

# **KiHS POLICY MANUAL**

## **2 Teachers Manual**

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## **1. INTRODUCTION TO OPERATIONAL POLICIES**

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Every student and staff member at KiHS has knowledge and skills to share. KiHS, like a northern isolated community, encourages and expects people to share their skills and knowledge.

KiHS emphasizes:

- building on strengths;
- giving people permission to share;
- being receptive to everyone learning from everyone;
- minimizing knowledge gaps and the impact of knowledge gaps. .

Peer sharing at KiHS (staff-staff, student-student and student-staff) is considered to be as important as Teacher-student instruction.

## **2. HEAD OFFICE ADMINISTRATION**

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### **2.1 Student Registration**

When a new student registers for a KiHS course:

1. The KiHS Teacher phones or emails required information to the KiHS administration office in Balmertown so that the student can be added immediately to the online course.
2. The completed application, including the completed option sheet, is then faxed to the administration office.
3. The student is assisted by the Teacher or Classroom Assistant (CA) in registering to become a KNET user.
4. If the student has a prior account with KNET, s/he will retain the existing KNET account.
5. If the student registers for the course prior to the beginning of it, s/he will be registered as a KNET user at that time. The student's password will be his first name.
6. The student should change her password during the first visit to KNET after registering for a course.
7. Each Instructor sends a personal e-mail to each new student welcoming them to the course and explaining how to access their online classroom.
8. New students will be directed to the KiHS Orientation slide show by the Instructor.

### **2.2 Option Sheets**

The registration must be accompanied by a completed option sheet indicating course selection.

### **2.3 Student Withdrawal**

The following process will be followed before withdrawing a KiHS student from a course:

1. The Instructor informs the Mentor (cc to Guidance Councillor) that a student is two weeks behind in assignments.
2. The Mentor discusses the situation with student and makes him or herself available for extra support to bring the work up to date.
3. The Mentor and the student agree on a parameter for completing outstanding assignments.
4. If the student does not complete assignments in the week designated, the Mentor informs parents that the student is not meeting expectations and is going to be asked to withdraw from the course.
5. With the parent's permission the Mentor withdraws the student from the course, informs the student of the decision and completes the *KiHS Student Course Withdrawal Form*, attached in Appendix A.
6. Upon receiving a copy of the signed *KiHS Student Course Withdrawal Form*, the Guidance Counsellor notes changes on student files and the support staff removes the student course from computer systems.

### **2.4 Student Handbook**

Because policies within the Student Handbook affect the activities of students and staff, and require Teacher involvement and leadership, the Student Handbook is considered as part of the Policy Manual and should be treated as such.

### **3. CLASSROOM ADMINISTRATION**

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#### **3.1 School Year Calendar**

There are four sessions per year for KiHS students. Semester 1a runs from September to mid November; semester 1b is from mid November to the end of January. Semester 2a runs from February to April and 2b is from April to June. A student takes two courses for each of the four sessions.

The KiHS school year calendar:

- meets provincial expectations
- corresponds where possible with the community school calendar

Teachers' contracts stipulate the last day of work is at the end of June. Teachers should anticipate being in the community until that date.

#### **3.2 Hours of Instruction**

There are six hours of classroom instruction daily with a one-hour break at the half-way point.

Mentors are expected to be in the classroom at least 15 minutes before and 15 minutes after the end of the instructional day.

Breaks of five minutes only are scheduled once in the morning and once in the afternoon. The length of breaks must be strictly controlled. Allowing longer breaks jeopardizes the minimum hours of course instruction required for course accreditation by the Ministry of Education of Ontario (MOE).

#### **3.3 Studying and Study Times**

It is an expectation in Ontario that Grade 9 students do one and a half to two hours of homework nightly four nights a week.

Because most KiHS students do not have access to computers at home, KiHS classrooms provide a two-hour optional study period four evenings a week.

Mentors and CAs will each supervise a maximum of two study periods weekly. Parent volunteers may be used as evening study supervisors through an arrangement with the Mentor.

### **3.4 Function of Teacher Mentors**

The prime function of mentors during school hours is to guide and facilitate students and program to ensure that:

1. course activities are conducted and completed;
2. students complete and submit their assignments;
3. a high quality of writing is developed and maintained within all submitted assignments;
4. students maximize their time and capabilities;
5. students conduct themselves in an orderly, time efficient, and respectful manner;
6. learning is maintained in a stimulating and interesting environment;
7. physical activity is integrated into the classroom program;
8. community and parental involvement is constantly increasing.

### **3.5 Classroom Use, Comfort and Security**

Mentors are responsible for providing a safe and friendly classroom for the students and other staff. Both staff and students are responsible for adhering to safety guidelines, being respectful, practising common sense and safety while at KiHS, and for identifying concerns as soon as they arise.

In general, classroom security and safety will be maintained as follows:

1. Either the Mentor or the Classroom Assistant(CA) will be present at all times when the classroom is open. Students are not to be left unattended in a classroom. Exceptions to this must be discussed in advance with the Principal or Vice Principal.
2. Classrooms are to be locked at the end of the school day and reopened accordingly for the next session or class.
3. Staff and students are required to log off their computers at the end of the day and turn off monitor screens.
4. The last staff person to leave the classroom ensures appropriate equipment and lights are turned off and windows and doors locked.

