2025

Locally Developed Curricula

School-Initiated Courses and Student-Initiated Projects

Manitoba

LAND TREATY ACKNOWLEDGEMENT

We recognize that Manitoba is on Treaty 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishininewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, the Inuit, and the Métis in the spirit of truth, reconciliation, and collaboration.

Locally Developed Curricula

School-Initiated Courses and Student-Initiated Projects

2025

Manitoba Education and Early Childhood Learning

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student-initiated projects (2025)

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Schools are encouraged to share this resource with parents, guardians, and communities, as appropriate.

Any websites referenced in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

This resource is available on the Manitoba Education and Early Childhood Learning website at www.edu.gov.mb.ca/k12/policy/sics_sips.html.

Websites are subject to change without notice.

Disponible en français.

Une ressource pour le programme d’immersion française et une ressource pour le programme français sont également disponibles.

Available in alternate formats upon request.

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INTRODUCTION

Purpose

The purpose of *Locally Developed Curricula: School-Initiated Courses and Student-Initiated Projects* is to

- provide background information regarding school-initiated courses (SICs) and student-initiated projects (SIPs)
- define locally developed curricula: SICs and SIPs
- specify the roles and responsibilities of the school, adult learning centre, school division/district, Manitoba Education and Early Childhood Learning, and Manitoba Advanced Education and Training
- specify SIC and SIP requirements with respect to
  - registration procedures
  - the Senior Years credit system
  - graduation requirements
  - Senior Years course designation
  - Senior Years course numbering
  - reporting of student marks
  - SIC and SIP development, including
    - design
    - instruction/supervised learning
    - SIC and SIP evaluation

Rationale

SICs and SIPs have been part of Manitoba's educational system since 1975. Over the years, changes have been made in the number of possible courses and projects that students may use as credit for high school graduation, and in the process for approval and registration of these local courses and projects.

Department policy reflects the mandatory status of curriculum; that is, where the department has developed curriculum in a particular subject area or course, these curriculum documents must form the basis of instruction in Kindergarten to Grade 12 schools, including summer schools. Where there is no departmentally developed curriculum, schools or adult learning centres (ALCs) may choose to offer a curriculum that is locally developed. If a school, school division/district, or ALC develops a SIC to meet local needs, the SIC must be a minimum of 50 per cent different from the existing department curriculum.

Definitions

Locally developed curricula include the following:

- *School-Initiated Courses (SICs):* These are courses developed by the professional staff of a school, school division/district, or ALC to meet local needs. These courses must meet the requirements established by Manitoba Education and Early Childhood Learning and/or by Manitoba Advanced Education and Training, and they may not replace department-developed or department-approved curricula. They are approved by the local school division/district or ALC and registered every year by Manitoba Education and Early Childhood Learning (Senior Years SICs) and by Manitoba Advanced Education and Training (ALCs). Opportunities are provided for the sharing of SICs among schools, school division/district, and ALCs across the province.
- *Student-Initiated Projects (SIPs):* These are projects initiated by a student in areas of special interest not provided in the Senior Years. Such projects must be initiated and written by the student with the assistance or guidance of the professional staff of the school, school division/district, or ALC. Student progress must be evaluated and credit granted for learning or growth experienced during the project. SIPs are not to be equated either with regular extracurricular school activities or with the regular activities of organized community groups. SIPs are approved locally (by the school division/district or ALC) and registered by the department in the same way as SICs are registered. These projects are individually developed and, therefore, are not shared across the province.
- *Community Service Student-Initiated Projects (CSSIPs) and Cultural Exploration Student-Initiated Projects (CESIPs):* Students in schools and ALCs can make a contribution to their community by volunteering for worthwhile causes or organizations, or by participating in cultural exploration activities. The knowledge, skills, and attitudes learned from such activities can increase a student's self-esteem and maturity, and provide more awareness of the needs of others in the community. Through such projects, high school and mature students may earn a credit toward a high school diploma. No departmental registration is required. To obtain the credit, students provide evidence of project completion by presenting written documentation for activities in which they participate outside the school system. More information, including guidelines and the parent/caregiver approval forms for these credits, is available in the Appendices and Forms sections at the end of this document.

