**, should be the foundation for planning, scheduling and time allocations.

Guidelines for the preparation of School Year Calendars for the coming year are received from ECE in January of each year. Calendars are approved by the District Education Authority and submitted to ECE through BDEC by April 01.

"Approved School Curricula" Page 24 of the Handbook offers guidelines for minimum time allocations to be dedicated to each subject area and minimum and maximum length of the school day for students in grades 1-9.

Integration of ELA, Social Studies and Science instruction is recommended for grades K-2 to accommodate the BDEC mandate of 2 hours/day to be dedicated to the Four Block approach to developing literacy. Principals are responsible for ensuring that classroom teachers follow the guidelines when planning instruction and developing Long Range Plans.

Career and Technology Studies(CTS) has replaced Shop\Industrial Arts and Home Economics in NWT schools(Section 10 Senior Secondary School Handbook). Students in grades 7, 8 and 9 who successfully complete CTS modules can bank the credits until they enter grade 10. It has been recommended that students in grades 7, 8 and 9 complete a Core CTS program to provide them with basic Computer Operation skills and the prerequisites for Work Experience before entry into grade 10. The core CTS Program consists of:

<i>MODULE</i>	<i>CODE</i>	<i>STRAND</i>
Computer Operations	INF 1010	Information Processing
Keyboarding 1	INF 1020	Information Processing
Word Processing 1	INF 1030	Information Processing
Job Preparation	CTR 1010	Career Transitions
Personal Safety	CTR 1210	Career Transitions
Workplace Safety	CTR 2210	Career Transitions

SENIOR SECONDARY PROGRAM PLANNING

Long term, multiyear planning is the required standard in BDEC schools.

BDEC therefore requires schools to plan their senior secondary programs at least three years in advance, based on student CPPs, with adjustments being made each year as required. Through this yearly planning process, an **annual master schedule** will be developed within the context of the **multi-year program plan**. In the case of all students, whether they are expected to meet graduation requirements or not, it is important to provide a program which will prepare them to enter the career field of their choice. The CPP is the guiding document in the development of a multi-year plan to meet student career preparation needs.

Semestered program plans are recommended over full year plans. Attendance patterns in general do not support student success in full year programs and semestering offers greater flexibility and efficiency in the use of resources.

The **Senior Secondary School Handbook(SSSH)** is revised each year by ECE and arrives in NWT schools over the summer. It is the definitive guide for grade 10 -12 program planning. The cover page, table of contents and Forms Checklist from the 2002-03 Handbook is included here.

Senior Secondary Program Planning in the Beaufort-Delta is based on two guiding principles:

1. Prerequisites for post-secondary training indicated in student Career and Program Plans (CPPs).

CPP Templates have been provided to each Beaufort-Delta school in electronic format (Master Disk) and are available on the BDEC website in the "Forms" section. Student CPPs are prepared initially in grade 9 (CPP9) and reviewed annually (CPP 10,20,30) as long as the student remains in school. Student career goals are recorded in the CPPs and the courses students must complete successfully to access post-secondary training in their chosen fields are identified. Students then plan their 10-12 program based on the identified prerequisites. Analysis of the grade 9-12 student CPPs provides direction to the school administrator for program planning and the hiring of staff. The following sections of the SSSH provide information and guidance to students, teachers and parents as they prepare the CPP:

- Section 5 - Approved List of Courses and Locally Developed Courses.
- Section 9 - Career and Program Plan.
- Section 10 - Career And Technology Studies.
- Section 21 - Grade 10-12 program information for students.
- Section 26 - Graduation Requirements.

2. Graduation Requirements.

Section 26 of the Senior Secondary School Handbook outlines the courses a student must complete successfully to be awarded an NWT Graduation Diploma. 100 credits are required, 74 of which are specified and 26 are classified as elective. The school program must offer students the opportunity to accumulate the required credits over a period of three years. A balanced program which provides opportunities for academic study, skill development (CTS), career exploration (CPP) and workplace education (Work Experience 15,25,35) is recommended for all students.

Please note: all courses/modules offered within the grade 10-12 program must be approved for credit and based on approved curriculum.

