

P.E.N.T.

(Program for the Education of Native Teachers)

STUDENT HANDBOOK



**BRANDON
UNIVERSITY**

**P.E.N.T. - Faculty of Education
Brandon University, Brandon, Manitoba, R7A 6A9**

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PART I GENERAL INFORMATION

Overview of P.E.N.T. Program

P.E.N.T. is a community-based teacher education program of the Faculty of Education of Brandon University. Students combine paraprofessional work in their community schools from September through March with courses at Brandon University from April through July. The program of studies is the Brandon University integrated B.Ed./B.A program in either the early or middle years area. Student teaching is carried out during the school year in conjunction with the paraprofessional work.

The extensive internship is the most significant aspect of the program and makes it unique among all teacher education programs in Canada. Graduating teachers will spend approximately 40 months in schools before receiving their certification. These 40 months of internship interspersed with annual academic and professional study times provide excellent opportunities for transfer of theory to practice.

Selection of students for the program is the responsibility of the sending community. However, students selected must meet the entrance criteria for Brandon University.

Upon successful completion of the program of studies, new students are eligible to graduate from Brandon University with a B.A./B.Sc. and a B.Ed. Degree. Students must apply to Manitoba Education for certification.

Students from over 50 communities covering the entire province of Manitoba participate in P.E.N.T. Over 615 graduates are teaching in schools in Manitoba and in other provinces.

Potential School Position for P.E.N.T. Students

1. **Classroom assistant** - This is the most common work-related role for P.E.N.T. students. In this capacity, students find little difficulty in integrating student teaching with regular classroom duties. Some planning and teaching can occur on a daily basis.
2. **Special needs assistant** - P.E.N.T. students employed in this capacity commonly are responsible for one or two high needs students. Working with these students on a one to one basis is appropriate in the first year in the P.E.N.T. program. However, as P.E.N.T. students progress through the program, they need opportunities to plan and teach lessons and units to larger groups and eventually the entire class.
3. **Language teacher** - P.E.N.T. students employed as language teachers use a part or all of their daily time in language instruction. Frequently, these P.E.N.T. students teach entire classes from their initial classroom experience. As with the special needs assistants, there need to be opportunities to teach in the other subject areas, particularly in the final two years.

4. **Counselor** - Provided that there is opportunity for these individuals to plan and teach lessons in the regular classroom setting, school counselors may acquire their teacher training through P.E.N.T.
5. **Volunteer** - On occasion, P.E.N.T. students may be volunteers in the school, provided that they volunteer on a daily basis and accept responsibilities as would be expected of any other teacher's assistant.

School employment positions not acceptable as prerequisites for joining the P.E.N.T. program include substitute teachers, home-school coordinators, school board members, etc. The element missing from these positions is regular, daily teaching contact with students in the classroom.

Requirements for Admission to P.E.N.T.

1. You must be working in a school as a teacher's aide, etc.
2. You must have completed a Manitoba Grade XII or if your High School is not complete, you must be at least twenty-one (21) years of age.
3. You must have a recommendation from your school principal, school committee, superintendent or local education authority. If you meet all of these conditions, we would welcome your application to the P.E.N.T. program.
4. You must have sponsorship into the program.
5. **You must have satisfactory results from Criminal Records and Child Abuse Registry Checks.**

For further information or for application forms, please contact:

P.E.N.T. office
Room 15 Education Bldg. Brandon University
270-18th Street Brandon, MB R7A 6A9
PHONE: (204) 727-7371 or 727-7378
FAX: (204) 727-0942
E-Mail address: pent@brandonu.ca

Program Overview and Selection

1. As of September 1998, all new applicants for teacher education in Manitoba must complete 150 credit hours of education courses and must include both an academic degree and an education degree. Since May 2005, P.E.N.T. has offered the Brandon University B.A./B.Ed after degree program. Students should select this option on the Brandon University application form. After Degree means that students will be accepted into the Faculty of Education only after they have graduated with their academic degree. They can, however, take courses in both degrees at the same time. Their Bachelor of Education would be “banked” until they have graduated with their academic (e.g. B.A.) degree, but within these degrees, students must select either the Early Years (K - 4) or the Middle Years (5 - 8) program. This selection is made on the P.E.N.T. application form.

It will take a minimum of six (6) spring, (including April) and summer sessions at P.E.N.T. at Brandon University. Students who study one to two distance course each winter should be able to graduate in five years. In addition, students will gain student teaching credits as they work in schools. In this, they will be required to meet the Field Experience expectations set out by P.E.N.T. Note that students will need just over six (6) years to complete the program (one year longer than if pursued through full time studies on campus). This is a significant time commitment to make. The above time lines are for students who carry a full course load. Those who carry partial loads should expect to take longer to complete the program.

2. Those students with an academic degree (i.e. B.A. B.Sc.) should request an application for the AD degree by contacting the P.E.N.T. office. The B.Ed. (AD) degree is 60 credits, including Field Experience. If an applicant’s academic degree meets all the requirements to enter teacher education, only three (3) spring and summer sessions would be needed to graduate. This is the same two- year time line as required for full time students on campus. Note that applicants must have a set number of academic courses in teachable areas. If they do not have a set number of academic courses in teachable areas, they will be required to take additional courses to meet those requirements.

Specific information will be sent to you regarding the spring and summer sessions and the upcoming new student orientation once you have been admitted to Brandon University and to P.E.N.T.

Note: All required documentation must be received before you will be admitted.

Orientation

A one or two- week orientation before classes begin is mandatory for all new P.E.N.T. students. Sessions include study skills, familiarization with the computer system, library, and the program of studies, as well as recreational and cultural events.

Taking Courses in P.E.N.T.

Students study April through July for an average of eight courses making 24 credits. This allows students to graduate in five or six years. To help students achieve the maximum success in their studies P.E.N.T. provides the following services:

1. Some class times are extended from 36 hours to 48 or more.
2. Extra attention is given to writing skills and to mathematics.
3. Study labs conducted by student assistants are provided for many courses.

Students with a grade point average of 3.00 or higher may request to take an overload.

Materials - All materials required for all courses are supplied to students directly from P.E.N.T. These include textbooks, classroom supplies, and materials required to complete projects and assignments.

Computers - All P.E.N.T. students have access to computers for word processing, e-mail, and searching the Internet.

Doing Field Experience (Student Teaching)

One of the prerequisites for students entering the P.E.N.T. program is employment at the community school as a classroom paraprofessional. P.E.N.T. students are expected to integrate student teaching with work in the school. As students progress through the program, they are expected to assume greater responsibilities for planning and teaching. P.E.N.T. students may initially begin working on a one to one basis, move to teaching small groups, and then entire classes. They are also expected to gain experience across the curriculum, teaching language arts, mathematics, science, and social studies. Not all curriculum areas need to be covered in the early part of the program, but P.E.N.T. students must demonstrate teaching ability in their final year by teaching all curriculum areas for an extended period of time.

There are several ways in which P.E.N.T. students may fulfill their student teaching requirements.

1. Integrated and part of their daily work in the classroom. This is most easily accomplished for general classroom assistants, working in one or two classrooms.
2. Specifically scheduled daily/weekly teaching times. The frequency of these periods would depend upon the level of Field Experience, ranging from minimum of several periods a week for the initial level of Field Experience to a minimum of two periods a day in the final Field Experience. (A full time block of student teaching of not less than 3 weeks is required in the final Field Experience.) This arrangement could be particularly useful for special needs assistants who are responsible for specific students.
3. Blocks of time devoted entirely to student teaching. The sum of such blocks of time should be not less than the minimum requirements for each Field Experience as determined by the Faculty of Education. This option could be useful for those P.E.N.T. students who are engaged in full time employment that does not permit the integration of student teaching. This option must be selected in consultation with the Director of P.E.N.T., and must allow for regular evaluation by P.E.N.T. staff.

Evaluation of Field Experience

P.E.N.T. supervisors will observe and evaluate each P.E.N.T. student three times in each placement. These observations and expectations for these observations are detailed in the Field Experience section of this Handbook. P.E.N.T. students are expected to seek and receive assistance and feedback from their cooperating teachers and principals on a regular basis as they develop their student teaching skills.

P.E.N.T. Advisory Committee

The P.E.N.T. Advisory Committee which oversees the Project includes representatives from the Manitoba Metis Federation, Southeast Resource Development Council, Keewatin Tribal Council, West Region Tribal Council, Dakota Ojibway Tribal Council, Interlake Reserves Development Council, Frontier School Division, the P.E.N.T. Student Body, Manitoba Teachers' Society, Director of Teacher Certification & Records, Department of Education, Faculty of Education and P.E.N.T. staff.

Guidelines for The Cooperating Teacher

1. Provide an atmosphere of acceptance of the student-teacher as a co-worker in the classroom.
2. Provide student-teacher with information about school, its policies, regulations, teaching aides, supplies, etc.
3. Help the student-teacher develop a sense of responsibility in terms of long range unit and daily planning.
4. Guide the student-teacher into teaching responsibilities gradually.
5. Establish regular periods for conference and discussions with the student-teacher.
6. Demonstrate various teaching techniques and strategies.
7. Assist the student teacher in using Success For All Learners and the curriculum guides in teaching.
8. Help the student-teacher to develop her/his own abilities and skills.
9. Encourage the student-teacher to evaluate her/his own progress.
10. Be available to listen to ideas of the student-teacher.
11. Provide regular reports to P.E.N.T. as required as well as feedback on the progress of the P.E.N.T. student to the student, the principal and the P.E.N.T. supervisor.
12. Any professional adaptation of the Golden Rule which can be stated: "Help this young teacher in a way you wish someone had helped you when you were beginning teaching".

Responsibilities of the Student-Teacher

1. Be informed on all matters of school policy as they relate to school administration, organization and management in general, and to student-teachers in particular.
2. Demonstrate an interest through active participation in school activities.
3. Attend all staff meetings, in-services, workshops, etc.
4. Maintain a professional relationship with students.
5. Prepare daily and long range plans for student teaching as requested by the cooperating teacher, the principal or P.E.N.T. supervisor.
6. Become thoroughly familiar with Success For All Learners and select appropriate strategies from it for your teaching.
7. Acquire an understanding of the curriculum not only on the level at which actual teaching is done, but for all other levels as well.
8. Approach the learning and teaching situation with a positive attitude.
9. Be available and willing to participate in extra-curricular activities.
10. Ask cooperating teachers and principals to provide suggestions for improvement.
11. Together with the cooperating teacher and P.E.N.T. supervisor, develop a continual self-assessment of strengths and areas for improvement using the F. Exp. Guide and Checklist.
12. Be prepared to teach at various grade levels and if feasible, spend some time observing and teaching in another school.
13. In each succeeding year, the student-teacher is expected to assume an increasing number of teaching responsibilities both inside and outside the classroom.
14. Demonstrate initiative rather than doing nothing and waiting for the cooperating teacher to tell you what to do.
15. Attend school work regularly and always be on time (punctual).

