
CONTINUITY IN STUDENT LEARNING

Background

Division students must be provided with educational programs that ensure a continuity of learning experiences and an environment where all students progress continuously through the curriculum, through the provision of relevant, challenging, life-based learning opportunities.

Procedures

1. All students will progress continuously through the curriculum according to their individual needs and abilities through the provision of age-appropriate learning experiences.
 - 1.1 Principals will ensure that procedures and practices regarding student educational programs reflect continuity in student learning. This continuity in student learning will include:
 - 1.1.1 Continuity between home and school;
 - 1.1.2 Continuity across subject areas;
 - 1.1.3 Continuity from grade level to grade level;
 - 1.1.4 Continuity between/among teachers when a child is taught by more than one (1) teacher; and
 - 1.1.5 Continuity between curriculum and assessment.
 - 1.2 Principals will structure the timetable in a manner that reflects the needs and age of the students with a progression toward subject specialization at the senior high level.
2. Continuity is an approach to learning and instruction that emphasizes integrating and connecting the experiences of a child with the program of studies.
3. While students in all classrooms are encouraged to reach their highest level of understanding possible, they must be provided access to grade-level curricular content in all disciplines and will be assessed on the specific outcomes relevant to their enrollment grade. Instruction addresses the learning outcomes from the programs of study/curriculum, and feedback, assessment, and reporting are always specific to the enrollment grade.
 - 3.1 To ensure equitable access to grade-level curricular content, curricular topics in Science and Social Studies will not be spread out over two school years or distributed in 20-month cycles. When progressive skill outcomes or common concepts are the focus of instruction, all students in the class work together, but at other times, tasks and/or resources may need to be specific to the topics/outcomes associated with each grade-level group to ensure students have access to fulsome programs of study/curriculum within a single school year.

- 3.2 Students and families receive assessment information on the report card that reflects progress and achievement on outcomes specific to their enrollment grade.
4. The provision of a suitable and continuous education program for every student is the responsibility of the classroom teacher. This responsibility includes the diagnosis of student needs, as well as the prescription, implementation and evaluation of the student's program.
5. Consideration for diverse needs in programming will be given to all students.
 - 5.1 All elementary and junior high school students will be placed age appropriately in regular classrooms. Elementary and junior high school classrooms will reflect the range of abilities present in that grade level.
 - 5.2 Student placement at the senior high school level will be determined by course availability, student course selection and completion of required pre-requisites.
6. Students will generally progress through the elementary, junior high and senior high school programs in twelve (12) years.
7. Strategies of instruction will be consistent with the principles of child development, Early Childhood Services, and the Programs of Study for Elementary, Junior High and Senior High Schools.
 - 7.1 The strategies for instruction will be consistent with the developmental stages of students as outlined by Alberta Education's Developmental Framework, and Human Development: the Early Years, and will emphasize integrated instruction which recognizes that:
 - 7.1.1 Each child is a unique individual who is to be accepted and encouraged;
 - 7.1.2 Children learn in different ways;
 - 7.1.3 Learning is an interactive process;
 - 7.1.4 Self-concept influences learning;
 - 7.1.5 Exploration and creative learning opportunities are essential to an individual's development; and
 - 7.1.6 Parents are essential partners in a child's learning.
8. Strategies of evaluation will be based on the principles of child development and will be consistent with applicable administrative procedures.

Reference: Sections 23, 33 Education Act
Guide to Education ECS to Grade 12 Kindergarten
Programs of Study

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