
Policy Series 600

PROGRAMS AND SERVICES

Policy Series 600: Programs and Services

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Policy 601: Instructional Goals

The Board believes the students must be the focus for learning. The students' educational development is the essential mandate for Board policies and administrative strategies. While the Board believes the teacher is a key figure in each student's education, it must support the instructional process through professional development, facilities, equipment, materials, support personnel, and parent involvement.

Guidelines & Procedures

The Board has approved the following instructional supports for student success that:

1. Emphasize academic development and maintaining good physical, spiritual, emotional and mental health
2. Help students master the fundamental skills and knowledge that are basic to all other learning
3. Help students learn to receive and to express ideas effectively
4. Help students gain an understanding of various forms of government: First Nation, Provincial and Federal, and a knowledge of the history of the Nisichawayasihk Cree Nation, other First Nations People as well as the overall history of Canada
5. Help students understand conventional and traditional approaches, and spiritual beliefs as they relate to the issues of life
6. Recognize the need for conservation of human and natural resources and the contribution of science and technology to the world where we live
7. Help students acquire skills, which will enable them to better meet employment opportunities
8. Help students identify and develop personally satisfying interests that benefit their families, the community and Canada
9. Help students recognize aesthetic and moral values and the seven sacred teachings (Love, Courage, Wisdom, Truth, Respect, Honesty, Humility).

Policy 602: Curriculum Guides and Course Outlines

The Nisichawayasihk Education Authority has adopted the Manitoba Program of Studies as the framework for delivery of basic study programs. Teaching staff are to use the curriculum guides Manitoba Education provides in planning for and delivering individual courses within the overall program.

Guidelines & Procedures

1. The Principal shall ensure teachers are provided with appropriate curriculum guides for the courses and grades they are assigned. These are available on the Internet: <http://www.edu.gov.mb.ca/k12/cur/>
2. Teachers will use the appropriate curriculum guides in preparing: course outlines, unit plans and daily lesson plans.
3. Locally developed school-initiated curriculum, including language will be part of the students' academic credits.

Policy 603: Curriculum Development And Approval

The Board recognizes that the Province of Manitoba Program of Studies may not be sufficient to meet all program requirements needed or desired for Nelson House students. The Board encourages professional staff to develop new curricula or modify existing curricula in the best interests of student learning and preparation for adulthood and employment.

Guidelines & Procedures

1. All requests for curriculum development, modified courses, school-initiated courses and student-initiated projects shall be first approved by the Principal and the Director of Education, who will then seek approval from the Department of Education, Citizenship and Youth.
<http://www.edu.gov.mb.ca/k12/docs/support/ldc/>
2. The curricula shall reflect community values and incorporate local materials and resources wherever possible.
3. The curricula shall reflect sound and effective education principles and be structured to allow for effective classroom implementation principles.
4. The Board must approve locally developed curricula before implementation in the school program of studies.

Policy 604: Organization for Instruction and Schedules

The Board believes the learning objectives and expectations outlined in provincial curriculum programs should serve as the principle guides determining appropriate instructional time allotments. The Board accepts responsibility for applying instructional time allotments Manitoba Education presents at the local level to reflect local needs and priorities. The Board consequently directs the Director of Education to develop and put into effect, for each school year, time allotments for all instructional programs offered in the Education Authority's schools. The Director of Education and school Principals are further directed to develop appropriate means for informing parents of subject time allotments.

Early and Middle Years Recommended Subject Area Time Allotments

Subject Areas		Grades 1 to 6	Grades 7 and 8
Compulsory	Language arts (English)	35%	27%
	Mathematics	15%	17%
	Science	10%	13%
	Social Studies	10%	13%
	Physical Education/Health Education	11%	9%
	Arts Education	10%	8%
Optional	E.g., Cree*, other languages, Aboriginal Studies, etc.	9%	13%
Total		100%	100%
	http://www.gov.mb.ca/k12/cur/english_pr.html		

A recommendation for schools offering basic Cree or other second languages is to re-allocate a small portion of English Language Arts time for this purpose.

High School Programs

A. Grades 9 to 12

Senior years students continue to focus on building and defining essential literacy, communication, and numeracy skills. A significant change allows students to select from a variety of courses that enable them to pursue their interests, talents and potential career paths. At this level, students personalize their educational experience.

Students are required to earn credits needed for graduation. The number of credits students must earn depends on the calendar year they entered high school. Students entering grade nine in 2009 are required to earn 30 credits for graduation – 17 of which are core courses.

These consist of: English, Math, and Physical Education courses in Grades 9 through 12; a Science in each of grades 9 and 10; and a Social Studies course in each of grades 9, 10, and 11.