SCHEDULING

Multi-year planning is necessary to ensure that student career plans and graduation programming needs are met over the duration of their senior secondary schooling. Most schools will plan to offer certain courses every second or third year rather than every year.

As a general rule, the length of a class period should not exceed 60 minutes. If more time is required within the school day, the "sandwich" approach allows two blocks to be scheduled for one subject if another subject or lunch is scheduled in between.

An innovative approach to scheduling is encouraged to support the goal of student success.

Course combination within one class is a common scheduling strategy in small secondary schools. Course combinations encompassing 2-3 levels of a program eg 16-26/26-36, 10-20/20-30, allow a natural fit and coherence of expectations and content. Avoid scheduling course combinations such as 16/13, 20/23, whenever possible as the fit does not occur and presents significant challenges to effective instruction. The Math 10 Pure program is now available on CD-ROM (The Learning Equation). Students taking Math 10 Pure independently using this software can be included in a class of Applied Math 10 students if the group size is controlled.

STAFFING PROCESS

Staffing decisions in BDEC schools will be based on program needs. Timely planning allows staff to consider assignments offered or transfer/resign options prior to the contractual resignation date, 60 days before the end of the school year. Schools are advised to choose staff who offer a range of qualifications and experience in school and workplace environments for flexibility of assignment to academic and occupational programs.

TIMELINES

The following planning documents are required to be submitted to the BDEC office 75 sessional days prior to the end of the school year.

1. A multi-year (minimum 3) grade 10-12 program plan based on student CPPs. The plan allow students:

1. to accumulate the credits required to graduate within 3 years.
2. to develop practical skills related to CPP career goals.
3. to participate in CPP-related work placements.

2. A Master Schedule for the coming school year. **Note: please use BDEC Planning templates (samples attached) available on the BDEC website.**

Information on the schedule will include:

1. specific courses to be offered over the span of the school year.
2. instructional hours allocated to each course.
3. staff assigned to the delivery of each course.
4. starting and ending dates for each semester/year.
5. number of sessional days in the semester/year.

Support for planning activities will be provided from BDEC office. Please contact Effie MacLeod at 777-7332 for support and information.

MULTIYEAR PROGRAM PLANNING - STEPS IN THE PROCESS

1. For which group am I preparing this year's multiyear plan?

- Year 1 - current grade 9-11 student body.
- Year 2 - current grade 8-10 student body.
- Year 3 - current grade 7-9 student body.
- Year 4 - current grade 6-8 student body, etc

2. What do I need?

- a record of students' CPP - generated career goals.
- current student progress reports.
- parent/guardian-approved preliminary student program recommendations.

3. How do I start?

- using student career goals and progress reports develop student course recommendations (Planning Template 1) for each student.
- using the information recorded on the Planning Templates, develop a master list of core courses, eg Math, non-core compulsory courses, eg Fine Arts, and electives, eg Reading 10, to be offered at grade 10, 11 and 12 levels.(Planning Template 2)
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4. Making the plan.

- transfer the information onto Year 1 of your Multiyear Plan. (templates provided)
- based on Year 1, project Year 2 and 3. Make sure the plan allows students to take all courses required for graduation within a three year period.

The Master Schedule

1. Do I prepare a master schedule for each year of my plan?

- No, a master schedule is prepared for the coming school year only (templates provided).
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2. How do I start?

- based on student needs re Diploma Exam writing dates, attendance patterns, student interest, partnerships eg Aurora College, seasonal activities, availability of off-site resources etc, determine:
 - a. # of semesters for Year 1.
 - b. courses to be offered in each semester.

3. What do I do next?

- using the approved school calendar for the coming year and BDEC guidelines for secondary program planning, calculate the start date, end date and # of sessional days within each semester.

4. Then what?

- starting with semester 1, divide the school day into the blocks of time required to allow adequate instructional time to each course (25 hours per single credit, 125 hours = 5 credits). Time blocks should not exceed 60 minutes except for labs or CTS programming.

5. And then?

- list courses to be delivered during each time block, total instructional hours allocated to each course, staff allocated to the delivery of the course and comments relating to the scheduling/delivery of the course.

6. Finally?

- record total instructional hours for semester 1. Repeat the process for remaining semesters.