

DREAM

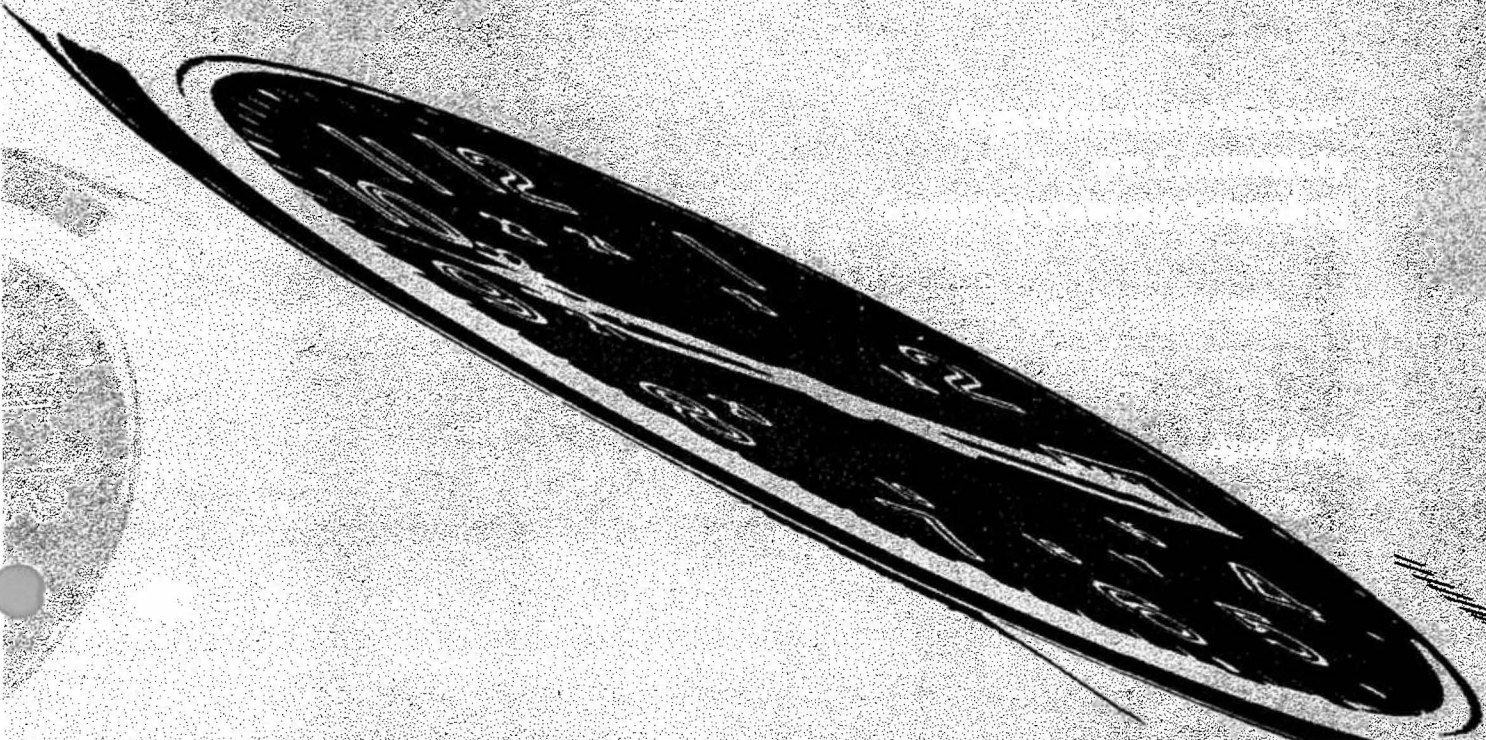
WISDOM

LENDAR



Preparing for Tomorrow

Department of
Physical Education
and Recreation Services





Participation in senior secondary education has increased dramatically in the past few years, as programs have been offered in an increasing number of NWT communities.

This improved access to programs has enabled many students in Grade 10 to 12 to continue their studies without leaving the support of their family and home community. A large number of students have also returned to school to continue their education as programs have become available in their communities.

Extending senior secondary grades in more communities has increased local involvement and local control of education, both of which are important for the success of students and schools. Strong partnerships between Divisional Boards of Education, schools, local organizations and community residents are resulting in high school programs that more effectively meet the needs of students, their families and the community.