ROLES AND RESPONSIBILITIES

For SICs and SIPs to be implemented successfully, various roles and responsibilities must be assumed by the school, the school division/district, the ALC, the ALC's educational partner (where applicable), and the department.

School

The school

- informs students, staff, and the school community of SIC and SIP options
- prepares an outline of the SIC/SIP (with student involvement in the case of SIPs, as required)
- obtains approval for the SIC/SIP from the principal and school division/district
- evaluates and revises the SIC/SIP design for those offered in subsequent years
- registers the student's mark with the department, Professional Certification and Student Records Unit

Adult Learning Centre

The ALC

- informs learners, staff, and the ALC community of SIC and SIP options
- prepares an outline of the SIC/SIP (with learner involvement in the case of SIPs, as required)
- obtains approval for the SIC/SIP from the ALC director and partner school division/district or post-secondary institution
- evaluates and revises the SIC/SIP design for those offered in subsequent years
- registers the learner's mark with the department, Professional Certification and Student Records Unit

School Division/District

The school division/district

- approves the SIC/SIP
- submits the SIC/SIP to the department's Student Achievement and Inclusion Division (English Program and Senior Years Technology Education Program) or Bureau de l'éducation française Division (Français Program and French Immersion Program)

Partner School Division/District or Post-Secondary Institution

The partner school division/district or post-secondary institution

- approves the SIC/SIP (in the case of an ALC affiliated with a post-secondary institution, the course should be approved by the Vice-President Academic or designate)
- submits the SIC/SIP to Manitoba Advanced Education and Training, Adult Learning and Literacy Branch

Manitoba Education and Early Childhood Learning

The Learning and Outcomes Branch of the Student Achievement and Inclusion Division for English Programs, or the Curriculum Development and Implementation Branch (Direction du développement et de l'implantation des programmes d'études) of Bureau de l'éducation française Division for French Programs

The department

- evaluates the submission, using established criteria
- notifies the school regarding the registration of the SIC/SIP submission
- maintains a registry of SIC/SIP submissions from Senior Years schools
- provides information on SIC/SIP development for the Senior Years requests
- supplies codes for reporting student marks to the the department, Professional Certification and Student Records Unit

Manitoba Advanced Education and Training

Adult Learning and Literacy Branch

The department

- evaluates the submission, using established criteria
- notifies the ALC regarding the registration of the SIC/SIP submission
- maintains a registry of SIC/SIP submissions from ALCs
- provides information on SIC/SIP development for ALC requests
- supplies codes for reporting student marks to the department's Professional Certification and Student Records Unit

See the Forms section at the end of this document for registration materials.

REQUIREMENTS FOR SICS AND SIPS

Course Designation for SICs and SIPs

All SICs and SIPs will be designated as General (G) courses and reported as such. The titles should indicate the nature of the learning experiences students will acquire through the courses or projects.

The *Subject Table Handbook* lists course codes and specific course designations to report SICs and SIPs. The *Subject Table Handbook* is available on the department's website.

Number of SIC and SIP Credits Allowed

A student may earn one (1) credit by undertaking and successfully completing a SIC or SIP designed for a minimum of 110 hours of instruction or supervised learning.

A student may earn one-half (0.5) credit by undertaking and successfully completing a SIC or SIP designed for a minimum of 55 hours of instruction or supervised learning.

The maximum number of SIC credits allowable in the calculation of a student's high school graduation credit requirements is eleven (11) credits (i.e., 11 credits across Grades 9 to 12).

The maximum number of SIP credits allowable in the calculation of a student's high school graduation credit requirements is three (3) credits (i.e., 3 credits across Grades 9 to 12).

The maximum number of SIC/SIP credits allowed for the Mature Student High School Diploma is four (4) SIC credits and two (2) SIP credits (in the calculation of a student's high school graduation credit requirements).[1]

SICs, SIPs, and Graduation Requirements

SICs and SIPs may not be used to meet compulsory graduation requirements, but may be used to meet optional graduation requirements.

1 For information related to mature student graduation requirements, see *Grades 9 to 12 Mature Student Graduation Requirements* at www.edu.gov.mb.ca/k12/docs/policy/mature/.

Reporting Student Marks

Student marks for SICs and SIPs are to be reported as percentage marks only to the department, Processional Certification and Student Records Unit.

