

# FORT LA BOSSE SCHOOL DIVISION

TITLE - **INSTRUCTIONAL APPROACH**

POLICY - **IF**

Cross Reference -

Resolution # - 138/19

Legal Reference -

Last Reviewed - 10/06/19

The instructional approach within all Fort La Bosse schools must be consistent with the expectations of the curriculum continuum as distributed by Manitoba Education and the Instructional Goals and Learning Outcomes as approved for Fort La Bosse School Division classrooms. The decisions directing the instructional approach should also reflect the Division's Mission and Values as well as the individual school's educational goals and annual school plan.

The Principal and staff within each Division school are expected to adapt their program presentation so as to utilise the combination of the facility, staff skills and available resources to the greatest possible advantage for their students. It is the Board's expectation that its teachers and administrators will, when grouping for instruction, make decisions that will allow them to accommodate all of their students in the most enabling setting for a significant part of the normal school day. It is, however, understood that those students with special needs will receive special consideration and support either within the classroom or, on occasion, in individual and/or small group settings apart from their peers.

It is also understood that, on occasion, it may be to the student's advantage to spend all or part of their school day involved in educational experiences away from the school site. The Board encourages these enhancements to the regular program as well as the extra-curricular programs in the practical and performing arts, participation in student government and/or involvement in a school's athletic program as desirable for all students.

The professional staff is expected to evaluate their instructional approach against predicted outcomes, as well as the need to accommodate methodology changes and curriculum revisions. In this regard, the staff is encouraged to remain current with effective teaching practices and curriculum expectations through attendance at seminars and conventions appropriate to their assignment. In their annual review and assessment the school staff should be cognisant of the Division's desire to relate the instructional approach to the needs of the students attending the school and the expectations of the community the school serves.