The Senior Secondary Schooling Directive plays an important role in improving the effectiveness of the school system. It will enable more NWT students to achieve a higher level of education and be better prepared to meet the challenges of the future.

A handwritten signature in dark ink, appearing to read 'Richard Nerysoo'.

Richard Nerysoo
Minister
Education, Culture and Employment



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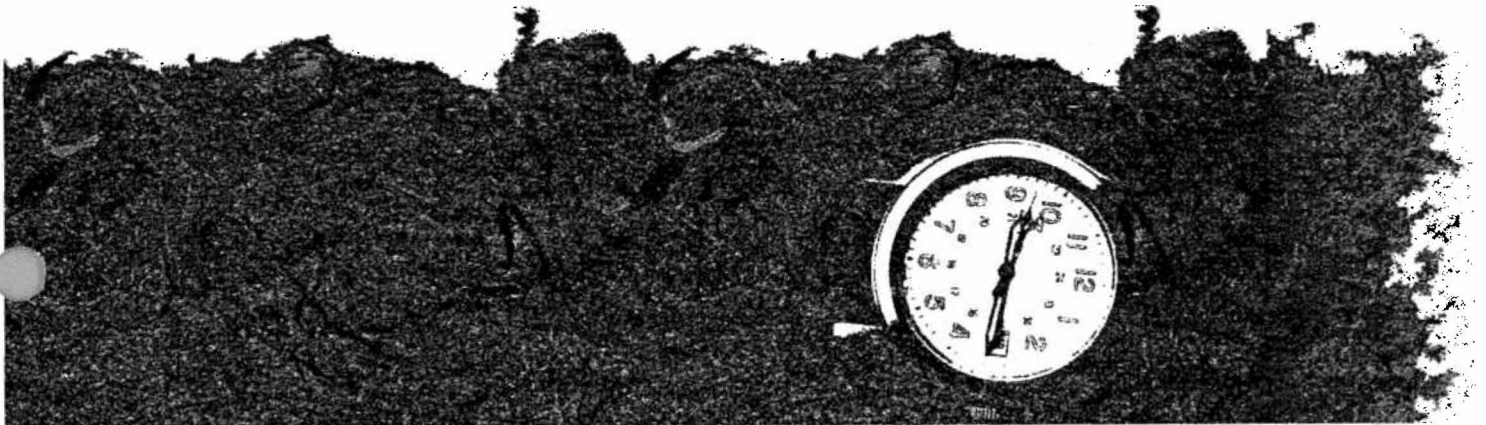
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Departmental Directive:

Community Senior Secondary Schooling

Introduction

This Directive articulates a vision for Community Senior Secondary Schooling in the Northwest Territories. It articulates that local involvement and local control are two factors necessary for effective schooling, which guide the development of a community-based system of education.

The purpose of the Community Senior Secondary Schooling Directive is based on the following principles:

- provision of community-based education in at least one community in a Board jurisdiction,
- senior secondary schooling will encourage community partnerships,
- will include both NWT curriculum standards and beliefs, values and culture of the community, and
- will all be developed in a cost effective manner.

This shall be implemented over a period of a five year timeline with each Board to develop its own policies and procedures. The process necessary to implement a community senior secondary program will vary depending on the current beliefs and practices of individual Board jurisdictions and schools. Successful procedures for the evaluation of the delivery of senior secondary programs will be required by all schools.

Administrative Guidelines

The Department of Education, Culture and Employment is accountable to the public for the outcomes and processes of education. The success will lie with the support and commitment of the community. By providing a secondary school in at least one community in a jurisdiction, we maintain a cost effective education system. In keeping with the needs and the resources of the communities, we shape the attitudes and enhance the self-esteem of students, where they are able to use their own languages and seek new opportunities within their home.

The Department has a five year plan where it can meet the anticipated need of the system to grow. This will be monitored and will be based on criteria such as safety, student enrolment and growth. The Department will enhance education by using new technologies and educational tools, such as teleconference, TVNC system, visualphone, and audio tape. Long and short term plans are being made to help the communities nurture the new program of education and keep their traditions and culture as a part of what they are teaching.

"Education of children is a shared community responsibility. Students, parents, other community members, business and industry, educators and other agencies all have a stake in making the school system as effective as possible."