Guidelines for Principals

1. Provide an atmosphere of acceptance of the student-teacher as a co-worker in the school.
2. Maintain a close contact with the student-teacher and promote a positive professional relationship between the cooperating teacher and the student-teacher.
3. Schedule conferences with the student-teacher on a regular basis.
4. Evaluate the work of the student-teacher.
5. Coordinate efforts between the cooperating teachers, P.E.N.T. supervisors and the student-teacher.
6. Maintain communication with P.E.N.T. with respect to all aspects of the student-teacher's function within the school.
7. Assign a gradually increasing number of teaching responsibilities to the student-teacher in consultation with the P.E.N.T. supervisor.

Responsibilities of the P.E.N.T. Supervisor

1. Keep informed about each student-teacher's progress through conferences with the student-teacher, the cooperating teacher, and the school principal.
2. Maintain continuing involvement in the student-teacher's work and professional development and provide assistance where needed.
3. Conduct conferences with administrators, cooperating teachers and student-teachers during scheduled visits and as otherwise required.
4. Prepare progress and evaluation reports on the work of the student-teacher in the classroom and discuss these with the student-teacher, the cooperating teachers and the principal.

PART II BRANDON UNIVERSITY REGULATIONS

This section deals with regulations of Brandon University as they apply to P.E.N.T. students for admission, academic performance and graduation.

Types of Admission to Brandon University

1. ***Regular Admission***

Manitoba applicants for regular admission must satisfy the following minimum requirements: High School graduation as recognized by the Manitoba Department of Education (20 credits in the high school program) or grade 12 equivalency (G.E.D.) as recognized by the Manitoba Department of Education.

2. ***Mature Admission***

The Mature Student Admission program is intended to give those persons who do not have the qualifications necessary to gain entrance as regular students, the opportunity to qualify, by means of University courses, for admission to a degree program. Only candidates who have reached the age of 21 before or during the session they wish to attend will be considered.

Each applicant will be considered on his/her individual merits with account being taken of the school level attained, related work experience and professional courses completed as part of work experience. In some cases, candidates may be required to write tests administered by the university. Such candidates will be notified by mail after a review of their applications.

Mature students admitted on this basis will receive Regular Student status once they achieve the equivalent of a Grade Point Average of 2.0 ("C" grade) in at least 12 credit hours of the first 24 credit hours, whether taken concurrently or at different times.

3. ***Special Admission***

Applicants who do not meet the admission requirements for Regular or Mature Admission may be considered on an appeals basis by the Senate Curriculum and Academic Standards Committee for registration in an approved program of studies at Brandon University.

4. ***Transfer Students***

Students from other universities in Manitoba must submit official transcripts of their academic record together with their application for admission.

5. ***Criminal Records***

All Faculty of Education students must complete a Criminal Records Declaration and a Child Abuse Registry Check. Students with no record will be admitted to P.E.N.T. and the Faculty of Education. Those with a criminal record will be required to forward information about that record to a special provincial committee. That committee will rule on admissibility to the faculty. Students must submit a further Criminal Records check upon graduation and prior to being granted a teaching certificate from the Province of Manitoba.

General Information

This information is condensed from the 2015-16 Brandon University General Calendar. Please refer to the General Calendar for detailed regulations. In case of discrepancies between this handbook and the General Calendar, the General Calendar has priority and shall apply.

1. Student Numbers...4.1.4

A number is assigned to students when their application for admission to Brandon University has been accepted. This number is impressed on the student's identification card, her/his file in the Registrar's Office and academic papers, including the form of acceptance, and on all statements of examination results issued at Brandon University.

2. Attendance at Lectures and Practical Work...4.2.1

All students are expected to be regular in their attendance. Instructors are given power to excuse absences. A student may, after having been warned in writing by the Dean, be debarred by the Senate from lectures or laboratory classes and from examinations or both, because of persistent non-attendance or failure to produce assignments or complete laboratory work.

3. Course Withdrawal...4.2

After consultation with P.E.N.T. Director and course instructor, when students withdraw from a course, it is their responsibility to notify their sponsor as soon as they decide to withdraw. All course changes and withdrawal from courses are reported to the Student Records Office.

If a student should withdraw from a course prior to the last date for registration in that course, the course will not be noted on her/his transcript. All withdrawals subsequent to the last date of registration, and prior to the last date of withdrawal without academic penalty, will remain on the transcript with the notation of "VW" (voluntary withdrawal) on the transcript.

The grade of "F" (Failure) will be noted on the transcript against a course for which the student withdraws if the withdrawal is subsequent to the last date of withdrawal without academic penalty.

Students will be permitted to withdraw from a course or courses after the last date for voluntary withdrawal only for reasons of illness, disability or domestic affliction, supported by a certificate from a qualified professional.

Faculty of Education Policy	Policy D - 5
<i>Attendance Policy</i>	<i>Approved: May 2007</i>

The Faculty of Education is a professional Faculty. Students are expected to organize their schedules so that they can attend all classes. Class participation is an essential element in applied learning. Students are resources, as well as learners. When students are present they not only learn from other students and their instructors, but contribute their own experiences and knowledge. Attendance and participation are expected of pre-service professionals. The Faculty of Education Professional Standards policy states that:

1.2 Students are expected to attend and participate in all classes. Participation in class activities may be considered in the assigning of a grade. (General Calendar 4.2.1)

1.3 If a student must be away, it will be discussed with the instructor before, or if unable to do so, immediately after the absence. (General Calendar 4.2.1)

As pre-service professionals, the Faculty of Education expects exemplary academic performance from students. The Professional Standards Policy, in terms of attendance, implies that:

1. Attendance and class participation are mandatory.
2. It is a student's professional obligation to provide professors with written documentation, in advance where possible, for each absence.
3. Professors may require students to complete additional assignments to make up for absences.
4. After 3 unexcused absences in a regular course, students may be asked to withdraw from the course.
5. If a student has four or more unexcused absences in a regular course, course credit will not be awarded. Each application of this policy is subject to review by the Professional Standards Review Committee.

Academic Performance

1. In order to obtain a Bachelor of Education degree from Brandon University, a student must obtain a minimum 2.0 grade point average (G.P.A.) from her/his course work.
2. In progress toward a degree, a student must meet a minimum academic performance as per table below.

Credit Hours Attempted		Probation	Suspension
From:	To:	Cumulative gpa of less than 2.0 but equal to or greater than:	Cumulative gpa of less than:
24	36	1.00	1.00
36.5	42	1.40	1.40
42.5	48	1.45	1.45
48.5	54	1.50	1.50
54.5	60	1.55	1.55
60.5	66	1.60	1.60
66.5	72	1.65	1.65
72.5	78	1.70	1.70
78.5	84	1.75	1.75
84.5	90	1.80	1.80
90.5	96	1.85	1.85
96.5	102	1.90	1.90
102.5	108	1.95	1.95
108.5	138	2.00	2.00
Greater than 138		2.00	2.00

3. *Academic Progress...4.3.1*

All students who have completed less than 24 credit hours will be placed on Academic Warning if their cumulative grade point average is less than 2.0, and will be required to seek advice and counseling from their Academic Dean.

All students who have completed more than 24 credit hours and have a cumulative g.p.a. of 2.0 or better, but obtain a sessional g.p.a. of less than 2.0 will be placed on Academic Warning.

4. *Academic Probation...4.3.3*

Students will be placed on Academic Probation and will remain on Probation if they have, for all credit hours attempted to date, a cum. g.p.a. of less than 2.0 but greater than or equal to the minimum academic performance level requirement (see above table).

Students will remain on Probation if, while on Probation, they obtain a 2.0 grade point average or better on the number of credit hours in which they have been allowed to register by their Dean or Chair of the B.G.S. Program and still have less than a cum. g.p.a. of 2.0.

Students on Probation must have the written approval from the appropriate Academic Dean or Chair of the B.G.S. Program to register for a maximum of 12 credit hours in the next term or session for which they register.

5. *Academic Suspension...4.3.4*

Students will be placed on Academic Suspension if they have, for all credit hours attempted to date, a cumulative G.P.A. of less than the minimum academic performance requirement (see table above). Such students will be suspended from Brandon University for a minimum of 12 months. They will be re-admitted on probation to a maximum of 9 credit hours in a program of studies approved by the appropriate Dean or Chair of the B.G.S. program.

Students will be placed on Academic Suspension if, while on Probation, they obtain less than a 2.0 G.P.A. on the number of credit hours in which they have been allowed to register by their Dean or Chair of the B.G.S. Program and still have less than a cumulative G.P.A. of 2.0.

6. *Academic Withdrawal...4.3.5*

Students will be placed on Academic Withdrawal if, after having been re-admitted from suspension by the appropriate Dean or Chair of the B.G.S. Program, they have:

- a) Failed in a subsequent session to meet the minimum academic performance requirement for all credit hours attempted to date (see table above).
- b) Failed to obtain a 2.0 grade point average on courses taken during the academic year. Such students will be required to withdraw from Brandon University for a minimum of 36 months and must seek re-admission from the University Registrar or designate.
- c) Any student who has accumulated more than 48 credit hours of "F"s and/or repeat courses will be placed on Academic Withdrawal from Brandon University.

7. *Re-Admission to Brandon University*

Students may apply for re-admission in writing to the Curriculum & Academic Standards Committee. Students should contact the P.E.N.T. office for procedures to be followed before writing letters requesting re-admission.

8. *Advanced Placement*

Students who, in the opinion of the Department Head and the Dean of the Faculty, have met the qualifications for a university course in some manner other than the formal study beyond the admission level, may be considered for advanced placement. Such students would then be allowed to proceed to Second Year courses in that area without credit in the First Year course. Such students could then be considered for a four-course major or a one and one-half course minor in that subject. Advanced placement will be granted at the discretion of the Department Head and the Dean of the Faculty.

9. *Challenge for Credit/Examinations...4.2.12*

Students, who in the opinion of the Department Head and the Dean of the Faculty, have completed the equivalent of a university course but for which advanced standing has not been granted may be allowed to write a challenge examination in that subject. Such a privilege will be granted only when it appears that these students have fulfilled some formal study requirements in the subject beyond the normal admission level. The challenge examination will be authorized by decision of the Department Head and the Dean of the Faculty. Application for such an examination must be made in writing to the Student Records Office.