5. Temperature control of classrooms is the responsibility of the Mentor.
6. Mentors ensure the classroom and workstation areas are kept neat and organized.
7. Unsafe working conditions or potential hazards are reported immediately to the KiHS Steering Committee member or another designated community member such as the school Custodian or the O&M Manager and e-mailed to the KiHS Vice Principal.
8. Mentors establish routines and procedures to be followed in case of fire, post these in the classroom, and review these with students and other staff once each semester.
9. Any unauthorized access to the classroom resulting in any damage or missing items will be reported immediately to the community police and the Chief and Council representative, or another designated person. The KiHS Vice Principal should be notified about the break-in by e-mail on the same day the occurrence is discovered. The e-mail includes:
  - when the damage occurred
  - the extent of the damage
  - actions taken by/to be taken by the Mentor.

Unlawful entry not causing damage will be reported to the community contact and remedial action taken to prevent reoccurrences.

### **3.6 Smoking**

No smoking is permitted in KiHS classrooms and around the doorways, entrances and grounds outside of the classroom.

### **3.7 Use of Telephone**

The classroom telephone is for the use of KiHS staff and administration. Messages are taken for students receiving calls from parents or guardians. Other phone communications should be conducted elsewhere.

Teachers are provided with a calling card so that calls relating to KiHS matters can be made from their home phone when required.

Keewaytinook Okimakanak organization is not responsible for personal long distance telephone calls or personal long distance facsimiles, for staff or students.

### **3.8 Classroom Visitors**

Community members other than parents, guardians, Chief and Council, and Local Education Authority members, who have not been invited to the classroom, are not to be present there either during classes or study periods.

### **3.9 Accidents and Injuries**

Mentors report student accidents or injuries to the parent, Chief and Council representative and the KiHS Principal or Vice Principal as soon as possible after they occur regardless of whether or not medical attention is sought.

### **3.10 Bulletin Boards**

In order to heighten student interest and participation, Mentors ensure the development of a minimum of one entirely new bulletin board display monthly.

A variety of bulletin board material will be displayed including but not limited to:

- exemplary student work
- important announcements involving KiHS
- timely information from the internet
- posters

Students may be expected periodically to design and create the monthly bulletin board display.

### **3.11 School Closure**

Where at all possible KiHS should remain open for scheduled classes and study periods. This is to ensure that the hours required by the Ministry of Education to credit a course are met.

The Vice Principal will be informed by the Mentor prior to any unscheduled school closure. Hours lost during anticipated days of closure will be rescheduled prior to the closure.

The practice of keeping classrooms open may contravene community traditions of school closure for deaths and other emergencies. It is appropriate to remind the community via the community contact that the KiHS classroom can act as a sanctuary for students who are unsettled due to traumatic community happenings.

If the community requires that KiHS be closed, the Mentor and the Vice Principal, in conjunction with a representative of the community, reschedule the time (at the rate of six hours per day of closure).

### 3.12 Substitute Teachers

Teachers who are unable to be on duty because of illness or other personal matters will contact the Principal, or, in the Principal's absence, the Vice Principal, no later than 8:00 a.m. of the day on which they will be absent. If the office is not contacted, pay for that day is not guaranteed.

Mentors who will be absent will provide a lesson plan outlining activities for the day.

Upon consultation with the principal, where possible, mentors will contact a predetermined classroom replacement.

### 3.13 Ongoing Communications

Teaching staff are to read and respond on a daily basis (maximum 24-hour turn-around) to:

- announcements on the KiHS home page
- Teachers' staff room communications
- individual e-mail messages from students, and other KiHS staff

Reading and responding to electronic communications takes place outside of class time where possible.

### 3.14 Teacher Mentor Checklists

Mentors will use the *KiHS Mentor Start-Up Checklist* located in **Appendix B** to ensure all pre-opening day and opening day duties are completed.

For daily and weekly duties, Mentors will use the daily basis the *Teacher Mentor Daily Checklist* located in **Appendix C**.

### 3.15 Weekly Submissions

Before leaving the classroom on Friday, Mentors will:

- submit electronically the weekly attendance;
- submit electronically the completed assignment summary;
- fax the weekly sign-in sheet.

### 3.16 Study Skills Assessment Guide

Guidelines for assessing student study skills can be found in the *KiHS Teacher Orientation Guide* which is given to all staff at the orientation session prior to the commencement of the school year. The specific document provided for this use is *A Resource for Assessment, Evaluation and Reporting* (1999 Kawartha Pinefield Ridge DSB).

## 4. TECHNOLOGY

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### 4.1 KiHS Equipment Usage

Computers, printers, digital cameras, scanners and other KiHS classroom equipment are designated for the sole use of KiHS staff and students.

The digital camera is to be kept in the personal possession of the Mentor at all times when not in use. Digital cameras are available for the sole use of KiHS students doing KiHS projects. All other use must be approved in advance by the KiHS Vice Principal.

Whenever possible and with the approval of the Mentor, KiHS equipment that can be used inside the KiHS classroom, can be shared with other organized community groups (elementary school classes, computer club, or KiHS parents' association).