The remaining courses are chosen as optional credits. During this stage, students also experience many firsts that signify their transition to the adult world. They can learn to drive, get a job, exercise their right to vote, and become legally accountable for their actions.

Increased opportunities are available for volunteerism and for contributions to the global and local communities that can affect their future decisions. At this time, important lifestyle choices are made that can affect who they will become. These students are now members of society who are increasingly called upon to function as informed, responsible citizens. These transitions form an important context for senior years' education.

English Language Arts (ELA)

Today, English Language Arts 9 (ELA) instruction focuses upon acquiring language and literacy skills through listening, speaking, viewing, and representing, as well as reading and writing. Thus, students now learn to read and produce a broad range of texts, including media, transactional, and literary forms. This broader range of skill reflects social and technological changes in society and new research in learning and teaching language arts.

Grade	Course	Comments
9	<i>Grade 9 ELA</i>	Required for graduation
10	<i>Grade 10 ELA</i>	Required for graduation
11	Students choose one of three compulsory courses: <i>Grade 11 ELA: Comprehensive Focus (30S)</i> <i>Grade 11 ELA: Literacy Focus (30S)</i> <i>Grade 11 ELA: Transactional Focus (30S)</i>	Grade 11 English is compulsory for graduation. Each of these qualifies as a prerequisite for Grade 12 English. (Schools are not required to offer all three courses at the Grade 11 level.) Students may take an additional English course(s) as an optional course.

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Grade	Course	Comments
12	Students choose one of three courses:	
	<i>Grade 12 ELA: Comprehensive Focus (40S)</i> <i>Grade 12 ELA: Literary (40S)</i> <i>Grade 12 ELA: Transactional Focus (40S)</i>	Grade 12 English is a compulsory for graduation.
	Optional course choices include:	
	<i>Grade 12 ELA: Language and Literacy Forms (40S)</i> <i>Grade 12 ELA: Language and Transactional Forms (40S)</i>	Students may take an additional English Course(s) as an optional course.
	Students in the senior years Technology Education Program may also choose:	
	<i>Grade 12 ELA: Language and Technical Communication (40)</i>	

Nisichawayasihk Neyo Ohtinwak Collegiate students are encouraged to have completed two grade 12 ELA courses to better prepare them for University.

B. Grade 12 Provincial Standards Tests

Each Manitoba Grade 12 student must write the ELA Provincial Standards Test in conjunction with the Grade 12 English course. These tests count for 30 percent of the student's final English grade and are marked locally using a central marking model from the Province.

Note: See *Policies and Procedures for Standards Tests*.

<http://www.edu.gov.mb.ca/k12/assess/infobulls/>

Mathematics

Our high school focuses on the Consumer Mathematics program for students in Grades 9 through 12 which provides a great deal of life-skills mathematics incorporating topics such as money, banking, finance, geometry, and other areas that are essential skills for students to have before entering the workforce

Students enrolled in 40S mathematics courses must write the Provincial Standards Test in the applicable mathematics courses since this also a requirement for entry to universities.

Physical Education

Manitoba Education, Citizenship and Youth (MECY) recently mandated two new Physical Education/Health Education (PE/HE) courses for Grades 11 and 12 resulting from recommendations flowing from the *Healthy Kids, Healthy Futures Task Force Report*. This change will bring Manitoba Senior Years graduation requirements to 30 credits for those students graduating in 2009-2010 and beyond. (Details at: http://www.edu.gov.mb.ca/k12/policy/grad_require.html)

Science

Although students are only required to pursue science courses in Grades 9 and 10, many students are choosing to continue their science education in Grades 11 and 12 to maximize their options at the post-secondary level. Courses such as Chemistry, Biology, Current Topics in Science, Physics, and even the new Interdisciplinary Topics in Science are very popular with our students because of their hands-on approach and interactive course work.

Social Studies

At the senior-years level, students take three compulsory social studies credits (see below) and can choose to take additional social studies options. Course offerings may vary somewhat from school to school.

Grade	Course Title	Required or optional for graduation
9	Canada Today – Canadian Studies	Required
9-12	Volunteerism (not a credit)	Required
10	Geographic Issues of the 21st Century	Required
10	American History	Optional
10 (or 9)	Community Studies	Optional
10 (and/or 9)	Native Studies (required by Nisichawayasihk Cree Nation)	Optional
11	Canadian History	Required
11	Physical Geography	Optional
12	Western Civilization – Historical Review of its Development	Optional
12	World Geography – A Human Perspective	Optional
12	World Issues	Optional
12	Aboriginal Law	Optional

Citizenship education is at the heart of social studies, and important for students to acquire the skills, values and knowledge necessary to function actively as citizens in Canada and globally. In keeping with social studies citizenship goals, the Board expects students to be concerned about universal respect for justice, traditional teaching, the rule of law, human rights and fundamental freedoms for peoples of the world, regardless of race, sex, language or religion.