Grades/Credits**1. *Grade Point System...4.2.4***

It is important that P.E.N.T. students maintain a steady level of satisfactory work and performance. Final grades are usually assigned in the form of letter grades and grade points allotted as follows:

Verbal Description	Letter Grade	Grade Points	Weighted Grade Points	
			Full Course (6 credit. hrs.)	Half Course (3 credit. hrs)
Distinction	A+	4.30	24.0	12.0
	A	4.00	24.0	12.0
	A-	3.70	24.0	12.0
Superior	B+	3.30	21.0	10.5
	B	3.00	18.0	9.0
	B-	2.70	18.0	9.0
Average	C+	2.30	15.0	7.5
	C	2.00		
	C-	1.70	12.0	6.0
Marginal	D	1.00	6.0	3.0
Failure	F	0.00	0.0	0.0

2. *Credit Allowable for Term Work*

At the close of each term or session, as the case may be, the instructors in any subject at Brandon University will make a report in the form of an award of marks, indicating the character of the student's work throughout the term. If term marks are given, they shall be based on reports, essays, etc., preferably of a critical or analytical nature, on aspects of the work covered by the course concerned.

The maximum term mark for work in all courses is to be set by the Department concerned, with the Deans to be kept informed.

The grades given for term work are added to the grades obtained at the final examination (if such is required) in the course and this total shall determine the standing of the student.

Substantially identical essays may not be submitted for credit in two or more courses.

3. *Passes and Failures*

The following regulations apply to all students:

- a) A student's standing in 3- credit hour courses will be determined by an examination (if such is required) at the end of the term in which the instruction is given.
- b) All "F"s (failures) or equivalent of failures (Did Not Write or No Paper), and repeated attempts, noted on the student's transcript will remain therein. If a failed course is repeated, or a passed course is attempted a second time in order to raise the grade, the original grade and number of credit hours completed remain on the student's record and will be designated as "R" beside the credit hours.
- c) A student who fails to sit for a final examination (if such is required), except by permission of the Dean, will be given a failure in this paper.
- d) If, in the opinion of the Senate, a student's academic performance is unsatisfactory, the student may be debarred from final examination(s); in which case these examinations will be counted as failures.
- e) All students must have achieved the required weighted grade point average at the completion of the required number of courses to be eligible for graduation. Those students who have not achieved such an average may either repeat courses or take additional courses in order to attain the required grade point average.

Grade points determine a student's general average and are a measure of the quality of work done. These units or credits are a measure of the amount of work done.

Where percentage grades are used by professors, the equivalent letter and numerical grades will be made explicit to students in the course at the beginning of each term.

4. *Examinations*

Students are required to write the final examination (if such is required) in every course in which they are registered. Those students who absent themselves will be given a grade of "F", except in the cases of students who produce evidence of having been prevented from writing examinations due to illness or for some other acceptable reason.

5. *The Grade "I" (Incomplete)*

An Incomplete is granted only on the approval of the instructor, Department Head and the Dean of the Faculty. It should be noted that an Incomplete is granted only for the deferment of the term work, and NOT for the deferment of the final examination (if such is held).

The Grade "I": Incomplete can be removed in the manner designated by the instructor, but in general, if the course assignment or examination is not completed before the mid-point of the next term, the grade becomes an "F".

6. *Appeals*

A student may, within 21 days following publication of examination results, enter an appeal to the Director of Student Records against the grade assigned in any course (whether this grade is based upon final examination papers, term assignments or public performances). An appeal must be made on the prescribed form obtainable at the Student Records office. Each request for such an appeal will require the approval of the Dean/Director of the Faculty in which the appeal is made.

PART III P.E.N.T. STAFF & P.E.N.T. ADVISORY COMMITTEE***P.E.N.T. STAFF*****P.E.N.T. Program**

Director.....	Mr. John Minshull
Field Experience Supervisor/Instructor.....	Dr. Cindy Clarke
Office Assistant	Ms. Bernice Galvin

P.E.N.T. ADVISORY COMMITTEE

Aboriginal Education Directorate.....	Ms. Wanda Spence
Cross Lake Education Authority	Mr. Greg Halcrow
Dept. of Indian Affairs	Mr. Derek Bradley
Dakota Ojibway Tribal Council	Ms. Irene Graveson
Ebb & Flow Ojibway Nation.....	Ms. Sheena Houle
Faculty of Education –Dean	Dr. Heather Duncan
Fisher River Band.....	Mr. Davin Dumas
Frontier School Division	Ms. Debra Perih
Garden Hill Student Services	Mr. Darren Flett
Interlake Reserves Tribal Council Inc.	Mr. Allan Letandre
Keeseekoowenin Education Authority	Mr. Rodney Bone
Keewatin Tribal Council	Ms. Yvette Bland
M.I.E.A.....	Ms. Sharon Pelletier
Manitoba Metis Federation	Ms. Leah LaPlante
Manitoba Teachers Society	Ms. Linda Thorlakson
Opaskwayak Education Authority.....	Ms. Marlene Head
Peguis Indian Band.....	Ms. Carrie Sutherland
Sioux Valley Education Authority	Ms. Diana Roulette
Southeast Resource Dev Council Corp	Mr. Richard Grisdale
Swampy Cree Tribal Council	Ms. Amanda Lathlin
Teacher Certification – Russell	Ms. Connie Lehky
Waywayseecappo First Nation.....	Ms. Colleen Clearsky
West Region Tribal Council.....	Ms. Sharon McKay

P.E.N.T. SPONSORS (organizations that sponsored P.E.N.T. students in 2009)

Berens River Student Services
C130-666 St. James Street
Winnipeg, MB R3G 3J6

Chemawawin Educ. Auth.
Box 174, Easterville, MB R0C 0V0

Cross Lake Educ. Auth.
Box 370, Cross Lake, MB R0B 0J0

D.O.T.C.
Box 1148, 702 Douglas St.
Brandon, MB R7A 7B2

Frontier School Division
1402 Notre Dame Ave.
Winnipeg, MB R3E 3G5

Garden Hill Education Auth.
Garden Hill, MB R0B 0T0

Ginew Education Authority
Box 10, Ginew, MB R0A 2R0

God's Lake Narrows 1st Nation Sch. Board
Box 284, God's Lake Narrows, MB R0B
0M0

Grand Rapids First Nation
Box 500, Grand Rapids, MB R0C 1E0

Keeseekoowenin Education Auth.
Box 250 Elphinstone, MB R0J 0N0

Keewatin Tribal Council
102, 83 Churchill Drive
Thompson, MB R8N 0L6

Lawrence Sinclair "Kinonjeoshtegon"
Box 359, Hodgson, MB R0C 1N0

Long Plain First Nation
PO Box 430
Portage La Prairie, MB R1N 3B7

Manitoba Metis Federation Inc-NW
Box 837, Dauphin, MB R7N 3J5

Mosakahiken Cree Nation
Moose Lake, MB R0B 0Y0

Norway House Cree Nation Educ.
PO Box 250, Norway House, MB
R0B 1B0

O-Chi-Chak-Ko-Sipi First Nation
Crane River, MB R0L 0M0

Opaskwayak Educational Authority Inc
Box 10370, Opaskwayak, MB R0B 2J0

Oxford House First Nation
Oxford House, MB R0B 1C0

Peguis Band Education Auth
Suite 300 - 286 Smith Street
Winnipeg, MB R3C 1K4

Poplar River First Nation
Negginan PO, MB R0B 0Z0

Pukatawagan Aboriginal Educ. Auth.
PO Box 318, Pukatawagan, MB R0B 1G0

Red Sucker Lake Educ. Auth
Red Sucker Lake, MB R0B 1H0

Sandy Bay Education
Box 108, Marius P.O., MB R0H 0T0

Sapotaweyak Education Auth.
Pelican Rapids, MB R0L 1L0

Shamattawa Education Auth
Shamattawa, MB R0B 1K0

Southeast Resource Dev Council
300-208 Edmonton Street
Winnipeg, MB R3C 1R7

St. Theresa Point Education Auth
Box 520, St. Theresa Point, MB
R0B 1J0

Wasagamack Education Authority
Wasagamack P.O., MB R0B 1Z0

Waywayseecappo First Nation
PO Box 9, Waywayseecappo, MB
R0J 1S0

West Region Tribal Council
Box 207
Erickson, MB R0J 0P0

PART IV PROGRAM OF STUDIES

Each student must select either the Early or Middle Years program.

Notes:

1. Students take the two degrees (B.A./B.Ed.AD) Integrated, Liberal Arts. Students will graduate first with their B.A., B.Ed. degree.
2. Most courses are offered on a rotational basis, with Graduating Students being the priority of course offering and accessibility.

B.A. LIBERAL ARTS (90 cr hrs) EY

(maximum 45 cr at 100 level)

18 cr In one of: (English Lit, Geography, History, Music (Arts), Native Studies, Business Admin), Visual and/or Aboriginal Art, Drama, French.