Our Students, Our Future: Planning for Success, 1992

Rationale

Local involvement and local control are two important principles for effective schooling. These principles have guided the development of a community-based system for the delivery of education in the Northwest Territories. Historically, delivering kindergarten to grade 9 in communities has taken priority over the delivery of grades 10 to 12. By 1980, senior secondary grades were offered in only six of the largest NWT centres. As a result, many students were expected to pursue secondary education programs outside their home communities, leaving behind the support of their families and their familiar cultural traditions.

During the 1980's, Divisional Boards were developed so communities could work together to govern their schools and provide direction for the delivery of education. With the increase in local control, more parents and communities have recognized the value of education and want their children to have greater access to senior secondary grades. **Our Students, Our Future: An Educational Framework (1991)** acknowledges the importance of community ownership for student success. It is now widely accepted that changes must be made to education programming to further develop a community-based system for senior secondary schooling.

By offering senior secondary schooling in most education jurisdictions there is opportunity to improve student support and develop more culturally relevant programs. Further, when communities offer secondary school programs,

more students enrol in grades 10 to 12 and stay in school. At the local level, higher academic achievement can be promoted and students encouraged to develop and pursue individual learning goals.

This Directive, then, has been adopted by the Department of Education, Culture and Employment to formally endorse community-based, accessible, senior secondary school programming in each NWT Board jurisdiction, providing all students with the opportunity for higher education.

Purpose

Education of our children is an on-going life process and ideally, is a shared responsibility between all members of the community: parents, community leaders, local educators and the Government of the Northwest Territories. All contribute to the overall effectiveness of the school system. Community-based senior secondary schooling contributes to the success of the local school system by making the best use of existing resources and student support systems. Providing senior programming in each educational Board jurisdiction ensures all students have the opportunity to access higher learning in their own cultural environment.

Principles

The delivery of senior secondary schooling in the Northwest Territories shall be based upon and consistent with the following principles:

"All partners have an active role to play in, and should have meaningful input into, the education process. Each partner needs to be committed to providing and responding to opportunities for interaction and involvement to compliment the roles of other partners."

Our Students, Our Future: An Educational Framework, 1991

"Students need opportunities to experience success - to ensure their experiences are valued and validated. They have to be aware of the things which they can do, and have all of their efforts and achievements recognized. Schools which take responsibility for their own learning assist students to set their own goals and provide a variety of options and supports to enable them to achieve those goals."

Our Students, Our Future: Planning for Success, 1992

a. **Senior secondary schooling shall be an integral part of community-based education programming and shall be provided in at least one community in every Board jurisdiction.** 'Board jurisdiction' is defined as the district or division for which a Board of Education is responsible, usually a geographic and/or administrative area. All students shall have access to senior secondary schooling in their home community, or in a community as close to home as possible within their Board jurisdiction, so that support for student success is maximized.

b. **Senior secondary schooling shall encourage community partnerships and recognize the importance of community involvement.** Parents, local education authorities, and other community agencies are encouraged to recognize the increasing role of education in productive, career-oriented lifestyles and work together to increase senior secondary participation, student achievement, and adult education. Guidance and support go a long way to helping students reach their educational goals.

c. **Senior secondary programs shall follow NWT curricula standards and shall include a range of courses which model the beliefs, values, and culture of the educational district (or community).** A 'curriculum' is a statement of broad goals and objectives by which students obtain a sequence of knowledge and skills. It also includes the teaching methods for courses offered in grades 10 to 12. By providing a range of courses, including the required courses contained in the **Senior Secondary School Handbook**, senior secondary programming will enable students to pursue

post-secondary studies, enter training programs of their choice, qualify for entry level jobs and generally, prepare students for a better quality of life. All senior secondary teachers must hold a valid NWT Teaching Certificate.

d. **The community-based senior secondary schooling system shall be developed in a cost-effective, planned manner.** Board plans shall identify all capital and operational costs associated with the implementing and delivering of senior secondary programming in their jurisdiction. Board plans will be reviewed and included in a schedule for the planned development of senior secondary community schooling in the Northwest Territories. Schools which offer senior secondary programs must also submit plans for approval.

Exceptions

Rare exceptions to the principles of this policy may occur and must be justifiable by the Board. One example would be an exception to the principle stating students must enrol in the senior secondary program nearest to their home community. There may be circumstances where a student may be unable to attend the designated community school.