The CSSIP and the CESIP do not require a percentage mark. Standing (S) is given for successful completion of the volunteer project and/or the cultural exploration project.

When reporting student achievement on school report cards, percentage marks should be supplemented with additional information, including teachers' anecdotal comments about student progress and achievement.

DESIGN OF SICS AND SIPS

SICs and SIPs are to be based on student learning outcomes identifying what students are expected to know and be able to do (knowledge, skills, and attitudes) with respect to the particular area of study.

SICs are developed by the professional staff of a school, school division/district, or ALC in order to meet particular community and student needs.

SIPs are developed by a student with staff guidance, as appropriate. Professional staff should provide information on the development of the project and guide the student in its design, implementation, and evaluation.

Course/Project Components

Submissions for registration of SICs and SIPs must include the following components. For a SIC/SIP design checklist, refer to Appendix A.

Rationale

- This is an explanation of the essential aim and underlying reasons and purposes for the particular area of study. The rationale will make clear how the course/project contributes to the overall education of the student. Principles or beliefs about the importance and value of the course/project content can be stated.

Student Learning Outcomes

- Student learning outcomes are concise descriptions of what students are expected to learn in terms of knowledge, skills, and attitudes in the course/project. Student learning outcomes are expressed as general learning outcomes and specific learning outcomes:
  - **General Learning Outcomes (GLOs):** Statements that identify what students are expected to know and be able to do on completion of the course/project.
  - **Specific Learning Outcomes (SLOs):** Statements that identify the component knowledge, skills, and attitudes that contribute to the GLOs. SLOs identify a range of contexts and the variety of dimensions of learning within the GLOs.
- Student learning outcomes in a SIC/SIP need to be
  - appropriate to the grade for which they are intended
  - appropriate to the course/project for which they are intended
  - easily understandable by students, parents/caregivers, educators, and community members
  - observable, measurable, and reportable to enable the appropriate connections to be made between and among teaching, learning, and assessment (They should be stated in such a way that it will be apparent when a student has met the student learning outcomes. Demonstrations of student learning can include a variety of tasks, such as projects, performance assessments, case studies, paper-and-pencil tests, and so on.)
  - capable of capturing the knowledge, skills, and attitudes expected of students
  - supportive of the use of a range of teaching, learning, and assessment strategies and approaches, as well as the use of a variety of learning resources

Content Outline and Time Allotments

- The major topics or themes of the course/project are identified. A suggested time allotment for each topic/theme is included in this component.

Learning Approaches and Strategies

- Please see the *Guiding Principles for the Design of Learning Experiences and Assessment Practices*. These principles provide guidance to all Manitoba educators as they design learning experiences and classroom assessments to strengthen, extend, and expand student learning. Learning approaches and strategies need to be appropriate to the targeted student learning outcome(s). For SIP submissions, the learner will identify the strategies to be used in meeting the learning outcomes.

Assessment Strategies

- Methods for assessing the achievement of student learning outcomes are described. A wide variety of assessment methods can be used (e.g., rubrics, observation, checklists, anecdotal records, projects, student self-assessment portfolios).

Learning Resources and Bibliography

- The major print, non-print, or other resources that will be used for the course/project are listed.

CONTACTS

Support to schools, school division/district, and ALCs relating to the information in this handbook is available by contacting the following:

Adult Learning and Literacy Branch
Manitoba Advanced Education and Training
403–1181 Portage Avenue
Winnipeg, MB R3G 0T3
Telephone: 204-945-8247
Toll-Free: 1-800-282-8069 (ext. 8247)
Email: all@gov.mb.ca

Curriculum Development and Implementation Branch
Bureau de l'éducation française Division
Manitoba Education and Early Childhood Learning
509–1181 Portage Avenue
Winnipeg, MB R3G 0T3
Telephone: 204-945-6916
Toll-Free: 1-800-282-8069 (ext. 6916)
Email: bef@gov.mb.ca

SIC Registration
Learning and Outcomes Branch
Manitoba Education and Early Childhood Learning
1577 Dublin Avenue
Winnipeg, MB R3E 3J5
Telephone: 204-945-3567
Toll-Free: 1-800-282-8069 (ext. 3567)
Email: remote.learning@gov.mb.ca