_____ (3) ____ / _____ (3) ____
 _____ (3) ____ / _____ (3) ____
 _____ (3) ____ / _____ (3) ____

12 cr In one of: (Anthropology, Business Admin, Lang.(Classics), Economics, English Lit, Geography, History, Justice Studies, Music(Arts), Native Studies, Philosophy, Politics, Religion, Rural & Comm. Studies, Sociology, Phys Ed., Drama, French, Fine Arts, Gender & Women's Studies)
 (No overlap with course route in 18 cr hr above)

_____ (3) ____ / _____ (3) ____
 _____ (3) ____ / _____ (3) ____

(In above 30 cr hrs 12 cr hrs must be at 300 or 400 level)

6 cr History and/or Geography

_____ (3) ____ / _____ (3) ____

6 cr From: Native Studies, Philosophy or Religion (in one or a combination)

_____ (3) ____ / _____ (3) ____
 _____ (3) ____

6 cr English Literature

_____ (3) ____ / _____ (3) ____
 _____ (3) ____

6 cr From: Anthropology, Economics, Politics, Psychology or Sociology (in one or a combination)

_____ (3) ____ / _____ (3) ____
 _____ (3) ____

9 cr Math/Science *NOTE: Could do 6 cr of Math & 3 cr Science OR 3 cr Math & 6 cr Science*

_____ (3) ____ / _____ (3) ____

_____ (3) ____

Electives (27 cr hrs)

_____ (3) ____ / _____ (3) ____

_____	(3)	_____	/	_____	(3)	_____
_____	(3)	_____	/	_____	(3)	_____
_____	(3)	_____	/	_____	(3)	_____
_____	(3)	_____			GPA:	_____

Recommend: 6 cr in Geography; 6 cr History; 6 cr Math; 6 cr Science

PROGRAM SHEET - EARLY YEARS

Student Number: _____

Faculty of Education component: 60 credit hours

01:361	The Professional Teacher	_____
03:361	Using Techniques & Computers in Education	_____
04:255	Child Development & the Learning Process	_____
01:441	Classroom Management	_____
04:353	Evaluation & Assessment	_____
04:253	Children with Exceptionalities	_____
03:363	Public Education as Cultural Transmission	_____
03:351	Instructional Methods	_____
02:458	Intro to Language Arts Methods (EY)	_____
02:475	Language Arts Across the Curriculum	_____
03:365	Math Methods (EY)	_____
03:353	Science Methods (EY)	_____
02:476	Social Studies Methods (EY)	_____

Choose ONE:

02:342	Prevention of and Intervention in Student Reading Difficultiies	_____
02:455	Teaching Reading, Think and Study Skills	_____

Electives OR Methods Courses:

Required: 03:381 Multi-Level Classroom	_____
_____	_____

01:271	Field Experience I	_____
01:371	Field Experience II	_____
01:474	Field Experience III	_____
01:475	Field Experience IV	_____

GPA: _____

B.A. LIBERAL ARTS (90 cr hrs) MY**(maximum 45 cr at 100 level)**

18 cr In one of: (English Lit, Geography, History, Music (Arts), Native Studies, Business Admin), Visual and/or Aboriginal Art, Drama, French.

 _____ (3) ____ / _____ (3)____
 _____ (3) ____ / _____ (3)____
 _____ (3) ____ / _____ (3)____

12 cr In one of: (Anthropology, Business Admin, Lang.(Classics), Economics, English Lit, Geography, History, Justice Studies, Music(Arts), Native Studies, Philosophy, Politics, Religion, Rural & Comm. Studies, Sociology, Phys Ed., Drama, French, Fine Arts, Gender & Women's Studies)

(No overlap with course route in 18 cr hr above)

 _____ (3) ____
 _____ / _____
 _____ (3) ____
 _____ / _____
 _____ (3) ____

(In above 30 cr hrs 12 cr hrs must be at 300 or 400 level)**6 cr** History and/or Geography

_____ (3) ____ / _____ (3) ____

6 cr From: Native Studies, Philosophy or Religion (in one or a combination)

_____ (3) ____ / _____
 _____ (3)

6 cr English Literature

_____ (3) ____ / _____
 _____ (3)

6 cr From: Anthropology, Economics, Politics, Psychology or Sociology (in one or a combination)

_____ (3) ____ / _____ (3)

9 cr Math/Science **NOTE: Could do 6 cr of Math & 3 cr Science OR 3 cr Math & 6 cr Science**

_____ (3) ____ / _____ (3)

_____ (3) _____

Electives (27 cr hrs)

_____ (3) _____ / _____ (3)_____

_____ (3) _____ / _____ (3)_____

_____ (3) _____ / _____ (3)_____

_____ (3) _____ / _____ (3)_____

_____ (3) _____

GPA: _____

Recommend: 6 cr in Geography; 6 cr History; 6 cr Math; 6 cr Science

PROGRAM SHEET - MIDDLE YEARS

Student Number: _____

Faculty of Education component: 60 credit hours

01:361	The Professional Teacher	_____
03:361	Using Techniques & Computers in Education	_____
04:255	Child Development & the Learning Process	_____
01:441	Classroom Management	_____
04:353	Evaluation & Assessment	_____
04:253	Children with Exceptionalities	_____
03:363	Public Education as Cultural Transmission	_____
03:351	Instructional Methods	_____
02:459	Intro to Language Arts Methods (MY)	_____
02:475	Language Arts Across the Curriculum	_____
03:366	Math Methods (MY)	_____
03:354	Science Methods (MY)	_____
02:477	Social Studies Methods (MY)	_____

Choose ONE:

02:342	Prevention of and Intervention in Student Reading Difficulties	_____
02:455	Teaching Reading, Think and Study Skills	_____

Electives OR Methods Courses:

Required: 03:381 Multi-Level Classroom

01:271	Field Experience I	_____
01:371	Field Experience II	_____
01:474	Field Experience III	_____
01:475	Field Experience IV	_____

GPA: _____

PART V FIELD EXPERIENCE

Overview

This section contains information about Field Experience. The first section provides directions for lesson and unit planning. Expectations and criteria for each level of Field Experience are followed by evaluation forms for that level. These forms are to be used by cooperating teachers in evaluating P.E.N.T. students in their teaching performance. There also is additional information about creating learning centers and collecting enrichment materials.

All students will be expected to become familiar with such documents as Success For All Learners and the current curriculum guides. Their planning and teaching should reflect knowledge of these and other current documents.

Summary of Field Experience

Year One 01:271 Field Experience

Students will be expected to teach lessons demonstrating planning and teaching skills following the course 03.351 Instructional Methods. Students will continue to develop their lesson planning, teaching skills, and management skills. ***At least five lessons should be taught each week throughout the year.***

Year Two Field Experience 01:371

In addition to continuing lesson and teaching skill development, students are expected to acquire skills in developing and teaching units, in leading class discussions, in guiding cooperative learning, and in using the curriculum in teaching language arts. ***Students should be planning and teaching a minimum of two lessons each day throughout the year.***

Year Four Field Experience 01:474

In addition to continued development of planning, teaching, and management skills, P.E.N.T. students will be expected to teach multiple groups at the same time and to demonstrate specific skills in teaching mathematics that uses the curriculum as a base for teaching. ***Students should be planning and teaching a minimum of two lessons each day throughout the year plus one week of full time teaching.***

Year Five..... Field Experience 01:475

This is the final student teaching before certification and students are expected to demonstrate competencies in all areas of planning and instruction. ***Students should be planning and teaching a minimum of two lessons each day throughout the year plus three weeks of full time teaching.***

Evaluation of Field Experience

P.E.N.T. students are given the status of student teachers by virtue of the fact that they are enrolled in a teacher education program. Formative and summative evaluation of student teaching is carried out throughout the duration of a P.E.N.T. student's program. Evaluations are carried out by P.E.N.T. staff and by the cooperating teacher and/or the principal. P.E.N.T. students are expected to meet the expectations for each level of Field Experience (outlined elsewhere in this Handbook).

Expectations for each visit of P.E.N.T. supervisor:

1. The P.E.N.T. student will teach two lessons for evaluation (unless other specific arrangements have been made).
2. Time should be allocated by the P.E.N.T. student for a post evaluation conference with the supervisor. Occasionally these conferences will include the cooperating teacher and/or the principal.
3. The P.E.N.T. supervisor will meet with the cooperating teacher and the principal to discuss the P.E.N.T. student's progress and placement. Every effort will be made to inform the school of the P.E.N.T. student's progress in the academic program in order to provide maximum opportunities for the P.E.N.T. student to integrate new knowledge with teaching practice.

PENT Policy on Attendance and Punctuality

Field Experience placement is based on the requirement that the PENT teacher candidate will be on time for work each day and will attend each school day. In the PENT Program there is no specification about the number of weeks of field experience because a basic requirement, of the PENT program is that the teacher candidate is already employed as a teaching assistant in the school. There are specifications about the expectations on number of lessons and assignments and these expectations increase with each new level of three credits of teaching practice.

PENT students are required to be on time for work every day whether as employees of their school or at university classes. A lack of punctuality or poor attendance is unprofessional conduct and is grounds for receiving a fail grade on the teaching practicum no matter how good the teacher candidate's quality of instruction happens to be.

Attendance is monitored by the PENT student's employer and indirectly by the PENT Field Experience supervisor. PENT students should study carefully the information below about the Letter of Concern and the Developmental Review Form.

FORM #4 DEVELOPMENT REVIEW

This form is be used if, during a placement, areas of concern emerge that may hinder the Student Teacher's ability to complete the placement successfully. It may also be used to access weekly supervision from the Faculty Supervisor. Be sure to involve the Director of Field Experience if a Developmental Review is considered.

Steps for implementing a Developmental Review:

- The Cooperating teacher & Faculty Supervisor identify areas for growth with the Student Teacher.
- The Faculty Supervisor discusses the situation with the Director of Field Experience.
- The Student Teacher, Faculty Advisor, and Cooperating Teacher complete the Developmental Review Form, outlining areas of concern and goals for improvement.
- Please make certain that the Principal is informed if it appears that it will be necessary to implement a Developmental Review process.
- The Developmental Review Form is FAXED (727 - 0942) to the Field Experience office for review & for formal approval of additional supervisory support to the Student Teacher in the spring term.
- The Faculty Supervisor conducts visitations & provides weekly reports so growth areas and strategies are clearly identified and reviewed on an ongoing basis. The Cooperating Teacher provides ongoing mentoring and feedback to the Student Teacher and Faculty Supervisor.
- If despite the intervention of a Developmental Review, all parties feel consultation with a third party may be helpful, contact the Director of Field Experience.

Although it is crucial to focus on positive aspects of a student teaching placement, and provide the Student Teacher with ongoing assistance, it is equally critical to provide honest feedback. If general suitability for teaching is questioned, it is important that the appropriate support and outplacement counselling is arranged as soon as possible.

Consult the Field Experience office regarding any questions.

If, in the opinion of the Cooperating Teacher & Faculty Supervisor, a student teacher would benefit with additional support from the outset during the next student teaching placement, it is essential that this recommendation, along with specific areas for growth, are included in the Final Report.



FORM #4 DEVELOPMENTAL REVIEW

Student Teacher: _____

Date: _____

Cooperating Teacher: _____

Grade/Subject: _____

Faculty Advisor: _____

School: _____

This form may be used to identify areas of concern and corrective measures that must be taken in order to complete the student teaching placement successfully.

Areas(s) of Concern:

Goals for Improvement:

Reassessment Date:

White Copy – Student Teacher
Yellow Copy – Field Experience Office
Pink Copy – Cooperating Teacher

Student: _____
Cooperating Teacher: _____
Faculty Advisor: _____

Lesson Plan Formats

There are a variety of lesson plan formats available. It is recommended that P.E.N.T. students gain experience with a number of these and then select the appropriate format to match a specific lesson. Formats should reflect current teaching practices.

One or more formats will be presented in the course 03:351 Instructional Methods. Other formats are outlined in *Success For All Learners* pages 2.13, 2.19, and 6.93.