As an example, the Mentor could invite a group of senior elementary school students to a computer/internet workshop. This could be an exchange, with the KiHS Mentor leading a computer session with the senior elementary school students while their Teacher does an activity with the KiHS students, eg Physical Education class.

Mentors can organize special courses/events using KiHS computer equipment for, as an example, the parents of KiHS students.

### 4.2 Computers and Computer Facilities

KiHS technology is to be used in a positive way to enhance communication and learning. The same principles apply to the use of this technology for instruction and learning as with other means of instruction and learning: courtesy, respect, clear and concise expression, and responsiveness are required of all users.

Student computers are preloaded with basic software required to complete their KiHS courses online. Due to potential incompatibilities of software, staff and students will confer with the Vice Principal before adding additional software programs to KiHS computers.

All computers are to use [www.kihs.knet.ca](http://www.kihs.knet.ca) or [www.knet.ca](http://www.knet.ca) as the home website.

It is unacceptable for students and staff to:

- access, transmit or accept obscene or indecent material, profane language, and any information which is racist or discriminatory in any way or any material which explicitly or implicitly refers to sexual conduct
- obscure the true identity of the sender of electronic mail
- make unauthorized copies of licensed software or lend software for use outside the KiHS classroom, or

- display images, messages or sounds which intentionally cause discomfort to others or violate their privacy or safety.

Students may use headphones during class time only with the approval of the Mentor.

No food or beverages are allowed at workstations; the Mentor will designate a specific place in the KiHS classroom where lunches can be eaten.

### **4.3 Online Programming**

The Mentor works collaboratively with the Classroom Assistant(CA) to ensure the student is comfortable working in the online environment.

During the first two weeks of the school year under the direction of the Mentor, students will post an introduction to themselves by class on a site open to all students.

Before the beginning of each course, Instructors will introduce themselves on a site open to all students and Teachers.

### **4.4 File Storage of Student Assignments**

To prevent loss, Mentors will ensure that students keep a copy of all submitted assignments on their C drives.

## **5. STUDENTS**

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### **5.1 Attendance**

Students are required to be present at the KiHS classroom during days of scheduled school time.

A student who misses more than six (6) days in a semester without an acceptable reason may be asked to withdraw from a course.

Acceptable reasons for absence include:

- illness with parental or medical verification
- death in the immediate family and/or debilitating grief.

Unacceptable reasons for absences include:

- sleeping in
- having to babysit, do laundry, or other home responsibilities
- escorting family members to hospital or medical appointments
- being away from the community for any reason other than personal illness or the impending death of an immediate family member.

Mentors will be the prime monitors of student attendance.

Electronic attendance sheets will be e-mailed to the Guidance Counsellor by 2PM on Fridays. They will be collated and forwarded to instructors early the following week for monitoring of work submitted.

If a student's accumulated absences total more than an average of one day a week, the Mentor will contact the KiHS Guidance Counsellor, the parent/guardian and the student to discuss the situation and to plan corrective actions.

### **Signing In and Out**

Students and staff sign in and out every day. This includes signing out and in for the five-minute breaks that occur during the school day.

Having students sign in and out is the prime responsibility of the mentor. Signing in and out the responsibility of the individual. Monitoring of sign-in times is the responsibility of the Mentor.

Mentors will fax sign-in sheets for the week to the Guidance Counsellor on Friday afternoons.

## **5.2 Being on Time**

A student who is more than five minutes late is marked late.

A student who is more than half an hour late is marked absent for that session only, but is encouraged to stay for the rest of the day.

When a student is more than ten minutes late, the Mentor phones home to check on the student's whereabouts and/or contacts the parent/guardian to enquire about the student.

Alarm clocks are available, on request, to students requiring support to get to school on time in the morning.

## **5.3 Development of Student Study and Work Skills**

It is the Mentor's responsibility to see that students are maximizing use of class time and to ensure assignments are completed. Mentors require a self-developed, multi-faceted approach to ensure effective time usage. Suggested strategies include but are not limited to the following:

- keep a current wall chart outlining assignments submitted (mandatory);
- insist that students attend evening study period if they do not have targeted work done;
- use the Study Sheets in the Student Handbooks to help students manage their time effectively;
- inform parents about problems that students are experiencing and engage their help to get the student to attend study periods to complete assignments.

Most students will require help to learn how to use a highlighter on hard copy as an effective study/review tool. Mentors are responsible for demonstrating this skill in the initial stages of each course.

## **5.4 Preparation for tests.**

Students require training in learning how to study and prepare for tests and final exams. It is the responsibility of both mentors and instructors to ensure that students acquire and utilize appropriate techniques and systems in exam preparation. Instructors will recommend methods of studying and important focuses specific to their subject area. Mentors will share methods and skills with their on site students.

## **5.5 Group Work**

To facilitate students in managing their time and to minimize computer fatigue, Mentors conduct planned student activities which occur away from workstations.

Mentors will plan and conduct one major offline group activity each day. Examples of such activities are group work on a specific subject, brainstorming for a joint activity in a specific course, etc.

Instructors will integrate one activity into their weekly lesson that can be easily adapted to face-to-face delivery.

The timetable allows for a maximum of 50 minutes per week to be spent on an extra activity beyond regular course work. Mentors will use this 50 minutes for planned and organized physical activity. All students are to attend this activity which is to be supervised by the Mentor.