APPENDICES

Appendix A: School-Initiated Course/Student-Initiated Project Design Checklist

Appendix B: Guidelines for a Community Service Student-Initiated Project (CSSIP) Credit

Appendix C: Guidelines for a Cultural Exploration Student-Initiated Project (CESIP) Credit

APPENDIX A: School-Initiated Course/ Student-Initiated Project Design Checklist

1. **Rationale**
   - ☐ Does the SIC/SIP meet student and/or community needs?
   - ☐ Does the SIC/SIP differ significantly (more than 50 per cent) from the provincial curriculum?
   - ☐ Is the justification for the course/project provided?

2. **Student Learning Outcomes**
   - ☐ Are general learning outcomes (GLOs) and specific learning outcomes (SLOs) identified?
   - ☐ Do student learning outcomes include knowledge, skills, and attitudes?
   - ☐ Are the student learning outcomes clearly written?
   - ☐ Are the student learning outcomes achievable?
   - ☐ Are the student learning outcomes at least 50 per cent different than those existing in other department-developed curricula?

3. **Content Outline and Time Allotments**
   - ☐ Is the content appropriate for 110 hours (1 credit) or 55 hours (0.5 credit)?
   - ☐ Are the topics/themes clearly identified?
   - ☐ Are the suggested times allotted to each topic appropriate?

4. **Learning Approaches and Strategies**
   - ☐ Do the learning approaches and strategies facilitate student acquisition of the intended student learning outcomes?
   - ☐ Are the learning approaches and strategies varied?
   - ☐ Are the learning approaches and strategies appropriate to the Senior Years student or the adult learner?

5. **Assessment Strategies**
   - ☐ Are classroom-based assessment strategies varied?
   - ☐ Are the assessment methods appropriate?
   - ☐ Is there provision for ongoing feedback and continuous improvement to meet the student learning outcomes?

6. **Learning Resources and Bibliography**
   - ☐ Are relevant instructional resources identified and available?
   - ☐ Are the resources socially and culturally appropriate?
   - ☐ Are the learning resources suitable for the Senior Years student or the adult learner?
   - ☐ Do the resources support the learning approaches and strategies?

APPENDIX B: Guidelines for a Community Service Student-Initiated Project (CSSIP) Credit

Students can make a contribution by volunteering for worthwhile causes or organizations. The civic knowledge, skills, and attitudes obtained from such community service activity can increase a student's self-esteem and maturity and provide more awareness of the needs of others in the community. A credit may be available to a student who participates in such activity in the Senior Years for graduation purposes. **This credit does not require departmental registration**. To obtain the credit, students provide evidence of project completion by presenting written documentation of the activity in which they participate outside the school system.

Student: Roles and Responsibilities

To obtain a CSSIP credit, a student is required to do the following:

- Discuss this credit opportunity with their parent(s)/caregiver(s) and provide the school with a completed and signed copy of the *CSSIP Parent/Caregiver Approval Form*.
- Indicate to the school their intention to participate in a community service activity for the purpose of obtaining a CCSIP credit prior to commencing the activity and the start of the school semester.
- Indicate anticipated civic knowledge, skills, and attitudes to be gained as a result of the community service activity to determine whether the school will recognize the proposed community service activity for a CSSIP credit and the level of credit that will be recognized for that activity.
- Understand that, given that there is no formal course, course enrolment is not required.
- Participate in a community service activity a minimum of 110 hours for a full (1) credit or 55 hours for a one-half (0.5) credit and, together with the community organization or group, keep track of their hours.