All lessons should include, as a minimum, the following:

- ! A stated learning outcome
- ! Appropriate activating activities
- ! Acquiring activities
- ! Applying activities
- ! Closure
- ! Method of evaluating student learning

Unit Plan Format

The following unit plan is recommended. It should be used in conjunction with unit planning strategies included with curriculum guides. Check with P.E.N.T. staff if you would like to use another format. It is recommended that you enlarge this format to legal or 11 X 17 size before writing your plan.

UNIT PLAN OVERVIEW

Subject or Theme:

School:

Grade:

Date Started:

Date Completed:

Student Teacher:

Cooperating Teacher Approval:

CURRICULUM OUTCOMES	CONTENT	STRATEGIES for DIFFERENTIATED INSTRUCTION	RESOURCES	LEARNING ASSESSMENT

REFLECTIVE COMMENTS

1. What was successful about your teaching? Why?

2. What would you do differently next time? Why?

3. How did you help students to:

a) think critically

b) be creative

c) solve problems

d) act cooperatively

4. Comments from cooperating teacher:

Co-operating Teacher Signature

Lesson/Topic Plan

Course	Unit	Date
Learning Outcomes		
Assessment: How will you measure whether learning outcome was achieved?		
Activating Strategies: Preparing for Learning How will students activate and extend prior knowledge and make connections what they know and what they will learn?		
Acquiring Strategies: Integrating and Processing Learning How will students acquire new information or processes?		
Applying Strategies: Consolidating Learning How will students apply, consolidate, or extend the information or processes?		
Different Ways of Learning: What are the areas of engagement in this lesson (e.g., learning styles, thinking styles, and multiple intelligences)?		

Chapter 2: Planning for Diversity

Lesson/Topic Plan

Example

Course	The Centennial	Unit	1	Date	Jan. 30/98
Learning Outcomes	- Sing song "One Hundred Years." - Compare + contrast past + present re: transportation, communication, roles, education,				
Assessment	- Participation - Lyric writing - Present interview to class.				
Connection to Last Lesson	Continuing Centennial theme.				
Flexible Grouping	Groups each take a verse and compare and contrast ideas in verse re: past + present.				
Activating Strategies: Preparing for Learning	How will students activate and extend prior knowledge and make connections with what they know and what they will learn? K - what they already know. W - what they want to know. L - share what they learned with other groups				
Acquiring Strategies: Integrating and Processing Learning	How will students acquire new information or processes? Interview a pioneer + bring information				
Applying Strategies: Consolidating Learning	How will students apply, consolidate, or extend the information or processes? Perform the song. Add new lyrics to song using Develop art lesson. information gathered in interview				
Learning Resources	- Song "One Hundred Years" - Pioneer Interviewed. - Internet or books.				
Different Ways of Learning:	What are the areas of engagement in this lesson (e.g., learning styles, thinking styles, and multiple intelligences)? Think, Pair + Share - 1. music 2. language arts 3. social studies 4. Interpersonal 5. Intrapersonal - writing lyrics 6. Art - drawing of 1 verse. 7. Drama -				

Topic Plan

Course	Unit	Plan No.
Instructional Strategies		
Activating Strategies (Students find out what they already know)	Acquiring Strategies (Content is presented and students process new information)	
<div style="position: relative; height: 150px;"> <div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; border: 1px solid black; border-radius: 50%; text-align: center; line-height: 150px;"> Topic </div> </div>		
Assessment Formative: Summative:	Applying Strategies (Students may reformulate and extend their learning)	
Learning Resources (including Multimedia)		
Foundation Words	Essential Words	

Topic Plan: Used by permission of Lynda Matchullis and Bette Mueller, Nellie McClung Collegiate, Pembina Valley S.D. No. 27.

Topic Plan (Sample)

Example

Course Biology 30S		Unit Energy for Life Processes	Plan No. 2
Instructional Strategies			
Activating Strategies (Students find out what they already know) Enzymes have been previously introduced a) LINK prior knowledge – students react to a demonstration of enzymes (fresh and canned pineapple on gelatin) – discussion of enzymes bromelin and papain – apply to meat tenderizers Learning Outcomes 3.21 – 3.26 – emphasis on what affects enzymes <u>in the body</u>		Acquiring Strategies (Content is presented and students process new information) a) Theory on how enzymes work – lecture and <u>give notes</u> – break up lecture with <u>2 journal entries</u> (middle and end) and share using <u>Listen – Think – Pair – Share</u> strategy Topics: Why do humans need enzymes? How do enzymes work? b) Factors affecting enzymes – do a <u>Microscale Lab</u> on pH – prepare <u>lab report outline</u> as lab proceeds (1 per pair) – do a <u>formal lab report</u> (indiv.) – discuss role of buffers and give notes on pH and buffers	
Assessment Formative: journal entries, lab report outline, LINK Summative: concept frame, formal lab report, quiz		Applying Strategies (Students may reformulate and extend their learning) a) individuals do a <u>Concept Frame</u> on enzymes b) students work on a <u>CAI</u> program	
Learning Resources (including Multimedia) a) Microscale Lab “Natural Indicators” in “Microscale Chemistry” b) CAI (computer assisted instruction)			
Foundation Words activation energy acid base neutral chemical reaction		buffer denature catalyst substrate	Essential Words enzymes

Topic Plan: Used by permission of Lynda Matchullis and Bette Mueller, Nellie McClung Collegiate, Pembina Valley S.D. No. 27.

Check List for a Unit Plan

- ☐ 1. Does your unit fit in with the curriculum guides for your grade and subject area?
- ☐ 2. Is the unit rationale stated clearly?
- ☐ 3. Is the topic well defended by the rationale?
- ☐ 4. Do the sub-topics have an orderly sequence based on some sort of logic i.e. simple to complex, early to now?
- ☐ 5. Does your unit have clear goals? What will your pupils have learned upon completion of the unit?
- ☐ 6. Is there a variety of activities?
- ☐ 7. Do the activities clearly help to achieve the unit goals?
- ☐ 8. Is there a precise method for evaluating the achievement of each objective?
- ☐ 9. Do your included lesson plans fit appropriately into your long term unit plan?
- ☐ 10. Do your lesson objectives come directly from your unit goals?

PART VI P.E.N.T. STUDENT AWARDS (on behalf of PENT Advisory)**AWARDS IN 1988**

Graduate with highest Grade Point Average (\$100.00).....	Larry Chartrand
Highest G.P.A. after 63 cr. hrs. (\$50.00).....	Lillian DeLaFuente
Highest G.P.A. after 63 credit hours (\$50.00).....	Wanda Einarson
Highest G.P.A. after 27 cr. hrs. (\$50.00).....	Karen McGillivray

AWARDS IN 1989

Graduate with highest Grade Point Average (\$100.00).....	Bernice Einarsson
Highest G.P.A. after 63 cr. hrs. (\$50.00).....	Patricia Barrow
Highest G.P.A. after 27 cr. hrs. (\$50.00).....	Lorna Munro

AWARDS IN 1990

Graduate with highest Grade Point Average (\$100.00).....	Wanda Einarson
Highest G.P.A. after 75 cr. hrs. (\$50.00).....	Rene Roulette
Highest G.P.A. after 39 cr. hrs. (\$50.00).....	Andrew Spence

AWARDS IN 1991

Graduate with highest Grade Point Average (\$100.00).....	Debra Derksen
Highest GPA after 63-78 cr. hrs. (\$50.00)	Lorna Munro
Highest GPA after 27-42 cr. hrs. (\$50.00)	Raymond McLean

AWARDS IN 1992

Graduate with highest Grade Point Average (\$100.00).....	Lorna Munro
Highest GPA after 63-78 cr. hrs. (\$50.00)	Lorraine McKay
Highest GPA after 27-42 cr. hrs. (\$50.00)	Delores Beaulieu

AWARDS IN 1993

Graduate with highest Grade Point Average (\$100.00).....	Andrew Spence
Highest GPA after 63-78 cr. hrs. (\$50.00)	Muriel Beardy
Highest GPA after 27-42 cr. hrs. (\$50.00)	Mary Anne Iahtail
Highest GPA after 27-42 cr. hrs. (\$50.00)	Mary Jane Okimaw

AWARDS IN 1994

Graduate with Highest Grade Point Average (\$100.00).....	Lorraine McKay
Highest GPA after 63-78 cr. hrs. (\$75.00)	Jean Malcolm
Highest GPA after 27-42 cr. hrs. (\$50.00)	Randy Strong

AWARDS IN 1995

Graduate with highest Grade Point Average (\$100.00).....	Rick McCorrister
Highest GPA after 63-78 cr. hrs. (\$75.00)	Brenda Desjarlais
Highest GPA after 27-42 cr. hrs.(\$50.00)	Carrie Sutherland

PART VI P.E.N.T. STUDENT AWARDS (Continued)**AWARDS IN 1996**

Graduate with highest Grade Point Average (\$100.00).....Carrie Sutherland
Highest GPA after 63 - 78 cr. hrs. (\$75.00).....Randy Strong
Second Highest GPA after 63 - 78 cr. hrs. (\$75.00)..... Ernest Lavallee
Highest GPA after 27-42 cr. hrs. (\$50.00)..... Ernestine Huhtala

AWARDS IN 1997

Graduate with highest Grade Point Average (\$100.00).....Randy Strong
Highest GPA after 63 - 78 cr. hrs. (\$75.00).....Tracy Patchenose
Highest GPA after 27- 42 cr. hrs. (\$50.00).....Kevin Nabess

AWARDS IN 1998

Graduate with highest Grade Point Average (\$100.00)..... Colleen West
Highest GPA after 63 - 78 credit hours (\$75.00)..... Viola Bittern
Highest GPA after 27 - 42 credit hours (\$50.00)..... Shirley Monias

AWARDS IN 1999

Graduate with highest Grade Point Average (\$100.00)..... Ernestine Huhtala
Highest GPA after 63 credit hours (\$75.00)Kevin Nabess
Highest GPA after 27 credit hours (\$50.00) Roy Folster

AWARDS IN 2000

Graduate with highest Grade Point Average (\$100.00)..... Matthew Houle
Highest GPA after 60 credit hours (\$75.00) Florence Thompson
Highest GPA after 24 credit hours (\$50.00)Laura Racette

AWARDS IN 2001

Graduate with highest Grade Point Average (\$100.00).....Kevin Nabess
Highest GPA after 70 credit hours (\$75.00) Jessie Beardy
Highest GPA after 70 credit hours (\$75.00) Cheryl Montgomery
Highest GPA after 24 credit hours (\$50.00) Yvette McIvor