When students improve keyboarding speed, up to an additional 100 minutes per week becomes available for improving mathematics skills, group work, extra physical activity, conferencing with peers in another community, etc.

## **5.6 Editing Student Assignments**

The Ministry of Education stipulates that a literacy test must be successfully completed before the student can graduate from high school. This test is taken in the second year of high school, even if the student has attained only one credit the previous year. The test is mandatory for all students who have earned one or more credits during or since the 2000-2001 school year.

In order to strengthen literacy skills, Mentors and Instructors ensure that all online correspondence between them and students uses standard English including full sentence structure.

Mentors will conduct sessions at the beginning of each semester on the effective use of word processor spelling and grammar checks, and on using an online dictionary and thesaurus.

In order to further support students in the use of standard English the following process will be followed by Mentors before students submit assignments to Instructors for marking:

1. Students use the spell and grammar check functions on each assignment before requesting editing by the Mentor.
2. The Mentor reviews each assignment on screen with the student present.

3. The Mentor identifies no more than three basic errors per assignment, eg run-on sentences, use of commas, or capitalization. The Mentor helps the student understand how to correct the errors identified and then watches the student correct them.
4. The Mentor then “signs off” the assignment by indicating that three major errors have been corrected and the assignment is ready to be marked by the Instructor.
5. Instructors who receive assignments that have not been signed off by the Mentor, and which contain major errors, return them to the student unmarked and copy the explanation it to the Mentor.

Instructors direct students to redo unacceptable (failing) assignments before moving on to the next one.

An exception to the above process can be activated by the Mentor and Instructor for students whose language skills are at an acceptable higher level.

## **5.7 Plagiarism**

Most students at the early secondary school level initially do not understand plagiarism and the boundaries of the acceptable use of someone else’s ideas and information. Some students do understand plagiarism but try to minimize efforts by plagiarizing.

Mentors will train students at the beginning of each semester to understand what plagiarism is and why it is unacceptable, eg “cut and paste” is usually unacceptable.

Mentors will monitor for plagiarized work when they review each assignment for standard English use. It is important to deal with plagiarism immediately so that the student is clear about what is acceptable work.

Instructors will return heavily plagiarized work unmarked and will expect that the work be resubmitted. In such situations, the Instructor will alert the Mentor to the situation.

When students have worked collaboratively on an assignment, one student may submit the assignment on behalf of the group stating clearly within the assignment who has contributed to each part.

## **5.8 Student Notebooks**

It is the responsibility of the Mentor to teach students how to construct and maintain an organized notebook.

Mentors are responsible for placing materials distributed in class in the front of the binders of students who are absent.

Mentors provide students with 3-hole punched hard copies of all lessons by 9:00 a.m. Monday mornings.

Mentors will check notebooks at least once weekly (preferably on Monday or Tuesday) to verify orderliness, completeness and inclusion of appropriate material.

## **5.9 Student Behaviour**

Mentors will establish classroom behaviour and rapport based on mutual respect. The underlying assumption regarding anticipated classroom behaviour is that students are present in the classroom to learn, and learning takes place in a setting where the student feels accepted, respected and secure.

The goal of remedial action involving unacceptable behaviour is to stop the unacceptable behaviour.

Should a student not be contributing to his personal, social and academic well-being or that of his classmates, the student will be spoken to discreetly, informed of the unacceptable behaviour and directed to stop.

Should the unacceptable behaviour continue, students can be directed to end their session and go home. At this point the Mentor will phone and inform the parent that the student is returning home and that he is expected to return for the following sessions (afternoon or following morning).

On the same day, the mentor will email the KiHS vice principal, informing him/her of the situation and the action that has been taken. The note is to be copied to the student.

Upon the student's return the Mentor will initiate the continuation of the mutual respect that has been previously established with the student.

## **5.10 Chat Lines**

There will be no use of chat lines by students or staff members during regular day-time school hours. Chat line use may occur before class begins at 9:00 a.m. or after classes have ended at 4:00 p.m. at the discretion of the Mentor. It is extremely important to establish this at the beginning of the school year.

During evening study periods chat may occur only after the student has been in attendance and completing school assignments for 1 ½ hours.

## **5.11 Extra Curricular Activities**

Mentors are expected to organize and carry out at least one extra curricular activity in each semester as outlined in their contract.

The Teacher is encouraged to use his or her personal strengths and interests in determining what activities s/he chooses to organize.

### **5.12 Field Trips**

A field trip is any event undertaken by the Mentor with KiHS students either during or outside of school time that is away from the classroom or outside of the school area.

Any field trips involving activities off school property require:

- written permission from parents prior to the event (please see *Parent Consent Form, Appendix D*).
- written approval (e-mail or letter) by the Director of Education or the Chairperson of the LEA or the Chief or Band Councillor obtained at least 24 hours before the event (letter may be drafted by the Mentor);
- prior written approval of the KiHS Principal or Vice Principal.

### **5.13 Student Contact Days**

To reduce the physical and visual isolation of distance education learning, arrangements are encouraged to be made for periodic student exchanges, minimally between students in two communities. The exchanges will be targeted for a Friday afternoon monthly. Exchanges may be:

- by teleconference;
- by video conference;
- by visitation - especially during the winter road season;
- by chat line.

