

# **Cree Language Policy**

**Opaskwayak Educational Authority Inc.**

**2014 - 2015**



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## **1.0 POLICY STATEMENT:**

The N – 6 Cree Immersion Policy:

- 1.1 To assert the legitimacy of the Cree Language and that the Cree Language is the foundation of our sovereignty and further, to ensure the proficiency of the Cree Language is not lost.
- 1.2 Provides information on Opaskwayak Educational Authority's goals and objectives for the consistent application of Cree immersion programming in OEA education program;

## **2.0 RATIONALE:**

OEA recognizes that Cree Immersion programming benefits the cognitive and social development of students, as well as providing the opportunity for students to become bilingual in Cree and English.

## **3.0 LEGISLATION/REGULATIONS:**

OEA Inc. and the Board of Directors operate under the terms of the OEA By-law No. 1, the Manitoba Public Schools Act and any other OCN, Provincial, Municipal or Federal legislation or regulation that may apply, and is bound by its own policy manual.

## **4.0 POLICY:**

- 4.1 The major goal of Cree Immersion is to provide the opportunity for non-fluent students to become fluent in the Cree language and to become bilingual in Cree and English. The immersion approach also fosters an understanding of the Cree peoples and their cultural diversity.
- 4.2 Bilingualism is achieved by providing instruction of the basic curriculum entirely in Cree during the first years. Once a firm base in Cree has been established, instruction in English language arts is added, and instruction in the English language gradually increases.

## **5.0 PROCEDURES:**

### **5.1 Languages of Instruction:**

Cree Immersion programs shall consist of instruction in Cree (syllabics and standard roman orthography) and English.

### **5.2 Pupil Eligibility:**

Nursery to Grade 6 students in the OEA school system are eligible to enter an immersion program, subject to the registration policy of OEA.

### **5.3 Content:**

The content of the Cree immersion programs shall parallel that of the regular English curriculum as set out by Manitoba Education.

### **5.4 Learning Resources and Pupil Services:**

OEA will make every effort to provide equitable learning resources, books in the same manner they are provided for in regular English programs.

### **5.5 Teaching Personnel:**

#### **5.5.1 Language Requirements:**

In addition to regular certification requirements, teachers in immersion programs should have a high degree of oral and written proficiency in the Cree language. Teachers should have a sound knowledge of the culture of the Cree peoples and should also have completed at least one course in immersion methodology.

For purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

#### **5.5.2 Administrators:**

The administrators responsible for the immersion program should be functionally bilingual (Cree and English); this should be a consideration when OEA is seeking new administrators. Whether or not they are bilingual, at the very least, administrators should be knowledgeable about, and supportive of the immersion program.

## **6.0 PERCENTAGE OF CREE INSTRUCTION:**

### **6.1 Description:**

The Cree Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in Cree.

## 6.2 Proportion of Cree to English Instruction:

- 6.2.1 Nursery, Kindergarten, Grade 1, 2 and 3  
Classes should be taught totally in Cree. Beginning in grade 4 and on, English language arts should be provided for all Cree Immersion students.

The following chart shows the recommended time allocations:

Grade	% of Cree Instruction	% of English Instruction
N - 3	100	0
4 - 6	80	20

- 6.2.2 In grades 7 – 12, Cree will be taught as a Subject using syllabics.
- 6.2.3 A minimum of one (1) high school credit in Cree will be required to graduate from Oscar Lathlin Collegiate.