- Understand that a student may earn a maximum of only one (1) credit over the entire Senior Years program using the CSSIP credit opportunity. This credit can be at the 11G, 21G, 31G, or 41G level and can be applied to the total number of credits required for graduation purposes. Whether the community service activity will be recognized for a CSSIP credit and the level of credit that will be recognized will be based upon the level of the civic knowledge, skills, and attitudes obtained by the student in the community service activity. This will be evaluated by the school prior to the commencement of the activity and confirmed by the school upon completion of the community service activity.
- Provide the school with documentation (e.g., a letter from the community organization or group or a SIP approval form) indicating that participation took place, when it took place, the number of hours contributed by the student, and the civic knowledge, skills, and attitudes obtained in the community service activity.
- Understand that a credit obtained for a CSSIP is for an activity that is outside the regular school program, and does not include formal enrolment in or work that is part of a course approved by Manitoba Education and Early Childhood Learning. It does not include a work education program or a program that is conducted off the school premises under the authority of a school board.
- Understand that in evaluating the community service activity prior to the commencement of the activity, the school will evaluate only the civic knowledge, skills, and attitudes to be obtained in the activity and will not evaluate any hazards that may be associated with the community service activity. Neither the school, the school division/district, nor Manitoba Education and Early Childhood Learning will be liable for any injury to the student or for any damage to or loss of student property caused by or in any way related to the student's participation in a community service activity.
- Assume along with parent(s)/caregiver(s) the responsibility for safety. A student should discuss concerns relating to the community service activity with their parent(s)/caregiver(s) and, together, they should exercise discretion, be aware of safety issues, and investigate the community organization's or group's liability insurance coverage for volunteers before deciding whether the student will participate in the community service activity.
- Understand that withdrawal from the community service activity is possible at any time for any reason, including the reason that the community service activity workplace conditions are not acceptable to the student or to their parent(s)/caregiver(s).

- Understand that a community service activity will not be recognized for a CSSIP credit where the activity involves assisting immediate family members.
- Understand that a CSSIP credit is an optional credit.
- Understand that in order for a community service activity to be recognized for a CSSIP credit, no remuneration or honorarium can be accepted.
- Understand that court-imposed community service cannot be used for the CSSIP credit.

School: Roles and Responsibilities (Administrators and Teachers)

- Discuss this CSSIP credit opportunity with the Advisory Council for School Leadership/Parent Council representing the school.
- Notify teachers and students about the introduction of this new optional credit opportunity and the requirements for recognition of a community service activity for a CSSIP credit.
- Provide parent(s)/caregiver(s) with information about the credit so they can discuss this optional opportunity with their children and decide whether they wish to have their child/children participate.
- Provide *CSSIP Parent/Caregiver Approval Forms* to students who wish to participate.
- Recognize a CSSIP credit that has been recognized by another school or school division/district.
- Record the CSSIP credit using the **code 8977** provided by Manitoba Education and Early Childhood Learning for reporting the credit. The CSSIP does **not** require registration with the department as do other SIPs that have a classroom component and are monitored by a teacher.

Manitoba Education and Early Childhood Learning: Roles and Responsibilities

- Provide *Guidelines for a Community Service Student-Initiated Project (CSSIP).*
- Encourage schools to inform Advisory Councils for School Leadership/ Parent Councils about this opportunity.
- Clarify the difference between the CSSIP credit and the SIP credit that has a classroom component, is monitored by a classroom teacher, and must be registered with Manitoba Education and Early Childhood Learning.
- Arrange to have reporting of a student credit as "S" for "standing" (no percentage mark required).
- Provide a mechanism (course code 8977) for schools to use in reporting the credit.
- Share the information about liability. Neither the school, the school division/district, nor Manitoba Education and Early Childhood Learning will be liable for any injury to the student or for any damage to or loss of student property caused by or in any way related to the student's participation in a community service activity. A student and their parent(s)/caregiver(s) bear the responsibility for the student's safety. A student should discuss concerns about the nature of the community service activity with their parent(s)/caregiver(s) and, together, they should exercise discretion, be aware of safety issues, and investigate the community organization's or group's liability insurance coverage for volunteers before deciding whether the student will participate in the community service activity.

APPENDIX C: Guidelines for a Cultural Exploration Student-Initiated Project (CESIP) Credit

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The knowledge, skills, and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity, and/or provide greater intercultural understanding and an appreciation of cultural diversity. This credit is available for the Senior Years as a credit for graduation purposes and **does not require departmental registration**. The process for obtaining the credit is similar to the one used for the Community Service SIP (CSSIP) where students provide evidence of project completion by presenting written documentation for activity in which they participate outside the school system.