AWARDS IN 2002

Graduate with highest Grade Point Average (\$100.00)..... Florence Thompson
Highest GPA after 71 credit hours (\$75.00) Shirley Monias
Highest GPA after 33 credit hours (\$50.00) Angeleen Nice

AWARDS IN 2003

Graduate with highest Grade Point Average (\$100.00)..... Cheryl Montgomery
Highest GPA after 71 credit hours (\$75.00)Laura Racette
Highest GPA after 33 credit hours (\$50.00) Jacqueline Bercier

PART VI P.E.N.T. STUDENT AWARDS (Continued)**AWARDS IN 2004**

Graduate with highest Grade Point Average (\$100.00).....	No Graduation
Highest GPA after 71 credit hours (\$75.00).....	Glenda Halkett
Highest GPA after 33 credit hours (\$50.00).....	Jacqueline Bercier

AWARDS IN 2005

Graduate with highest Grade Point Average (\$100.00).....	Celina Dumas
Highest GPA after 71 credit hours (\$75.00).....	Jacqueline Bercier
Highest GPA after 33 credit hours (\$50.00).....	Marie Richard

AWARDS IN 2006

Graduate with highest Grade Point Average (\$100.00).....	Glenda Halkett
Highest GPA after 71 credit hours (\$75.00).....	Lisa Flatfoot
Highest GPA after 33 credit hours (\$50.00).....	Kenny Parenteau

AWARDS IN 2007

Graduate with highest Grade Point Average (\$100.00).....	Gelene Chastellaine
Highest GPA after 71 credit hours (\$75.00).....	Marie Richard
Highest GPA after 33 credit hours (\$50.00).....	Christina Sutherland
PENT Field Experience Award (\$50.00).....	Brenda Stoneman

AWARDS IN 2008

Graduate with highest Grade Point Average (\$100.00).....	Jacqueline Bercier
Highest GPA after 71 credit hours (\$75.00).....	Brent Moosetall
Highest GPA after 33 credit hours (\$50.00).....	Audrey Courchene

AWARDS IN 2009

Graduate with highest Grade Point Average (\$100.00).....	Marie Richard-Soltis
Highest GPA after 71 credit hours (\$75.00).....	Nicole Myers
Highest GPA after 33 credit hours (\$50.00).....	Leighanne Ravenek

AWARDS IN 2010

Graduate with highest Grade Point Average (\$100.00).....	Isabel Desjarlais
Highest GPA after 90 credit hours (\$75.00).....	Christina Sutherland
Highest GPA after 42 credit hours (\$50.00).....	Darren Sinclair

AWARDS IN 2011

Graduate with highest Grade Point Average (\$100.00)..... Christina Sutherland
Highest GPA after 90 credit hours (\$75.00)Audrey Courchene
Highest GPA after 42 credit hours (\$50.00) Vanessa Zastre

AWARDS IN 2012

Graduate with highest Grade Point Average (\$100.00)..... Nicole Myers
Highest GPA after 90 credit hours (\$75.00)Audrey Courchene
Highest GPA after 42 credit hours (\$50.00)Harold Bird

AWARDS IN 2013

Graduate with highest Grade Point Average (\$100.00)..... Darren Sinclair
Highest GPA after 90 credit hours (\$75.00) Vanessa Zastre
Highest GPA after 42 credit hours (\$50.00)Harold Bird

AWARDS IN 2014

Graduate with highest Grade Point Average (\$100.00)..... Vanessa Zastre
Highest GPA after 90 credit hours (\$75.00) Kerry Muswagon
Highest GPA after 42 credit hours (\$50.00) Tina Bercier

AWARDS IN 2015

Graduate with highest Grade Point Average (\$100.00)..... Kerry Muswagon
Highest GPA after 90 credit hours (\$75.00) Harold Bird
Highest GPA after 42 credit hours (\$50.00)Rogerio Areias

AWARDS IN 2016

Graduate with highest Grade Point Average (\$100.00)..... Robert Kroeker
Highest GPA after 90 credit hours (\$75.00) Rhonda Nemez
Highest GPA after 42 credit hours (\$50.00)Rogerio Areias

AWARDS IN 2017

Graduate with highest Grade Point Average (\$100.00)..... Rhonda Nemez
Highest GPA after 90 credit hours (\$75.00)Rogerio Areias
Highest GPA after 42 credit hours (\$50.00)Brandon Dibiasi

AWARDS IN 2018

Highest GPA after 90 credit hours (\$75.00)Rogerio Areias
Highest GPA after 42 credit hours (\$50.00) Craig Hardisty
Highest GPA after 42 credit hours (\$50.00)Brandon Dibiasi

PART VII P.E.N.T. GRADUATES**GRADUATED IN 1975 (16 students)**

Lucy Baptiste	Ebb & Flow
Mary Bulczyk	Barrows
Nellie Cromarty	St. Theresa Point
Angela Eastman	Sandy Bay
Eliza Fiddler	Garden Hill
Nora Houle	Ebb & Flow
Thelma Meade	Wanipigow
Emma Monias	Wabowden
Gisele Morin	Brochet
Margaret Myers	Cormorant
Rita Paul	Lake Manitoba
Mildred Richard	Bloodvein
Alice Ross	Cross Lake
Elizabeth Roulette	Sandy Bay
Dolly Spence	Nelson House
Alma Wood	Nelson House

GRADUATED IN 1976 (11 students)

Victoria Dumas	South Indian Lake
Ernest Duncan	Norway House
Jack Fiddler	Garden Hill
Mildred Gould	Fairford
Mary Morrisseau	Crane River
Ruth Myron	Long Plain
Joyce Ouskun	South Indian Lake
Shirley Roulette	Sandy Bay
Virginia Roulette	Sandy Bay
Jennifer Sinclair	Cross Lake
Janet Thompson	Peguis

GRADUATED IN 1977 (15 students)

Bella Anderson	Fairford
Maxine Anderson	Fairford
Marilyn Beaulieu	Sandy Bay
Nellie Cook	Pelican Rapids
Eleanor Elk	Griswold
Ester Flett	Split Lake

Graduated in 1977 (continued)

Velma Kematch	Pelican Rapids
Annabelle McCorrister	Peguis
Dorothy McKay	Erickson
Brenda Nelson	Roseau River
Jenny Paupanekis	Norway House
Eileen Roulette	Sandy Bay
Bella Sinclair	Pukatawagan
Emily Spence	Nelson House
Marilyn Spence	Sandy Bay

GRADUATED IN 1978 (11 students)

Dora Anderson	Norway House
Lorna Anderson	Norway House
Nelson Catcheway	Waterhen
Caroline Davis	Ebb & Flow
Mary Halcrow	Cross Lake
Frankie Harper	Waasagomach Bay (deceased)
Linda McKay	Grand Rapids
Vera Mitchell	Poplar River
Charles Monias	St. Theresa Point
Verna Perreault	Eagle River, Ont.
Margaret Simmons	Duck Bay

GRADUATED IN 1979 (24 students)

Marlene Apetagon	Norway House
Maggie Ballantyne	Moose Lake
Stella Beacham	Bloodvein
Patsy Bercier	Moose Lake
Marion Blackbird	Elphinstone
Margaret Bonner	South Indian Lake
Marybelle Bourassa	Pelican Rapids
Edith Carlson	Matheson Island
Lena Cote	Waywayseecappo
Arnold Dysart	South Indian Lake
Rose Essie	Sioux Valley
Wanda Fontaine	Fort Alexander
Elizabeth Genaille	Duck Bay
Hazel Hunter	Ebb & Flow
Ann-Marie Leperre	Waterhen

Graduated in 1979 (continued)

Betsy Mazawasicuna	Oak Lake
Tony Myran	Long Plain
Rosalie Nabess.....	Cross Lake
Mary Okemow	God's Lake Narrows
Tina Olsen	East Selkirk
Maggie Saunders	Norway House
Agnes Shorting	Little Saskatchewan
Doreen Wood.....	Wanipigow
Lorraine Yanciw	Ilford

GRADUATED IN 1980 (8 students)

Linda Bushie.....	Wanipigow
Franklin Courchene	Fort Alexander
Matthew Mason	St. Theresa Point
Margaret Nepinak	Waterhen
Linda Richard	Sandy Bay
Annette Ross.....	Cross Lake
Priscilla Ross	Cross Lake
Gertrude Sumner.....	Lake St. Martin

GRADUATED IN 1981 (3 students)

Myra Ballantyne	Grand Rapids
Violet McKay	Cross Lake
Bernadette Nepinak	Camperville

GRADUATED IN 1982 (7 students)

Marlene Campbell	Waterhen
Mary Harper	St. Theresa Point
Marilyn Harry	Little Black River
Marguerite McKay	Cross Lake
Christine Massan	Churchill
Ernest Monias	Wheatlands
Jean Prince.....	Long Plain

GRADUATED IN 1983 (8 students)

Florence Benson	Wabowden
Theresa Fontaine.....	Fort Alexander
Myrtle Fourre.....	Wabowden
Joan Gott.....	Pelican Rapids
Madeline Little	Garden Hill
Peter McKay	Cross Lake
Marillia Spence.....	Sandy Bay
Betsy Wolanski.....	Wabowden

GRADUATED IN 1984 (11 students)

Myrtle Anderson	Fairford
Hubert Hart.....	Norway House
Delores Houle.....	Ebb & Flow
Joan Hudson	Peguis
Rubina Kitchekeesik.....	Split Lake
Vivian Ladouceur	Cormorant
Kathleen McIvor	Cross Lake
Susan Maud	Ebb & Flow
Vera Mitchell.....	Poplar River
Theresa Nepinak.....	Skownan (Waterhen)
Clementine Spence	Peguis

GRADUATED IN 1985 (22 students)

Elsie Anderson	Norway House
Margaret Courchene	Fort Alexander
Shirley Ducharme.....	South Indian Lake
Isaac Edwards.....	Lake Manitoba
Barbara Ehman.....	Moose Lake
Cheryl Einarsson	Sherridon
Delores Fontaine	Fort Alexander
Theresa Fontaine	Fort Alexander
Wanda Fontaine.....	Fort Alexander
Mary Harper	St. Theresa Point
Agnes Kirkness	The Pas
Madeline Moore	Norway House
Ivan Muskego	Norway House
Leona Myran	Long Plain
Bella Pelletier	Duck Bay
Ann Poker.....	Norway House
Florine Prince	Long Plain
Donna Smoke	Dakota Plain
Marillia Spence	Sandy Bay
Jennie Tait	Nelson House
Lena Whiteway	Berens River
Ruth Woodhouse	Fairford

GRADUATED IN 1986 (20 students)