Scope

This policy will guide the development, design and delivery of senior secondary community schooling in the Northwest Territories and applies to all agencies of the Department of Education, Culture and Employment. This includes, but is not limited to, all Local Education Authorities, Boards, and Divisional Boards of Education.



Implementation

- a. Each Board shall develop a timeline (i.e. 1 year, 5 year, 10 year) for senior secondary community schooling based on the guidelines provided in the section, *Planning and Development*.
- b. Each Board shall develop its own policies and procedures to implement, monitor, and evaluate senior secondary programming, consistent with the statements contained in this policy.
- c. Each Board shall include as part of its senior secondary schooling policy, provisions for distance education and, where necessary, a student accommodation program.
- d. The Department of Education, Culture and Employment shall provide each Board jurisdiction with funding to implement senior secondary schooling. To ensure consistency, accountability, and a cost effective approach, funding will be provided by formula (as outlined in the section on Senior Secondary Funding and in the Appendix).

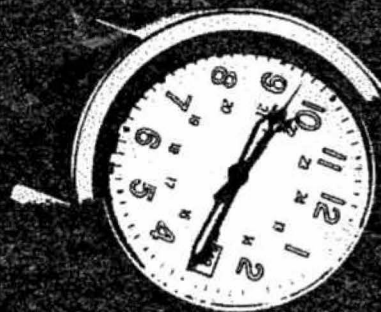
Review

This policy shall be reviewed by the Department of Education, Culture and Employment on an annual basis calculated from the date it was issued.

Approvals:

Deputy Minister (date)
Department of Education,
Culture and Employment

Minister (date)
Department of Education,
Culture and Employment



Administrative Guidelines

Accountability

Background

The Department of Education, Culture and Employment is accountable to the public through the Minister for the outcomes and processes of schooling. Educational strategies for the development, design and delivery of senior secondary community schooling must ultimately be approved by the Executive Council of the Government of the Northwest Territories after consultation with the Department of Education, Culture and Employment and the Boards of Education.

Procedures

- 1) The Department of Education, Culture and Employment sets administrative directives to guide all stages of senior secondary program development (i.e. Board plans). These guidelines will assist Boards with both short and long-term planning to ensure senior secondary school programs reflect the goals, priorities, needs and aspirations of students living within the Board's jurisdiction.
- 2) Boards/Divisional Boards of Education, and Community Education Councils (CECs) are increasingly responsible for many educational decisions at the local level. Formal agreements between Boards to purchase senior secondary education services outside a particular jurisdiction, and approval for individual

requests to attend senior secondary programs other than those designated, are two such responsibilities devolved to the community level. (See procedure (2), *Planning and Development* and (2)b, *Funding*.)

Planning and Development

Background

The success of senior secondary schooling depends on community commitment, careful planning, and on support and resources at the local level. Education, as a life-long learning process, is a shared responsibility among Boards, communities and the Department. Planning for senior secondary community schooling must therefore recognize and invite meaningful interaction between parents, elders, Community Education Councils, Municipal/Band Councils, adult training centres and others in the private sector. These key players have a responsibility to ensure schools have a clear vision for their students that reflects the diverse cultural traditions and socio-economic environment of NWT communities.