The target is to have every community make contact with students in every other KiHS community by the end of the school year.

### **5.14 Student Community Volunteer Program**

In order to graduate from high school in Ontario, a student must complete a total of 40 hours of community involvement activities.

Mentors support students in completing the community volunteering work plan and the record of activity found in the *KiHS Student Handbook*.

For a complete description of the Student Community Volunteer Program, refer to the KiHS Student Handbook.

### **5.15 Special Needs Students**

KiHS staff assist special needs students who have mild special needs which can be accommodated in an online learning model.

The KiHS program is not currently designed to meet the needs of learners with severe physical or mental challenges. Such students are advised to use a more traditional school format.

### **5.16 Contact with Police Officers**

Nishnawbe-Aski Police Service (NAPS) works collaboratively with community agencies to proactively meet the needs of community youth. KiHS Mentors are encouraged to invite classroom participation of the local NAPS officer to act as a role model and as a representative of a community support and protection service.

Nishnawbe Aski Police Officers are encouraged by their commanding officers not to conduct business with students during school hours, unless the situation involves happenings at the school. Should a police officer feel it is essential to speak to a student during school hours, the Mentor will ensure that the parent of a student under the age of eighteen has given consent for the student to speak with the police. The conversation should be conducted outside of the classroom.

## **6. COMMUNITY**

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### **6.1 Parental Involvement**

Nearly always, parents want the best for their children.

Sometimes, the challenges that parents face in their own lives, makes it appear that they are disinterested in school happenings. However, parents are generally very interested in their children's welfare and progress at school. Parents should be seen and developed as allies of Mentors and Instructors to guide students to develop good study habits and attendance. Each mentor will work to establish a KiHS parent council in their community that will assist in developing better school, student, parent, student and community relations.

### **6.2 Mentor Contact with Parents**

Mentors will make face-to-face contact with all parents at a location other than the KiHS classroom before the end of September. When possible, Mentors will drop in to the student's home (best done informally and spontaneously) to introduce themselves and welcome the student.

For working parents, as an alternative, a quick "hello" is acceptable during working hours in most work locations.

Teachers will contact parents monthly, minimally by phone, and preferably in person at home, to discuss their child's progress or to keep the parent informed of activities at KiHS. Mentors will record interactions and outcomes of parental contacts.

Parents will be consulted on all key decisions/issues with students such as the decision to withdraw from a course, or an unacceptable number of absences or times late in the month.

If parents disagree with a decision regarding a student's presence in class, parents are expected to support the expectations that there needs to be some change in the student's behaviour upon reentry to class.

As well, Mentors call parents or guardians (at work if necessary) when a student is more than ten minutes late.

### **6.3 Parent Events and Gatherings**

The long term goal in organizing parent events and gatherings is the formation of local KiHS parent Teacher associations.

It is also to ensure that parents feel a part of their child's education at KiHS. Gatherings

and events with groups of parents set the stage for excellent communication with individual parents about their child's progress and issues.

Each month Mentors work with parents and/or students to plan and hold a parents' event, meeting or gathering.

An example of these would be the September official opening of the school year, a potluck supper (s), learn-about-computers nights, community open houses, or a Christmas party or presentation.

It is important to involve parents and students in the planning of the event and at times useful to match KiHS parental activities with those taking place simultaneously in the community school.

#### **6.4 Distributing Report Cards**

Mentors deliver report cards in person to parents either at their home or workplace.

Students are invited to look at their report cards before they are delivered to their parents.

Students eighteen and over are given the report cards directly and can sign as having received them. However, parents and guardians must still be given a copy of the report card.

#### **6.5 Outreach with Senior Elementary Students**

A strong liaison is encouraged between KiHS and the community school, particularly between senior elementary and KiHS students.

Examples of good partnering are volleyball games between the two classrooms or a classroom exchange in which the KiHS Mentor gives an introductory session in a computer learning platform to the senior elementary students while the grade eight Teacher is giving KiHS students a Physical Education class.

## **7. STAFF**

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### **7.1 Keewaytinook Okimakanak Personnel Policy**

KiHS staff will refer to *Northern Chiefs Personnel Policy* for personnel guidelines applicable to all Northern Chiefs staff.

### **7.2 Professional Development**

Individual professional development needs of Teachers are assessed as part of the performance appraisal process.

Each Teacher has the opportunity to attend annually one face-to-face (ftf) conference or workshop that meets KiHS and the Teacher's needs. The preferred professional development scenario is one in which all KiHS staff attend the same workshop/conference combined with an inclusive ftf staff meeting.

There may be occasion for a staff member to attend another conference in lieu of the shared conference. The training must be approved by the Principal at least two weeks prior to its occurrence.

Ongoing professional development is encouraged and supported through funding allocation/support for online workshops and resources.

### **7.3 Salary Grids**

KiHS Salary Grids are determined by the KiHS Steering Committee. Efforts are made to maintain salaries at a level comparable to those in the host community.

KiHS Salary Grids are posted at a secure site on the KiHS Teacher Resource Site on the KiHS home page.

Teachers are responsible for providing documentation with respect to their accreditation/salary designation from the Ontario Secondary School Teachers Federation (OSSTF) .

New Teachers are placed at Group 1, Year 1, for contract purposes until certification and experience documentation are submitted.