Sharon Beaulieu.....	Sandy Bay
Freda Campbell	Skownan (Waterhen)
Robert Chartrand	Winnipeg
Florence Cook	Grand Rapids
Wanda Courchene.....	Fort Alexander
Margaret Duncan	Norway House
Elmer Everett.....	Berens River
Lena Guimond	Fort Alexander
Wanda Hudson	Berens River
Paulette Lea	Pine Dock
Darlene Miller	Norway House
Beatrice Missyabit	Lake Manitoba
Sydney Muskego	Nelson House
Margaret Osborne	Norway House
Bella Pelletier	Duck Bay
Marilyn Randall.....	Gillam
Elizabeth Sinclair.....	Norway House
Lillian Wood.....	St. Theresa Point
Stella Young	The Pas
Olivia Hall	Sioux Valley

GRADUATED IN 1987 (7 students)

Angela Eastman.....	Sandy Bay
Nadine Glennon.....	Gillam
Carl McCorrister.....	Peguis
David McDougall	St. Theresa Point
William McKay	Cross Lake
Lillian Queen	Cranberry Portage
Norma Sanderson	Grand Rapids

GRADUATED IN 1988 (12 students)

Yvonne Barker.....	Wanipigow
Marilyn Beaulieu	Sandy Bay
Colleen Boyer	St. Eustache
Karen Bunn.....	Fort Alexander

Graduated in 1988 (continued)

Larry Chartrand	Waterhen
Lina Isfeld.....	Amaranth
Elsie Martin	Moose Lake
Margaret Monias.....	Wabowden
Leona Myran	Long Plain
Brenda Spence	Barrows
Margaret Spence	Cross Lake
Virginia Thomas (BGS).....	Bloodvein

GRADUATED IN 1989 (15 students)

Lorna Apetagon	Norway House
David Bonner	Nelson House
Phyllis Bonner	Nelson House
Colleen Clearsky	Waywayseecappo
Lena Cote	Waywayseecappo
Bernice Einarsson	Gypsumville
Lorraine Genaille	Cormorant
Cathy McEvoy	Selkirk
Arlene McLeod	Cross Lake
Connie Monkman	Lake Manitoba
Gwen Slaunwhite	Winnipeg
Audrey Soldier	Swan Lake
Marie Strong	Sandy Bay
Rose Thompson	Little Saskatchewan
Edith Turner	Cormorant

GRADUATED IN 1990 (18 students)

Sharon Bear	Peguis
Debra Beaulieu	Sandy Bay
Glen Burfoot	Winnipeg
Lynne Courchene	Fort Alexander
Valerie Courchene	Fort Alexander
Lillian De-La-Fuente	Toutes Aides (Waterhen)
Wanda Einarson	Grand Rapids
Nancy Everett	Berens River
Maggie Flett	The Pas
Lorraine Hart	Norway House
Sharon Johnston	Fort Alexander
Edith Lavallee	Crane River

Graduated in 1990 (continued)

Dana Mader	Wabowden
Janet McIvor	Split Lake
Mary Jane McKay	Cross Lake
Rosalind Muskego	Norway House
Elaine North	Ebb & Flow
Florine Prince	Long Plain

GRADUATED IN 1991 (18 students)

Byron Apetagon	Norway House
Marlene Apetagon	Norway House
Gertrude Ballantyne	Scanterbury
Myra Ballantyne	Grand Rapids
Patricia Barrow	Selkirk
Carol Blackbird	Waywayseecappo
James Bone.....	Elphinstone
Brenda Budge	Libau (Selkirk)
Jeannette Courchene.....	Fort Alexander
Debra Derksen.....	Moose Lake
Melvin George.....	Easterville
Angeline Parthenay	Ebb & Flow
Rene Roulette	Sandy Bay
Valerie Roulette.....	Sandy Bay
Irene Rupp	Bloodvein
Alma Sinclair.....	Berens River
David Swanson.....	Norway House
Virginia Thomas	Cross Lake

GRADUATED IN 1992 (19 students)

Dorothy Anderson	Fairford
Colleen Beaulieu	Sandy Bay
Valerie Guiboche.....	Duck Bay
Marita Halcrow	Cross Lake
Brenda Henry	Roseau River
Marlene Henry.....	Roseau River
Karen McGillivray	The Pas
Trina McKay	The Pas
Clifford Mousseau	Sandy Bay
Cynthia Nepinak	Waterhen
Maureen Parenteau	Duck Bay

Graduated in 1992 (continued)

Mary Roulette (AD)	Sandy Bay
Fred Sanderson	Duck Bay
Priscilla Saunders	Norway House
Beverly Sinclair	Fairford
Karen Tanner	Waywayseecappo
Shirley Thomas	Cross Lake
Brenda Turner	Birch River
Alistar Weenusk	Oxford House

GRADUATED IN 1993 (19 students)

Charles Beauchamp	Peguis
Lorette Bonner.....	Nelson House
Lena Bushie.....	Wanipigow
Cora Campeau.....	Pelican Rapids
Lorna Chippeway	Fort Alexander
Allan Cochrane.....	Fisher River
Albert Cook	Grand Rapids
Kathleen Desjarlais.....	Ebb & Flow
Judy Halcrow.....	Cross Lake
Cornelius Harper	St. Theresa Point
Christina Mariash	Winnipeg
Violet Lillian McKay	Cross Lake
Lorna Munro	Pelican Rapids
Katie Muskego	Cross Lake
William Muskego	Cross Lake
Bertha Ross	Cross Lake
Mary Roulette.....	Sandy Bay
Gloria Sinclair	Peguis
Andrew Spence	Crane River

GRADUATED IN 1994 (15 students)

Joan Assiniboine	Long Plain
Ursula Bruyere	Fort Alexander
Jessie Clemons	Thicket Portage
Raymond Flett.....	St. Theresa Point
Thelma Garrick	Cross Lake
Colleen Hall.....	Sioux Valley
Theresa Kirkness	Fisher River
Lorraine McKay	Wabowden

Graduated in 1994 (continued)

Margaret Nepinak.....	Waterhen
Florence Nice	Sherridon
Jenny Roulette.....	Sandy Bay
Susan Ryle.....	Lake St. Martin
Olive Sinclair.....	Peguis
Pamela Spence.....	Peguis
Cherie Wasteste.....	Birdtail Sioux

GRADUATED IN 1995 (15 students)

Muriel Beardy	Grand Rapids
Rubena Beardy	Split Lake
Delores Beaulieu	Sandy Bay
Rita Chartrand	Pine Creek
Katie Flett	Split Lake
Margaret Klyne	Easterville
Irma Lambert	Moose Lake
Gladys Ledoux	Waywayseecappo
Karen Leggett	Berens River
Rick McCorrister	Peguis
Hector Michelle	Cranberry Portage
Valerie Myers	Cormorant
Julie Sinclair	Little Saskatchewan
Debra Thompson	Peguis
Wilfred Wood	Oxford House

GRADUATED IN 1996 (17 students)

Ola Ballantyne	Moose Lake (deceased 1998)
Victoria Catcheway	Cross Lake (May 1996)
Theresa Courchene	Anicinabe, Pine Falls
Wayne Desjarlais	Ebb & Flow
Karen Everett	Berens River (May 1996)
Sheila Greene	Shoal Lake, ON
Gail Ledoux	Easterville
Frank McKay	Sioux Valley
Karen McKay	Pine Creek
Joyce Monias	Split Lake (deceased 2000)
Delores Okemow	God's River
Arlene Ross	Cross Lake
Marlene Roulette	Sandy Bay

Graduated in 1996 (continued)

Christina Sinclair	Fisher River
Albert Solomon	Fort Albany, ON
Carrie Sutherland	Peguis
Elijah Wesley	Kashechewan, ON

GRADUATED IN 1997 (27 students)

Rubina Beardy	Split Lake
Joanne Blackbird	Elphinstone
Colleen Chubb	Oxford House
Marellia Cote	Waywayseecappo
Jennifer Daniels	Sioux Valley
Brenda Desjarlais	Sandy Bay
Katherine Disbrowe (BGS)	Berens River
Jackie Everett	Berens River (Jan. 1997)
Ross Francois	Nelson House
Dolores Houle	Sandy Bay
Margaret Houle	Dauphin
Mary Anne Iahtail	Attawapiskat, ON
Vina Kirkness	Fisher River
Jean Malcolm	Ebb & Flow (May 1997)
Roxanna McKay	God's River
Virginia Moose	South Indian Lake
Arlene Mousseau	Ebb & Flow
Mary Jane Okimaw	Attawapiskat, ON
Glen Packo	Easterville
Shirley Paupanekis	Cross Lake
Florence Ross	Ebb & Flow
Bella Sinclair	Pukatawagan
Frances Van Weston	Norway House
Rosalie Thomas	Cross Lake
Elizabeth Williams	Kashechewan, ON
Ila Wilson	Norway House (May 1997)
Heather York	Norway House

GRADUATED IN 1998 (14 students)

Mary Anderson	Fairford
Jessie Ducharme	Norway House
Georgina Eastman	Sandy Bay
Ernest Lavallee	Cormorant

Graduated in 1998 (continued)

Barbara McLeod	Norway House
Diane Miness	Long Plain
Elise Morin	Cranberry Portage
Karen Mousseau	Sandy Bay
Norma Roulette	Sandy Bay
Garry Stevenson	Peguis (Jan 1998)
Randy Strong	Sandy Bay
Garry Swampy	Fort Alexander
Colleen West	Sandy Bay
Geraldine Whitford	Skownan (Waterhen)

GRADUATED IN 1999 (15 students)

Rosemary Anderson	Fairford (Jan 1999)
Patsy Bercier	The Pas
Paulette Blackbird	Valley River
Kathy Disbrowe.....	Berens River
Brenda Huhtala.....	Skownan, Waterhen
Ernestine Huhtala	Waterhen
Sandra Lambert	Moose Lake
Sandra Lavallee	Easterville
George Manningway	Peguis
John McLean	Little Saskatchewan
Cynthia Mosiondz	Wabowden (May 1999)
Lillian Okimaw	Attawapiskat, ON (Jan 1999)
Tracy Patchenose.....	Easterville
Minnie Williams.....	Kashechewan, ON
Myrtle Williams	Wanipigow

GRADUATED IN 2000 (10 students)

Lucy Bee	God's Lake Narrows (May 2000)
Audrey Blackbird	Elphinstone
Linda Eastman.....	Virden
Marybelle Genaille.....	Pelican Rapids
Sharon George.....	Easterville
Georgina Harper	Red Sucker Lake
Matthew Houle	Ebb & Flow
Sheri-Lee McIvor	Wabowden (May 2000)
Bernice Ross (nee Guiboche)	Grand Rapids
Denise Swampy.....	Fort Alexander