Procedures

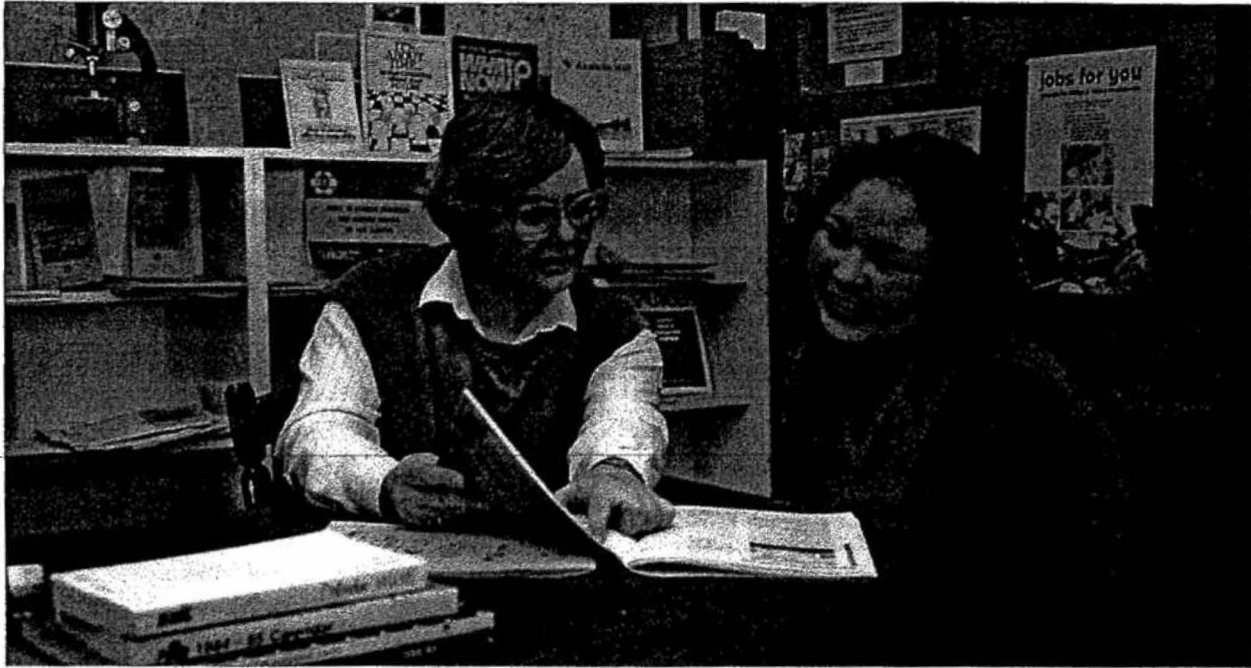
- 1) Boards, in cooperation with communities in their jurisdiction, should prepare a long-term education strategy for the development of senior secondary schooling in their jurisdiction. These plans should include:
 - a) the number of students registered as residents in the education jurisdiction by home community,

"We feel that learning is a continuous process that is not restricted to school walls, specific age groups, or academic-institutional packaging."

(Brief, Baffin Regional Adult Educators) Learning, Traditions and Change in the Northwest Territories, 1992

"A cultural framework can be used in schools and can be reflective of the learning styles of the community. Cultural and academic programs can be rolled together."

Lessons for All - Vol. 2 Summary Report, 1992



- b) the number of students in the three highest grades offered by each community in the jurisdiction, and the projected number of students for grades 10, 11 and 12 for the implementation period,
 - c) a proposed time frame for the implementation of senior secondary grades in the jurisdiction over a ten-year period,
 - d) identification, where necessary, of designated communities and schools which will provide educational services for **grades not yet offered within the jurisdiction**,
 - e) senior secondary schooling priorities for the next two years,
 - f) processes to be followed for monitoring and evaluating senior secondary schooling in the jurisdiction,
 - g) estimated funding requirements to implement senior secondary programming.
- 2) Where senior secondary schooling is offered in students' home communities, they will attend grades 10 to 12 in their local community school. Board plans will identify the community schools providing grades 10 to 12 within their jurisdiction, and which communities they serve. And further;
 - a) Where all senior secondary grades are not yet offered in a Board jurisdiction, the Board will identify the designated community and school which will provide

"At particular transition points in children's lives, such as home to school, school to school, or school to work, the involvement of other agencies, partners and community members is critical to making these transitions as effective and smooth as possible. Close co-operation and coordination among a number of people and groups are required."

Our Students, Our Future: An Educational Framework, 1991

senior secondary programs until grades 10 to 12 are available in that jurisdiction. A formal agreement should be negotiated between the Boards and the Department.

- 3) Once the Department approves a Board's short and long-term plans, schools will generate clearly developed, individual program plans that reflect the availability of student support services, provisions for grade extensions and the school's environment.
 - a) Plans should include specific program courses and related resources, and any strategies for distance education.
- 4) Based on the plans submitted by the Boards, the Department will develop a ten-year plan for implementing senior secondary community schooling which will be revised and updated annually.
 - a) The Department will make final decisions on requests for changes to specific school year plans and inform Boards by the last day of March of the preceding school year.

Delivery of Community Senior Secondary Schooling

Background

To provide equal opportunity to all NWT students, senior secondary schooling is to be offered in at least one (1) community in each of the 10 Board of Education jurisdictions. Each Board designates those communities in which grades 10 to 12 will be offered.