C. Other Optional Programming Available for High School Students

The high school currently offers the opportunity for students to pursue a ***Special Language Credit in Cree***. A maximum of four credits is available through this route. In addition, students are also provided with the chance to pursue challenges for credits in other Special Language areas such as American Sign Language.

Career Education is another option route highly popular with many students. This course offers the chance for students to develop practical employment tools including a working résumé and the opportunity to engage in a work placement at a cooperating business. Our students are in great demand by local businesses and are highly regarded by the community for their dedication and the efforts they devote to their work.

A ***Community Service*** credit is also available to students who complete a service-learning project of their choosing throughout their high school years. To proceed with this program, students are expected to gain approximately 110 hours of contact time and have their project approved by an administrator.

Peer Assistance is another credit option that is very popular with high school students. Most students selecting these options are placed in settings such as a nursery or kindergarten classroom where they work as volunteer educational assistants.

Other credit options available to our students include courses in ***Computers & Technology and Fine Arts***. These are hands-on courses, which appeal to a high percentage of our students.

Volunteerism represents 110 hours of mandatory volunteering in the community during the Grade 9 – 12 years. This is not recognized as a credit since the Authority expects students to give back to the community and as such volunteerism is mandatory for all students in Grades 9 to 12. Failure to meet the volunteer requirement will impact Grade 12 graduation.

Policy 605: Distance-education Program

The Board will make provision for a student to obtain Manitoba Distance Education instruction provided the education needs of the student couldn't be met in programs offered by the Education Authority.

Guidelines

The Education Authority will pay the cost of Distance Education lessons if the following conditions are met:

1. The course is not available to the student because it is not offered or because of timetable difficulties
2. The course is completed during one (1) school year
3. A claim for refund is made by December 31 of the year when the examination is written
4. The student receives credit for the course
5. The Principal has signed the student's Distance Education application form.

Policy 606: Mature Student Program

To obtain a Mature Student High School Diploma under the Senior 1 to Senior 4 Mature Student Graduation Requirements (2003).

A. Student Eligibility

Students must:

1. Be 19 years of age or over at the time of enrolment in school division/district or Adult Learning Centre (ALC) programming directed at completing the Mature Student Graduation Requirements, or reach the age of 19 before completion of the course(s) in which he or she is enrolled.
2. Have completed the Canadian Adult Achievement Test.
3. Maintain a minimum of 80% attendance as required by INAC.

B. Program Eligibility

Students who have not previously obtained a high school diploma can enrol in a school division/district or ALC for the purpose of obtaining the Mature Student High School Diploma if they are eligible as described above. Courses are available from:

1. Mature Program – telephone: 1-204-484-2886
2. Provider: Nisichawayasihk Neyo Ohtinwak Collegiate (NNOC)
– 1-204-484-2602
3. Location: Atoskiwin Training and Employment Centre of Excellence (ATEC) –
ph: 204 484 2886
4. Red River College For information on how to complete a high school diploma as a mature student see Mature Student Graduation Requirements.

http://www.edu.gov.mb.ca/k12/docs/policy/mature/msgrequire_03.pdf

Policy 607: Post-secondary Education Opportunities

The Board supports the Post-secondary Education Program and provides financial assistance to eligible Nisichawayasihk Cree Nation Members to help them pay the costs of obtaining a post-secondary education. The Education Authority's Post-secondary Program strives to ensure Nisichawayasihk Cree Nation students pursuing a post-secondary education succeed in their education.

The Authority prides itself in providing support resources and staff to assist all current and prospective post-secondary students with any inquiries, problems, directions, counselling, other needs (including difficulties with course work, scheduling, etc.) and administers support services to assist them.

The Authority's Post-secondary Committee is responsible for the application-evaluation process, and meets for several days in May each year to assess and approve applications. Program funds are paid in Canadian funds and made available within the limits of the program's available annual budget.

For more information, please download a copy of the Sponsorship Program Funding Guidebook for Post-secondary Students and application forms. <http://www.nhea.info/postsecondary.html> or contact Bill Gamblin – Post Secondary Counsellor toll free at 1-866-8632 [Brandon] or 1-866-6432 [Nelson House].