Student: Roles and Responsibilities

To obtain a CESIP credit, a student is required to do the following:

- Discuss this credit opportunity with their parent(s)/caregiver(s) and provide the school with a completed and signed copy of the CESIP Parent/Caregiver Approval Form.
- Indicate to the school their intention to participate in an activity for the purpose of obtaining a CESIP credit prior to commencing the activity and the start of the school semester. Discuss the anticipated knowledge, skills, and attitudes that the student will gain as a result of the cultural exploration activity to determine whether the school will recognize the proposed activity for a CESIP credit and the level of credit that will be recognized for that activity.
- Understand that formal enrolment is not required by the student.
- Participate in a cultural exploration activity a minimum of 110 hours for a full (1) credit or 55 hours for a one-half (0.5) credit and, together with the community group or individual, keep track of their hours.

- Understand that a student may earn a maximum of only one (1) credit over the entire Senior Years program using the CESIP credit opportunity. This credit can be at the 11G, 21G, 31G, **or** 41G level and can be applied to the total number of credits required for graduation purposes. Whether the activity will be recognized for a CESIP credit and the level of credit that will be recognized will be based upon the level of knowledge, skills, and attitudes obtained by the student in the cultural exploration activity. This will be evaluated by the school prior to the commencement of the activity and confirmed by the school upon completion of the CESIP.
- Provide the school with documentation (e.g., a letter from the cultural group, Elder, or a SIP record form) indicating that participation took place, when it took place, the number of hours contributed by the student, and the knowledge, skills, and attitudes obtained by the student in the cultural exploration activity.
- Understand that a student who participates in an activity for a CESIP credit is participating in an activity that is **outside** the regular school program and is not enrolled in a course approved by Manitoba Education and Early Childhood Learning, and is not participating in a program that is conducted off the school premises under the authority of a school board.
- Understand that in evaluating the cultural exploration activity prior to the commencement of the activity by the student, the school will evaluate only the knowledge, skills, and attitudes to be obtained by the student in the activity and will not evaluate any hazards that may be associated with the cultural exploration activity. Neither the school, the school division/district, nor Manitoba Education and Early Childhood Learning will be liable for any injury to the student or for any damage to or loss of student property caused by or in any way related to the student's participation in a cultural exploration activity.
- Understand that a student and their parent(s)/caregiver(s) bear the responsibility for the student's safety. A student should discuss concerns relating to the activity with their parent(s)/caregiver(s) and, together, they should exercise discretion, be aware of safety issues, and investigate the liability insurance coverage before deciding whether the student will participate in the activity.

- Understand that a student may withdraw from the activity at any time for any reason, including the reason that the cultural exploration activity conditions are not acceptable to the student or to their parent(s)/caregiver(s).
- Understand that a CESIP credit is an optional credit.
- Understand that in order for an activity to be recognized for a CESIP credit, no remuneration or honorarium can be accepted by the student.

School: Roles and Responsibilities (Administrators and Teachers)

- Discuss this CESIP credit opportunity with the Advisory Council for School Leadership/Parent Council representing the school.
- Offer this credit opportunity in a school only if there is a directive to offer it from the school division/district or from the school's Advisory Council for School Leadership/Parent Council.
- Notify teachers and students about the introduction of this new optional credit opportunity and the requirements for recognition of a CESIP credit.
- Provide parent(s)/caregiver(s) with information about the credit so they can discuss this optional opportunity with their children and decide whether they wish to have their child/children participate.
- Provide *CESIP Parent/Caregiver Approval Forms* to students who wish to participate.
- Recognize a CESIP credit that has been recognized by another school or school division/district.
- Record the CESIP credit using the **code 8979** provided by the department for reporting the credit. The CESIP does **not** require registration with Manitoba Education and Early Childhood Learning as do other SIPs that have a classroom component and are monitored by a teacher.