Procedures

- 1) The community must have a population of 500 or more where at least 27% are of school age, and have at least 10 students eligible for entry into the senior secondary grade being introduced. An exception to the population guide of 500 may be made if Board plans identify two (2) or more communities which intend to work cooperatively to provide senior secondary schooling within the jurisdiction.
- 2) To maintain the cost effectiveness of delivering senior secondary programming, students are to take their senior secondary program in the Board jurisdiction in which they reside: in their home community or in a community as close to home as possible within the Board's administrative area.

Community Senior Secondary Programming

Background

Ideally, schooling in the NWT should be shaped by the culture of individual communities. Culture-based schooling attempts to understand and accept the needs of the community and embody the community's values, attitudes and visions in their children's education. Schooling must be relevant for students: the learning process can best meet student needs if it provides a balance of courses to enhance self-esteem and presents a wide range of opportunities for achievement.

"Schools, particularly secondary schools, need to offer a range of programming options which allow for different outcomes from school. Increased opportunities to participate in work experience or apprenticeship programs need to be made available. Schools need to be able to offer flexible programming, to reduce barriers to schooling."

Our Students, Our Future: Planning for Success, 1992



Procedures

- 1) Senior secondary programming must adhere to NWT-wide standards through the use of NWT approved curricula and teacher certification requirements set out in the NWT Education Act, and include course outlines provided by the **Secondary School Handbook**.
- 2) The range of courses offered in grades 10 to 12 must enable students to pursue post-secondary education, enter training programs of their choice, qualify for entry-level jobs, and generally prepare them for accepting new responsibilities.

Senior secondary schooling should consist of career and technology studies programs, cooperative education and work experience programs, as well as all other senior secondary courses identified in the **Secondary School Handbook**.

- 3) The curriculum development process should recognize the importance of the cultural environment by offering courses in the native language of the community or educational district.

"Personal, educational and career counselling are crucial, especially for adolescents. The introduction of community senior secondary programs makes the provision of effective counselling even more essential."

Our Students, Our Future: Planning for Success, 1992

"All partners have an active role to play in, and should have meaningful input into, the education process. Each partner needs to be committed to providing and responding to opportunities for interaction and involvement to compliment the roles of other partners."

Our Students, Our Future: An Educational Framework, 1991

- 4) The Department of Education, Culture and Employment will recommend, develop and approve individual program standards to assure consistency and the inclusion of credits and specified courses required for graduation.
- 5) The Department, in conjunction with Boards/ Divisional Boards and schools, will assist with the development of a process through which Boards can monitor and evaluate the implementation of senior secondary programming and student outcomes. The process should include:
 - a) information on student enrolment and attendance,
 - b) an overview of school curricula,
 - c) a reporting system for Board of Education System Reviews,
 - d) methods for evaluating individual student achievements that are accountable to parents and students,
 - e) a review of community schools to ensure that an optimum learning environment is being provided.

Boards are to provide the Department with an annual assessment report with respect to the effectiveness of established learning processes.

Funding

Background

The Department of Education, Culture and Employment provides funds for Boards to operate and maintain school programs and services. Operation and Maintenance (O&M) costs include

salaries and wages, the cost of supplies, and the administrative costs involved in operating a Local Education Authority. Funding for O&M costs are provided directly by the Department to Boards/ Divisional Boards of Education based on the student enrolment of each school within the Board's administrative area.

As a system grows or changes, introducing and delivering senior secondary programming in each education jurisdiction (and many communities) will require additional funding. Some of these funding requirements are one-time start-up costs (i.e. to facilitate integration into existing school systems), and others are continuing senior secondary O&M requirements (see Appendix - Funding for Community Senior Secondary Schooling).

Procedures

- 1) Funding is provided according to a school-based funding formula to ensure cost effectiveness, consistency, and accountability. The funding formula (a formula to determine funds for program delivery and capital requirements) is calculated to include funding for implementing senior secondary programs into designated community schools.
 - a) The Financial Management Board of the Government of the Northwest Territories is responsible for approving all funding formulas related to the implementation of grades 10 to 12, after review and recommendation by the Department of Education, Culture and Employment.



2) In recognition of the need for interim arrangements, when secondary grades are not offered in a student's home community, the Department will provide Boards with appropriate funding (based on the school funding formula) for student accommodation and transportation to the designated senior secondary community school *within* the Board's jurisdiction.

a) Boards must submit interim plans which clearly identify and justify the additional costs of student accommodation and travel.

b) Boards may receive and approve individual student requests to enter a senior secondary program in a school other than that designated. In this instance, the Department will fund the Board according to the school-based funding formula, but the Board will be liable for any additional costs incurred by approving the request.