Salary increments based on the submission of proof of qualifications and experience will be backdated to the first of September as long as the submission of proof is made during the school year.

## **7.4 Electronic Resources for Teachers**

Electronic resources useful to Teachers can be found on the KiHS website.

## 8. COURSES, ADAPTATION, AND DELIVERY

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### 8.1 Terminology

Course Curriculum: Ministry of Education (EDU)- prescribed principles, content and student expectations that must be incorporated into KiHS courses.  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

Course Profiles: EDU- detailed course units and lesson plans upon which most KiHS courses of study are based. [www.curriculum.org](http://www.curriculum.org)

Course of Study: KiHS adaptation of a Course Profile including units and weekly lessons. The Course of Study is the working framework for a course to be taught.

Course Outline: A summary of the course to be taught, available for parents' viewing online via [www.KiHS.knet.ca](http://www.KiHS.knet.ca).

Course Expectations: EDU- prescribed skills and content that must be acquired by each student by the end of the course. The course expectations are available without numbering at the end of each course curriculum, - and with codes at the end of each Course Profile.

Expectation Chart: A KiHS developed grid (using quatro pro) outlining all course overall and specific expectations (vertically, on the left) and delivery weeks (1-17 horizontally across the top) identifying in which week the expectation is taught and evaluated (activity a, b, c or d).

The expectation chart is a way of confirming that all expectations have been taught and evaluated.

The chart also provides an opportunity to appropriately reduce content if the current content proposed is overloading the 110 hours allocated for each course.

Development of the expectation chart is meshed with the course of study development and will be completed and submitted as each unit is drafted and finalized.

## 8.2 Course of Study Time Frame

Instructor's guidelines for creating time frames:

- move the units into a nine (9) week format;
- total time = 42 days (excluding exam);
- use the KiHS School Calendar for the appropriate semester;
- some weeks are four days and some are five days;
- content should be related to each specific week;
- where a week is split into two parts (eg. Weeks 5a and 5b), week 5B is a catch-up week and so no new content is introduced;
- time frames of individual units may be adjusted, eg the MOE profile of 4 weeks could be moved to 3 or 5 weeks;
- sequencing of units may be changed from the Course Profile; however, once the change is made, Instructors must teach units in the order that they have indicated in the Course of Study.

## 8.3 Adaptation Overview

There are four key components in the adaption of curriculum for KiHS courses:

1. KiHS curriculum must use EDU curriculum and meet EDU expectations.
2. Curriculum must be culturally relevant and meaningful to KiHS students who reside in small isolated Aboriginal communities. Content must respect community wishes while offering learners an opportunity to expand their horizons and relate new learning to their current knowledge base.
3. Curriculum must be adapted for distributed delivery.
4. Curriculum must be further adapted for delivery using the designated learning platform.

KiHS curriculum outlined in the Course of Study for each subject undertakes a process of yearly development and revision. Instructors need to be able to incorporate their own strengths and knowledge into the content and delivery process. The Course of Study that is confirmed before the delivery of the course must be followed. Therefore, all intended changes and adaptations must be stated within the Course of Study.

KiHS Courses of Study use EDU Course Profiles as a foundation, adapting them to meet cultural and geographical realities and online delivery of programming:

- in every course, every expectation must be taught and evaluated at least once;
- the Course of Study must be submitted to the Ministry of Education **before** it is taught.

## 8.4 Transition from Course Profile to KiHS Course of Study

Ministry Course Profiles incorporate approximately 300 hours of content which must be reduced to 110 hours for the KiHS Course of Study:

- from Course Profile to a 9 week format (all expectations taught and assessed at least once in 8 weeks; week 9 is for exams, etc.)
- adaptation for cultural relevancy
- adaptation to distance education delivery
- adaptation to KiHS's ZED program delivery software platform

The initial draft from Course Profile to KiHS Course of Study results in a framework for the Instructor to further adapt the course to distance delivery.

The Instructor will use the Course Profile downloaded from [www.curriculum.org](http://www.curriculum.org) as a template.

*In order to make it compatible with WordPerfect, it should be saved initially as ANSI (Windows) Delimited Text and then as a WordPerfect file. This will make formatting more amenable to "cut and paste".*

Because of the large size of some Courses of Study, separate files are maintained for:

- Overview
- Each Unit
- Expectation Chart
- Course Outline

When extensive charts are included, unit files should be divided into parts to prevent unduly large computer files.

Instructors read through the document and remove inappropriate adaptations or directions that will not be used in the KiHS classroom.

Use the simple present or future tense and be consistent. Examples:

The Instructor presents an overview of geometry and its use in a community as well as an urban setting.

The student submits a 150 word essay based upon the information acquired during their interview with a community elder.

For the sake of consistency, curriculum should be produced using Arial 12 point font.

## 8.5 Elements of the KiHS Course of Study

### Cover

The Instructor will include the following information in the cover:

**School:** Keewaytinook Internet High School

**Course Title:**

**Grade:**

**Course Type:** (will be either Applied or Open)

**Ministry Course Code:**

**Credit Value:**

**Developer:**

**Revised by:** Instructor's name

**Date of Revision.** (Use a specific date)

### Overview

#### Course Description

- consistent with Course Outline copied from EDU Course Descriptions and Prerequisites

#### Unit Descriptions

- keep unit descriptions intact from EDU Course Profile if possible

#### Unit Chart

- units must be in the delivery sequence that the Instructor intends to use.