Policy 608: Nihitho Language Revitalization

1. Purpose

The Board believes retention of the Nihitho Language is crucial to the restoration and preservation of the culture, heritage, and pride of the Nisichawayasihk community and people. The Board therefore requires that all students be provided with regular instruction of the Nihitho Language, based on a tiered system.

2. Guidelines

Professional Staffing

The board prioritizes the hiring of qualified, fluent, and certified instructors for Language Classes. In cases where hiring a certified teacher is not possible, a suitable community member may be hired to work under the direction of the Principal or another certified staff member.

Nihitho Language Team

To facilitate language revitalization across the division, the Nihitho Language Team is responsible for:

- **Developing resource Packages:** Creating and distributing comprehensive, grade-level appropriate Nihitho language resource packages to all classroom teachers.
- **Resource Content:** Ensuring lesson plan support, vocabulary, audio/visual aids, and assessment tools that allow non-fluent teachers to facilitate the language effectively.
- **Teacher Support:** Providing orientation and ongoing guidance to classroom teachers on how to utilize the resources.

3. Modes of Instruction

- **Dedicated Instruction:** Whenever staffing and scheduling permit, students shall be enrolled in dedicated Nihitho Language courses taught by a fluent speaker.
- **Supplementary Integration:** The classroom integration model is intended to supplement dedicated instruction, providing consistent language exposure throughout the school day. It does not replace the requirement for dedicated language courses where they are available.

Classroom Integration

- **Teacher Responsibility:** Classroom teachers are responsible for incorporating the provided resource packages into their regular lesson planning.
- **Facilitation & Evaluation:** Teachers act as facilitators of the language resources, ensuring students engage with materials regularly. Performance evaluations regarding language integration shall be based on the facilitation of these materials and student engagement, and not on the staff member's personal level of fluency or creation of original language content.

Tiered Implementation:

NNCEA acknowledges that our Nihitho Language requires revitalization and a tiered process of implementation to achieve comprehension and fluency over time. The below expectations for each tier are expected to be implemented:

Tier 3: Fluent Nihitho Language Speakers

- These are staff who are fluent in the language, being able to speak, comprehend, and translate.

Tier 2: Emerging Nihitho Language Speakers

- These are staff who understand the language and can speak the language to some extent.

Tier 1: Non Nihitho Language Speakers

- These are staff who are not yet familiar with the language

Tier 3 Staff:

- Expected to provide instruction in Nihitho Language 50% of the day AND/OR translate lesson details into Nihitho throughout the day.

Tier 2 Staff

- Expected to provide instruction in Nihitho Language 30% of the day AND translate key words into Nihitho when teaching.

Tier 1 Staff

- Expected to implement resources provided by Language coordinator daily. These may include a word list of 5 to 10 words to be utilized each week.

Assessment: Implementing the Nihitho Language is a collaborative approach between staff. It is expected that resources, guidance and support, and material will be provided to staff in order to meet these objectives.

Policy 609A: Religious Instruction

The Board believes Nisichawayasihk Cree Nation schools should be non-denominational and does not allow religious instruction within the school program.

Guidelines

1. The Board approves of an opening prayer in the schools. Teachers should show respect by avoiding commentary or interpretation during these sessions.
 2. No staff member shall promote any one religious point of view during the regular school day.
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Policy 609B: Spirituality

The Board sees a place to practice spirituality within the education program. This is to be linked to cultural and guidance programs.

Policy 610: Teaching About Controversial Issues

The Board believes a major goal of education is to prepare students to participate constructively in a democratic society and consequently feels value-laden issues, which create differing opinions, may be addressed in the classroom in an appropriate manner. The Board further believes in the importance of students developing an understanding and appreciation for diverse ideas and a capacity to discern the difference between fact and opinion.

Guidelines

1. Students should have experiences in selecting and organizing information in order to draw intelligent conclusions. For sound judgments to be made, information relating to controversial issues should:
 - a. Represent alternative points of view
 - b. Appropriately reflect the maturity, capabilities and educational needs of students and the course of study
 - c. Show awareness of community values and principles.
2. The presentation and discussion of controversial issues in the classroom should:
 - a. Be on an informative basis
 - b. Ensure teachers refrain from giving their personal opinions as fact
 - c. Ensure students have an opportunity to find, collect and assemble factual material and information
 - d. Ensure students are not ridiculed or embarrassed for beliefs or positions they or their families hold.
3. If guest speakers will be invited to participate in the discussion, the teacher should ensure the speakers' qualifications reflect adequate expertise in the issue under study.
4. Teachers should discuss potentially controversial issues with the school administration before discussing the issue with students.