3) Where students choose to attend a senior secondary school in an NWT community *outside* their Board's Jurisdiction, although funding for schooling will be provided to the student's Board of choice based on resident student enrolment, **no financial support will be provided by the Department for transportation or accommodation costs.** Further costs pertaining to the purchase of education services outside a Board's jurisdiction must be absorbed by the Board/Community Education Council itself.

a) Similarly, no financial support will be provided for students to attend senior secondary schools *outside the Northwest Territories*, excluding exceptional circumstances, as outlined below.

4) Boards of Education allocate O&M funding to each of the schools within their jurisdiction, according to individual Board policies, and GNWT legislative requirements, policies and directives.

Exceptions to Funding Requirements

Some students may be unable to attend the designated school within their Board jurisdiction for health or other reasons. If a student requires medical/long-term care or is under the supervision of the Departments of Social Services or Justice, he/she may have been placed in a residential facility or foster home outside the Board's jurisdiction or outside the Northwest Territories. In these circumstances, the Department will supply funding for the student to access a senior secondary program.

Capital Requirements for Implementation

Background

The Department of Education, Culture and Employment develops a five-year capital plan according to procedures established by the Government of the Northwest Territories. Consultation with communities, Boards, CECs and Municipal Councils is encouraged to identify capital priorities at the local level.

"When the public is knowledgeable about education and involved in educational decision-making in a meaningful way, the system's outcomes will be more aligned with public expectations."

Our Students, Our Future: Planning for Success, 1992

The Department is also developing a long-term capital plan which will reflect community visions for the delivery of senior secondary programs. Capital requirements for the introduction of senior grades by community will be identified and incorporated into the on-going capital planning process.

Procedures

- 1) Boards of Education plans will include anticipated capital requirements by community, as well as O&M cost projections, for the delivery of senior secondary grades within their school district. Planning for new and/or renovated education facilities requires input from all interested community agencies.
- 2) Based on approved plans for the development, design and delivery of senior secondary schooling in their jurisdiction, Boards will receive funding in accordance with the school-based funding formula.
 - a) The Department will assess capital needs and determine priorities based on the following criteria:
 - i. safety of facilities
 - ii. growth resulting from increased student enrolment
 - iii. growth resulting from the introduction of senior secondary grades
 - iv. replacement, modernization and expansion of facilities
- 3) Both short and long-term plans will be monitored and updated annually to best meet the needs identified within funding targets for education established by the Government of the Northwest Territories.

Distance Education Programming

Background

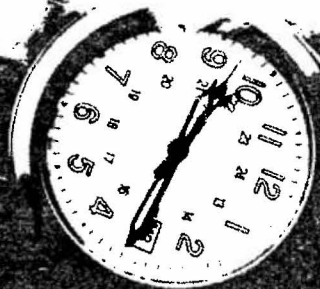
Senior secondary students may access special interest and low enrolment courses across Canada through distance education programming. Boards will assist students to ensure distance education school courses fulfil NWT senior secondary graduation requirements. Boards will also help students with their coursework through appropriate education technology, including computer, satellite, fax, visualphone, television, audiotape, videotape and telephone.

Procedures

- 1) Boards will develop a process for the coordinated delivery of senior secondary distance education courses for the communities within their jurisdiction; the strategy should be incorporated into long-term plans.

Boards should:

- a) offer approved courses to students in small communities through appropriate interactive technology (i.e. teleconference),
- b) make use of televised courses available through the existing TVNC system,
- c) ensure teacher assistance and tutor/markers are available to provide support and advice to students taking distance education courses,
- d) establish a Distance Education Coordinator position for the Board jurisdiction.



- 2) The Department will fund Boards to supplement their course offerings through a distance education network. This network will be developed in conjunction with Arctic College for course delivery in communities. (See Appendix.)
- 3) The Department will assist Boards with developing a system for monitoring and evaluating the implementation of distance education courses in senior secondary community schools.
 - a) Boards will include, as part of their annual monitoring/evaluating report on the development of senior secondary schooling, an assessment of distance education programs in their jurisdiction.
- 4) In the case where a student may be homebound and unable to attend a community school for extended periods, distance education programming will ensure that the student not be denied access to senior secondary schooling.
 - a) In some situations, an Individual Education Plan (IEP) may be necessary to meet the needs of certain students. An IEP should be based on the student's strengths and needs and be a collaborative effort between schools, parents and the students themselves.