#### Unit Number

#### Title of unit

#### Weeks (based on KiHS weeks 1-9)

#### Hours (based on KiHS school calendar)

#	Unit Title	Weeks	Hours
1		1-2	27.3*
2			
3			

\*9 days x 160 minutes = 27.3 hours

### Unit organization for each unit

#### Unit Number and title

#### Unit time in weeks and hours

#### Time:

- in hours and weeks.
- units should start at the beginning of a week and end at the end of a week
- timing should coincide with the KiHS Time Table, eg certain weeks such as Thanksgiving are four day weeks

## **Description**

- a paragraph, where possible, identical to EDU Profile
- Strands and Expectations** (Overall and Specific) - numbered only

### **Course Notes**

- include relevant course notes from the EDU Course Profile and perhaps a paragraph about the delivery mode of KiHS.

### **Prior Knowledge Required** (overview)

### **Teaching / Learning Strategies**

- where possible, use those utilized in the EDU Course Profile

### **Assessment/Evaluation**

- explain how and what methods will be used to acquire the final mark, indicating:
  - upon what activities an assessment (formative) of 70% will be allocated;
  - upon what activities an evaluation (summative) of 30% will be allocated.

### **Resources**

- texts
- hard copy resources
- URLs

### **References:**

- remove references that are unlikely to be used and replace or augment with
  - texts to be used;
  - online URLs, - target a minimum of one for each activity.

### **Coded Expectations**

- identical to the EDU Course Profile

## **Weekly Activity Explanation**

- concept of activities by week varies in format from the MOE Course Profile
- each week will have a maximum of four (4) activities(a, b, c, and d) eg, week 6 activities will be 6a, 6b, 6c, and 6d
- timing for activities will be in multiples of or part multiples 160 (160 minutes / day)

## Weekly Activity Format for each of Activity A, B, C, and D

**Title**

**Time** (in multiples of 160 minutes)

### Sample 4 day Week

Week 1	TITLE	TIME
Activity 1 A	Here I am!	240 min.
Activity 1 B	Where I am!	320 min
Activity 1 D	Quiz Activity	80 min
<b>TOTAL</b>		640 min

### Description

- this is a paragraph describing the “what” of the lesson
- activity content from the EDU Course Profile is used as much as possible
- a maximum of 4 activities per week, - a,b,c,d.

**Strands and Expectations** being met in each of activity a,b,c,d.

NOTE: The Ministry expects KiHS to include the entire expectation (not just the code of the expectation) for each activity. Some of the earlier EDU Course Profiles do not have the expectations written out. The expectations need to be inserted and can be cut and paste from the list at the end of the overview.

### Planning notes.

#### Prior Knowledge Required

#### Teaching and Learning Strategies

- Teaching and Learning Strategies explain in detail how the lesson is to be taught in an online setting.
- This section must be adapted to Aboriginal learners and online learners.

#### Student Assessment and Evaluation

Assessment must be outlined including:

- formative and summative assessment on a 70:30 ratio;
- weekly breakdown of percentage of mark to be assessed; and
- methodologies of assessment identified for each assignment within each week.

#### Accommodations

- accommodations are changes made for students with special needs and are not essential in every activity

## 8.6 Teaching and Learning Strategies; Literacy in all Subject Areas

KiHS endeavours to deliver to students curriculum that will promote literacy at levels that is deemed necessary at each grade level. To do this instructors and mentors need to include the components of reading, writing and oral communication on a regular and systematic basis.

### **Within each week's lessons must be included:**

- at least one question requiring an answer of :
  - initially 75 words minimum
  - by the end of the course, a minimum of 150 words.
- at least one response that can be put in the class discussion area so that dialogue is maximized.

### **Major Reports**

Each course includes at minimum one major report which requires the student to include the following steps:

- Stage1: Topic and Questions to be Researched;
- Stage 2: Outline of the Major Areas of Research;
- Stage 3: List of Resources;
- Stage 4: First Draft;
- Stage 5: Second Draft;
- Stage 6: Final Draft.

Each stage of the assignment will be submitted to and evaluated by the Instructor.

### **Inclusion of oral component**

To offset the reduced verbal dialogue inherent in an asynchronous or Internet program delivery mode, a prescribed oral component will be included in each course. Each course will minimally include one of the following or an equivalent in each unit:

- a group activity coordinated by the Mentor;
- audio or video conferencing between at least two communities;
- transfer of audio files between Instructor and students.

A minimum of one group activity must be included in each unit; group activities are to be conducted in a variety of settings including at least one of the following or equivalent:

- diads;
- triads;
- small group face-to-face;
- large group face-to-face;
- where appropriate or feasible, online diads.

### **8.7 Teaching Controversial Ideas**

Instructors may not be aware of certain community values and norms. It is important to ensure that subjects and opinions presented in courses respect community beliefs.

If Instructors are concerned about a topic or think a topic may not be acceptable in the community, they should contact the Principal to discuss it.

## **8.8 Weekly Online Lessons.**

Instructors complete weekly lessons in an online format and post them on the online course site by 3:00 p.m. Central Time and 4:00 p.m. Eastern Time on Sundays. No changes are to be made to lessons after this time as Mentors will have photocopied the lessons by then.