Policy 611: Homework and Study Skills

Manitoba curriculum guides outline the concepts that are required at each level of students' academic development. Because instructional time in the classroom is limited, supplementary work is needed to enhance students' understanding of concepts. These supplementary tasks must be handled through homework assignments.

The Board believes professional staff are obligated to assign homework to students. The Board further believes teachers must ensure workbooks and assignments are completed and marked. The Principals in consultation with their staff are delegated with the responsibility for developing a homework policy for the schools.

Guidelines & Procedures

1. When developing guidelines, the Principals and their staff should take into account:
 - a. The students' grade levels
 - b. Other teachers' assignments
 - c. Factors that may affect students' abilities to complete assignments.
2. Homework assignments should be realistic in terms of:
 - a. Time required
 - b. Teacher expectations
 - c. Student workload.
3. A copy of school homework guidelines should be contained in the school handbook.
4. School Principals should provide the Director of Education and Board with a copy of their schools' homework guidelines for their information.
5. The Board encourages all teachers to be involved in student homework.

Policy 612: Field Trips and Educational Tours

The Board believes field trips and educational tours can expand upon and enrich learning opportunities provided within the normal school program. Permission may be granted for classes or groups of students to participate in educational field trips and tours provided the activity is associated with educational goals of the school and Board. Student safety is paramount for all trips and tours.

Guidelines

A. Trip Planning

1. Preparing all requests for field trips or tours requires a detailed plan approved by the Principal that will include:
 - a. Objectives for the trip and its relationship to the regular school instructional program
 - b. The destination of the trip, date, and proposed departure and return times
 - c. Numbers of students and grade(s), teachers and supervisors involved
 - d. Methods of financing the trip, if required
 - e. Procedure for obtaining parental approval
 - f. Trip-related follow-up activities to be conducted.
2. Plans must be approved by the Principal.

B. On-Reserve Trips

1. The Principal must approve requests for field trips or outings on the reserve.
2. Field-trip or outing requests must be submitted a minimum of three (3) days in advance of the activity if transportation is not required and a minimum of six (6) days in advance if buses are required.

C. Off-Reserve – In Province

1. The Principal must submit a written request to the Director for all off-reserve trips.
2. Once the Principal gives permission to plan a trip, parents/guardians must then give permission for any field trip or sports participation event before students can participate.

3. Plans for the field trip along with the parents' permission must be submitted to the Principal a minimum of six (6) weeks in advance of the trip.
4. Expenses should be totally prepaid. Subsidizing expenses, if appropriate, should be done on an equitable basis.
5. Generally all students in the class should be included in the trip (sports trips may be an exception).
6. At least one (1) supervisor is needed for every twelve (12) students. If both male and female students are participating, both a male and female supervisor must be present.
7. The trip should take place during a regular school term.

C. Out of Province

The out-of-province educational tour proposal should demonstrate clear educational purposes beyond the generally accepted idea that travel is a broadening experience.

1. Proposals approved by the Principal should be submitted to the Director of Education for Board consideration well in advance – at least three (3) months before the tour departure date – and before any commitment is made to the community or the student body.
2. The initial proposal should indicate:
 - a. Educational goals and curriculum base
 - b. Students' age range, grade levels, numbers anticipated, etc.
 - c. Chaperoning provisions
 - d. Proposed financing – revenue sources and expenditures
 - e. Proposed travel itinerary, accommodation, and meal provisions
 - f. Dates of proposed tour.
3. The final proposal should:
 - a. Identify participating students and chaperones
 - b. Provide a budget outlining revenue sources and expenditures
 - c. Provide confirmed itinerary plans – travel, accommodation, and meal provisions
 - d. Provide confirmed tour dates.

4. In general, the Board will favour those proposals which:
 - a. Directly relate to educational goals and are a planned part of the school's curricular programs
 - b. Provide access for total group/class participation
 - c. Are supported and endorsed by the school Principal and parents
 - d. Demonstrate careful screening of chaperones
 - e. Have a ratio of at least one (1) adult chaperone to ten (10) students with mandatory male and female chaperones to accompany tours having both male and female students participating
 - f. Are largely self-financed
 - g. Are eligible for coverage under the Board's existing insurance policies as well as additional Health Insurance.

Policy 613: Community-resource Persons

The Board believes the use of community-resource persons and parents can make a valuable contribution to the school/community education programs and activities.

Guidelines

1. Resource persons contributing their services to the school must be knowledgeable in appropriate subject area(s).
2. Resource persons or parents contributing their services to the school shall be thanked for their services in an appropriate manner.
3. A list of community resources has been placed in the Appendix 3A.