Senior Secondary Student Accommodation Program

Background

Senior secondary programs were first offered in the NWT in only the larger centres. Currently, there are over 60 communities and senior secondary schooling is offered in less than one-third of these. As a result, many communities within a Board jurisdiction do not offer senior secondary programming; students must leave their home community and live in student accommodation or home boarding facilities, to enrol in grades 10 to 12.

To foster academic achievement and individual student success, a nurturing, supportive and secure environment must be provided for senior secondary students. Supervised accommodations and accessible student support services are a vital part of the positive learning environment necessary for integrated schooling.

Accommodation for students will be provided in regional/community residences, or through home boarding. Several existing residences will continue to be used, however, in support of a community-based approach to education, and where home boarding cannot accommodate the increases in senior secondary students, new smaller community residences will be required.

Procedures

- 1) As senior secondary grades are being extended, agreements between Boards will continue to be necessary until each Board jurisdiction has a fully developed system offering grades 10 to 12. The Department will provide funding to Boards for student accommodation and transportation to allow students to attend a senior secondary program outside their community of residence and where necessary, outside their education jurisdiction.
 - a) Transportation funding will be provided for the most economical means of travel to the community, for a visit home at Christmas, and to return home at the end of the school year.
 - b) Funding for students in home boarding will be based on the Department's calculated home boarding rates by community. Funding will not be provided for home boarding if a residence facility can accommodate additional students.
 - c) Funding for student residences will be determined and approved through formal budget requests submitted by Boards to the Department.
- 2) The Department provides guidelines for Boards that govern the development of policies and procedures for student accommodation and services. Board plans for senior secondary schooling should include strategies for student accommodation where necessary.
 - a) Agreements between Boards for student access to senior programs should be identified in senior secondary Board plans and be approved by the participating Boards and communities, and by the Department.
 - b) Board student accommodation policies should provide clear direction for student accommodation applications including the following:
 - i. where a student's home community school does not have senior grades, and where the Board is offering senior programming at another school *within* the jurisdiction, and the student chooses to attend a school *outside* the education district,
 - ii. where the community school offers grades 10 to 12 and a student does not wish to attend the designated school,
 - iii. where a student chooses to attend a senior secondary program outside the NWT.
- 3) Board plans will include regular review procedures to ensure that all residences and home boarding arrangements meet stated goals and standards of care. Plans should provide guidelines for the following:
 - i. ensuring the health and safety of students,
 - ii. identifying student needs,
 - iii. the development of self-esteem and sense of responsibility,
 - iv. encouraging students to reach their potential.

APPENDIX

Funding for Community Senior Secondary Schooling

Funding Provided with the Introduction of Each New Senior Secondary Grade:

1) Planning/Set-up Costs

The Department will contribute funds to Boards with the introduction of every new senior secondary grade to be offered in their jurisdiction. These funds will allow Boards and schools to plan for and begin to implement a senior secondary school program.

2) Textbooks and Supplies

The Department will contribute funds for a Board to acquire student textbooks and supplies appropriate to the new grade(s) which will be offered in the designated community school.

3) Library Materials

When senior secondary grades are introduced in a school, the Department will contribute funds to the Board to supplement the community school library with materials appropriate to the grade.

4) Classroom Furniture

Boards should assess available furniture in the school to determine if existing furniture will be adequate. The Department may contribute funding if furniture cannot accommodate senior secondary students.

5) Large Enrolments

Where there are over 20 students enrolled in senior secondary programs, funding will be provided for each additional student.

Funding Provided with the Introduction of Grade 10 into Community Schools

(One-time Start-up Costs)

1) Computers

The Department will contribute funding to a Board for the purchase of computer equipment to enable a community school to offer appropriate senior secondary school instruction, and to operate individualized instruction modules.

2) Distance Education - Network and Tutorial

The Department will contribute funding to a Board when a school within that Board's jurisdiction first introduces grade 10. This funding will enable a Board/community to purchase all hardware and program materials required to offer distance education courses in that school.

3) Large Enrolment

Where a school has over 20 students enrolled in grade 10, funding will be provided for each additional student.