Should changes become necessary, the Instructor will send Mentors a note via the KiHS online staff room informing them of the change.

The Ministry of Education (EDU) stipulates strict and specific deadlines which must be met in order to maintain the standards required for the delivery of accredited courses.

Given the inter-connectedness of the KiHS educational approach and technology, it is imperative that staff meet deadlines for course delivery and student assessment and evaluation.

Lesson Plans must include the following:

- course description
- unit description
- overall expectations

Weekly Lessons must include:

- introduction including review of previous week's learning
- outcomes for the current week (by the end of the week you will know how to...)
- activities (a, b, c, d)
- assignment (a, b, c, d)
- how students will be graded (a, b, c, d)
- new words
- URL's (where available)
- the number of minutes to be spent on each activity and assignment.

## **8.9 Student Assessment and Evaluation**

Assessment is completed a minimum of weekly and is available to the student at the latest by the Monday morning following submission.

### **Assessment Guidelines**

Seventy percent of the student's final mark is formative and is based on the specific expectations (understanding content) covered within the weekly assignments. The teacher has to ensure that the students are assessed based on the correct percentages for the assessment categories that are located in the assessment charts in the Ministry Document.

Thirty percent of the final mark is summative and is based on the overall expectations of

a culminating activity or final exam or both. The assessment categories still need to reflect the percentages that are followed in the formative evaluation for each category.

Summative evaluation does not include multiple choice, true/false, or fill in the blanks. It must test for higher order thinking skills, ie Bloom's taxonomy, problem-solving, analysis and synthesis, extrapolation, and incorporating new information into previous learning.

Instructors will include in the assessment content that will cover each of the assessment categories as planned in the outline.

## **Marking Assignments**

Distant learning is immensely enhanced when Instructors write a minimum of one note a day to students as a class about their work. The note will be written within their weekly conference discussion area. The note may:

- comment on good work that has been submitted;
- clarify or expand something introduced in the base lesson;
- clarify expectations if students are submitting insufficient answers;
- encourage students to focus on a specific topic;
- question students as a group about how the week is going.

The result of letting students know Instructors are "there" online is that students are more attentive to getting work submitted on a timely basis, and there is more opportunity and encouragement for dialogue to evolve.

Each assignment should include a detailed marking scheme; it is to be clear to students how each question will be marked, ie what the student has to provide/do specifically in order to receive full marks.

Response to assignments is most effective when they are returned to the student within 24 hours. All evaluation on assignments must be returned to the student by 9:00 a.m. the following Monday.

The Instructor files the marked assignment online in the student portfolio where the Mentor, Principal and the MOE Inspector have access to it. Marked assignments are to be filed in the students' online portfolio within 24 hours of marking. The assignment and the assessment of the assignment must be kept together.

Student assignments not receiving a passing grade are to be resubmitted. The marked assignment will be returned to the student by the Instructor who indicates what must be done to correct it / make it an acceptable grade. The note is copied to the Mentor.

Students work on the current week's assignments first. If they have missed a prior assignment, they work on the missed assignment after they have completed the current week's work.

## **8.10 OSR**

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school establish and maintain the OSR in accordance with The Ontario Student Record (OSR) Guidelines, 2000. Included in the OSR are report cards, anecdotal comments, up to date Ontario Student Transcripts (OST), and any other information that will help the school to monitor the progress of the student.

### **Establishment**

When a new student enters KiHS from another school the principal will request that the OSR be sent to KiHS. If a student's OSR cannot be located, lost or inadvertently destroyed, a new folder will be established following the proper ministry guidelines. Each student and parent of a student who is not an adult must be informed of the purpose and content of the OSR. The OSR will be stored in the Balmertown administration office in a fire-proof cabinet.

### **Access to the OSR**

All information in the OSR is considered to be confidential and those who have access must maintain confidentiality and privacy of any information viewed according to the provisions in the Education Act. Only those listed below will have access to the OSR of any student in KiHS:

1. The student
2. The parent of a student who is not an adult
3. The Principal and administration of the school
4. The teacher who is teaching the student
5. Supervisory Ministry Officers

### **Use of OSR**

The OSR will be used to track a student's progress as they move through the Ontario school system. Each teacher of the student must review the OSR and this will be made available to the teacher in August and throughout the school year. In the event that a teacher needs to review the OSR throughout the year, the guidance counsellor will do this over the phone or in cases deemed necessary, during a community visit.

If a parent of a student who is not an adult wishes to see the OSR they can make arrangements with the school to go through the documentation with administration. If a student is an adult, they have to give written permission to the school in order for their parent to view the OSR.

## **Maintenance**

The school will maintain the OSR according to the Ministry guidelines. The school administration will go through the OSR from time to time and remove information that is not deemed relevant to the students progress. In the event that the student transfers to another school, KiHS will wait to receive a request for the OSR and then send it to the new school's principal, making note of where and when it was sent. This information is kept on an office index card and filed.

The OSR will be kept for 5 years after the student retires from school. After 5 years the all contents of the OSR may be destroyed except for the OSR folder, the OST, and the office index card. This will be retained for fifty-five years after a student retires from school.