GRADUATED IN 2001 (19 students)

Audrey Bird.....	Little Black River
Viola Bittern.....	Berens River
Doris Buck.....	Moose Lake
Karen Chartier	Easterville
Karen Cook	Bloodvein
Casey Courchene.....	Pine Falls
Kelvin Fontaine	Pine Falls (Jan 2001)
Valeda Harper	Red Sucker Lake
Nerry Hill	God's Lake Narrows (Jan 2001)
Sharon Jackson.....	Lake St. Martin
Bernice Lavallee.....	Easterville
Bertha Mason	God's Lake Narrows
Evelyn Mason.....	Poplar River
Ian McDougall.....	St. Theresa Point

GRADUATED IN 2001 (continued)

Kevin Nabess.....	Cormorant
Audrey North	Oxford House
Morris Pelletier.....	Sandy Bay
Yvonne Prince	Portage La Prairie
Charlotte Wavey.....	Fox Lake

GRADUATED IN 2002 (12 students)

Leona Andrews	God's Lake Narrows
Claude Boulanger	Berens River
Corrine Campbell	Moose Lake
Marilyn Catcheway	Cross Lake
Debbie Gaywish	Erickson
Carol Guimond	Pine Falls (Sagkeeng)
Angie McLeod.....	Cross Lake
Clara Monias	Garden Hill
Talbot Nazzie	God's Lake Narrows
Garry Settee.....	Cross Lake
Florence Thompson.....	Pine Creek
Yvonne Young	Bloodvein

GRADUATED IN 2003 (15 students)

Jessie Beardy	Garden Hill
Nora Beardy	Garden Hill (deceased Dec. 12, 2003)
Louise Cameron	Swan Lake
Quincy Courchene	Pine Falls (Sagkeeng)
Debbie Harper	St. Theresa Point
Flora Knight	Cranberry Portage/Norway House
Bernice Ledoux	Sioux Valley
Charlene McKay	Sandy Bay
Keith McKay	Cross Lake
Cheryl Montgomery	South Indian Lake
Wanda Moosetail.....	Pine Creek
Sheldon Stevenson	Birch River
Rina Wajuntah.....	Virden
JoAnna Wilson	Waywayseecappo
Merilyn Wood	God's Lake Narrows

GRADUATED IN 2004 (3 students)

Brenda Blacksmith	Gillam (February 2004)
Gail Lakatos	Ginew (February 2004)
Charlene Leask	Pelican Rapids (February 2004)

GRADUATED IN 2005 (7 students)

Celina Dumas	South Indian Lake
Eddie Harper	Red Sucker Lake
Shirley Monias	Garden Hill
Dodi Starr	Sandy Bay
Blake Symons	Split Lake
Joseph Taylor	St. Theresa Point
Harold Wuttke	Garden Hill

GRADUATED IN 2006 (11 students)

Douglas Barkman	Garden Hill
Eliza Chubb	Oxford House
Dean Govereau	Fisher River
Glenda Halkett	Brochet
Angeleen Matheson	Cold Lake
Yvette McIvor	Wabowden
Eliza McKay	God's River
Germaine Oudie	Waywayseecappo
Laura Racette	Sandy Bay
Shauna (Thompson) McAuley	Ebb & Flow
Faith Wilson	Cross Lake

GRADUATED IN 2007 (10 students)

Pamela Boulanger	Berens River
Gelene Chastellaine	Cranberry Portage
Anita Duncan	Norway House
Sandra Flett-Baptiste	Ebb & Flow
Nadine Hart-El Kadri	Churchill
Lorraine Hudson	Poplar River
Priscilla Ross	God's River
Roxanne Stevenson	Peguis
Brenda Stoneman	Grand Rapids
Anita Sutherland	Peguis

GRADUATED IN 2008 (15)

Roy Bittern	Poplar River
Ruth Bruce	Poplar River
Georgette Clarke	Norway House
Oliver Dysart	South Indian Lake
Lisa Flatfoot	Pine Creek
Veronica Knight	Cranberry Portage
Darcy Malcolm	Ebb & Flow
Brenda Manningway	Peguis
Yvette Miles	Shamattawa
Connie Monias	Red Sucker Lake
Donna Mousseau	Sandy Bay

GRADUATED IN 2008 (continued)

Clifford Munroe.....	Oxford House
Wanda Munroe	Oxford House
Loretta Ross.....	Winnipeg/Ontario
Deborah Wood.....	St. Theresa Point

GRADUATED IN 2009 (13)

Dwight Bercier	Moose Lake
Jacqueline Bercier.....	Selkirk, Manitoba
David Campbell.....	Lynn Lake
Audrey A. Courchene	God's River
Salina Lambert.....	Moose Lake
Elaine Malcolm.....	Ebb & Flow
Glen McAuley	Ebb & Flow
Raymond Mink.....	Chemawawin
Marie Raven	Bloodvein
Kenny Parenteau.....	Duck Bay
Lisa Stevenson.....	Peguis
Clifford Traverse	Kinonjeoshtegon (Jackhead)
Georgina Turner	Grand Rapids

GRADUATED IN 2010 (11)

Leona Catcheway	Skownan
Isabel Desjarlais.....	Kinosota
Frank Gott.....	Pelican Rapids
Diana Harper.....	Garden Hill
Anthony Keeper.....	Cross Lake
Ryan McCorrister	Peguis
Reginald McKay	Cross Lake
Marie Richard-Soltis.....	Camperville
Denise Sutherland	Peguis
Walter Wilson	Peguis
Susan Wood	Garden Hill

GRADUATED IN 2011 (17)

Cory Blackbird	Elphinstone
Glenda Buck	Moose Lake
Virgil Bunn	Sioux Valley
Gabrielle Cote	Waywayseecappo
Nora Grieves	Oxford House
Chris J. Harper	St. Theresa Point
Andrea MacIvor	Cross Lake
Crystal Manningway	Peguis
Cecilia Mason	St. Theresa Point
Mary Merasty	Garden Hill
Esther Monias	Garden Hill
Brent Moosetail	Pine Creek
Lydia Smith	Cross Lake
Jennifer Spence	Fisher River
Christina Sutherland	Poplar River
Stanford Sutherland	Peguis
Elaine Young-Ross	Opaskawayak

GRADUATED IN 2012 (17)

Jennifer Alcock	Gillam
Linda Bighetty	Pukatawagan
Robert Castel	Pukatawagan
Jodean Colomb	Pukatawagan
Melissa Houle	Easterville
Diana Hudson	Berens River
David Johnston	Peguis
Kurt Mason	Garden Hill
Nicole Myers	Cormorant Lake
Ward Pratt	Sioux Valley
Kim Sinclair	Peguis
Simon Starr	Easterville
Tobi Straker	Norway House
William Stevens	Peguis
Mervin Thompson	Ebb & Flow
Tricia Travers	Kinonjeoshtegon
Allan Ward	Matheson Island

GRADUATED IN 2013 (21)

Elaine Beaulieu	Ebb & Flow
Audrey Courchene	Little Black River
Amanda Dubien	Berens River
April Dumas	Pukatawagan
Barbara Eastman	Canupawakpa
Sherry Flett	Garden Hill
Tammy Flett	Norway House
Margaret Hallett	Peguis
Cecilia Harper	Red Sucker Lake
Angela Hood	Berens River
Maxine Houle	Ebb & Flow
Sylvia Houle	Ebb & Flow
Sharon Johnston	Cranberry Portage
Krystal Karetak	Norway House
Audrey Mason	Garden Hill
Louisa Munsters	Moose Lake
Leighanne Ravenek	Leaf Rapids
Martha St. Paul	Ebb & Flow
Anthony Seymour	Wanipigow
Darren Sinclair	Fisher River
Rosita Wasicuna	Sioux Valley

GRADUATED IN 2014 (29)

Courtney Baptiste	Ebb & Flow
Angie Beaulieu	Ebb & Flow
Ashley Berg	Churchill
Bodeana Boulette	Wanipigow
Laura Brandon	Waywayseecappo
Colleen Bruce	Berens River
Patrick Desjarlais	Ebb & Flow
Priscilla Desjarlais	Ebb & Flow
Kristen Everett	Berens River
Shianne Everett	Berens River
Delvin Franklin	Poplar River
Donnie Grieves	Oxford House
Travis Grieves	Oxford House
Pamela Grieves	Oxford House
Jarrett Houle	Ebb & Flow
Crissy Huhtala	Keeseekoowenin/Waterhen
Crystal Ironstand	Valley River
Jacqueline Kerzel	Cross Lake
Chris Longclaws	Long Plains
Richard Mancheese	Valley River

GRADUATED IN 2014 (continued)

Anna McGillivary-Spence	Opaskwayak
Christina Munroe	Bloodvein
Cheryl Nicole Muswagon	Cross Lake
Dora Muswagon.....	Norway House
Daynon Pratt	Sioux Valley
April Roudani	Cross Lake
Mandy Thompson	Ebb & Flow
Miles Whitecloud.....	Sioux Valley
Vanessa Zastre	Barrows

GRADUATED IN 2015 (10)

Roland Beardy	Grand Rapids
Selma Bignell.....	Little Black River
Tyson Buskell	Brandon
Sherelle (Weenusk)Day	Oxford House
Zacharias Day	Oxford House
Fanny Hart	Pukatawagan
Kerry Muswagon	Cross Lake
Ernestine Okemow.....	God's River
Darrin Ross	Cross Lake
Victoria Ross.....	Cross Lake

GRADUATED IN 2016 (7)

Victoria Batenchuk	Poplar River
Gertrude Bear.....	Pukatawagan
Ardele Beardy	Gypsumville
Harold Bird	Little Black River
Robert Kroeker	Green Lake, SK
Debra Lee Richard	Sandy Bay
Shawntel Roehl	Bloodvein

GRADUATED IN 2017 (12)

Jennifer Bercier	God's Lake Narrows
Tina Bercier	Moose Lake
Rae Lynn Brook.....	Laurier
Lawrel Budd	Poplar River
Beverly Rhonda Cameron.....	Swan Lake
Jessica George.....	Easterville
Robert Hamilton	Long Plains
Marie Henry	Roseau River

GRADUATED IN 2017 (continued)

Melissa Klassen	Russell
Sherisse McKay	Sioux Valley
Rhonda Nemez	Russell
Margaret Robinson	Cross Lake

Total: 606 Graduates