Manitoba Education and Early Childhood Learning: Roles and Responsibilities

- Provide *Guidelines for the Cultural Exploration Student-Initiated Project (CESIP).*
- Encourage schools to inform Advisory Councils for School Leadership/ Parent Councils about this opportunity.
- Clarify the difference between the CESIP credit and the SIP credit that has a classroom component, is monitored by a classroom teacher, and must be registered with Manitoba Education and Early Childhood Learning.
- Arrange to have reporting of a student credit as an "S" for "standing" (no percentage mark required).
- Provide a mechanism (course code **8979**) for schools to use in reporting the credit.
- Share the information about liability. Neither the school, the school division/district, nor Manitoba Education and Early Childhood Learning will be liable for any injury to the student or for any damage to or loss of student property caused by or in any way related to the student's participation in a cultural exploration activity. A student and their parent(s)/caregiver(s) bear the responsibility for the student's safety. A student should discuss concerns about the nature of the activity with their parent(s)/caregiver(s) and, together, they should exercise discretion, be aware of safety issues, and investigate the liability insurance coverage for the student before deciding whether the student will participate in the cultural exploration activity.

FORMS

School-Initiated Course (SIC) Registration Form

Student-Initiated Project (SIP) Registration Form

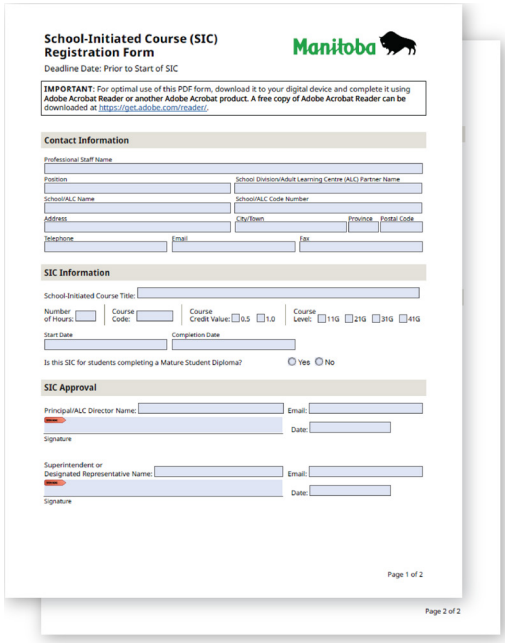
Community Service Student-Initiated Project (CSSIP) Parent/Caregiver Approval Form

Community Service Student-Initiated Project (CSSIP) School Approval Form

Cultural Exploration Student-Initiated Project (CESIP) Parent/Caregiver Approval Form

Cultural Exploration Student-Initiated Project (CESIP) School Record Form

School-Initiated Course (SIC) Registration Form



School-Initiated Course (SIC) Registration Form

Manitoba

Deadline Date: Prior to Start of SIC

IMPORTANT: For optimal use of this PDF form, download it to your digital device and complete it using Adobe Acrobat Reader or another Adobe Acrobat product. A free copy of Adobe Acrobat Reader can be downloaded at https://get.adobe.com/reader/.

Contact Information

Professional Staff Name

Position | School Division/Adult Learning Centre (ALC) Partner Name

School/ALC Name | School/ALC Code Number

Address | City/Town | Province | Postal Code

Telephone | Email | Fax

SIC Information

School-Initiated Course Title:

Number of Hours: | Course Code: | Course Credit Value: ☐ 0.5 ☐ 1.0 | Course Level: ☐ 11G ☐ 21G ☐ 31G ☐ 41G

Start Date | Completion Date

Is this SIC for students completing a Mature Student Diploma? ◯ Yes ◯ No

SIC Approval

Principal/ALC Director Name: | Email:

Signature | Date:

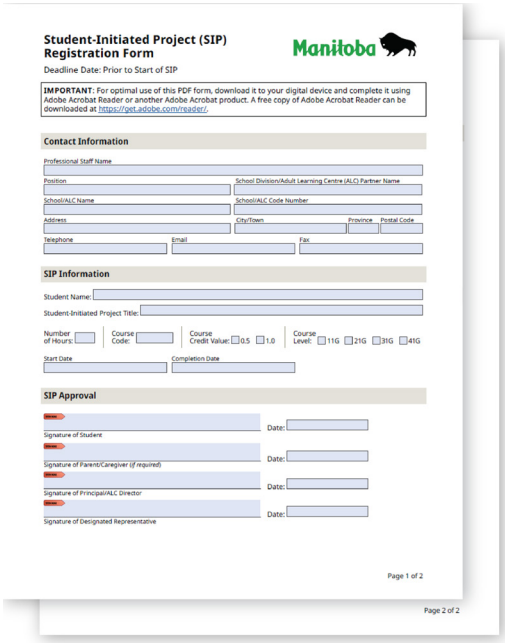
Superintendent or Designated Representative Name: | Email:

Signature | Date:

Page 1 of 2

Page 2 of 2

Student-Initiated Project (SIP) Registration Form



Student-Initiated Project (SIP) Registration Form

Manitoba

Deadline Date: Prior to Start of SIP

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Contact Information

Professional Staff Name

Position | School Division/Adult Learning Centre (ALC) Partner Name

School/ALC Name | School/ALC Code Number

Address | City/Town | Province | Postal Code

Telephone | Email | Fax

SIP Information

Student Name:

Student-Initiated Project Title:

Number of Hours: | Course Code: | Course Credit Value: ☐ 0.5 ☐ 1.0 | Course Level: ☐ 11G ☐ 21G ☐ 31G ☐ 41G

Start Date | Completion Date

SIP Approval

Signature of Student | Date:

Signature of Parent/Caregiver (*if required*) | Date:

Signature of Principal/ALC Director | Date:

Signature of Designated Representative | Date:

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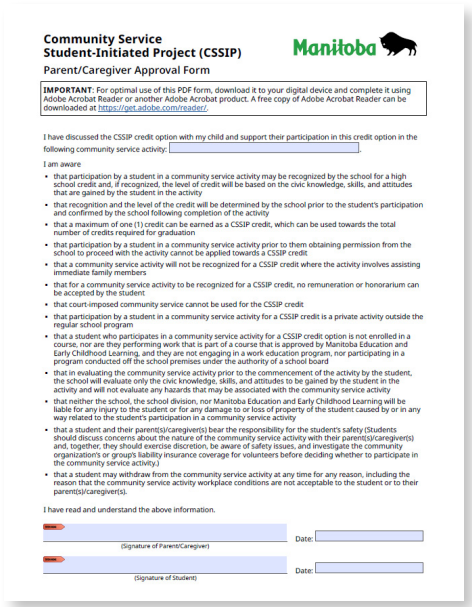
Community Service Student-Initiated Project (CSSIP) Parent/Caregiver Approval Form



Community Service Student-Initiated Project (CSSIP)

Manitoba

Parent/Caregiver Approval Form

IMPORTANT: For optimal use of this PDF form, download it to your digital device and complete it using Adobe Acrobat Reader or another Adobe Acrobat product. A free copy of Adobe Acrobat Reader can be downloaded at https://get.adobe.com/reader/.

I have discussed the CSSIP credit option with my child and support their participation in this credit option in the following community service activity: .

I am aware

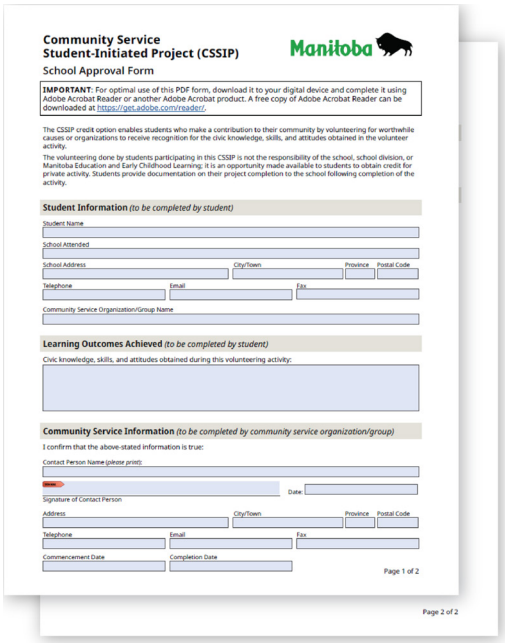
- that participation by a student in a community service activity may be recognized by the school for a high school credit and, if recognized, the level of credit will be based on the civic knowledge, skills, and attitudes that are gained by the student in the activity
- that recognition and the level of the credit will be determined by the school prior to the student's participation and confirmed by the school following completion of the activity
- that a maximum of one (1) credit can be earned as a CSSIP credit, which can be used towards the total number of credits required for graduation
- that participation by a student in a community service activity prior to them obtaining permission from the school to proceed with the activity cannot be applied towards a CSSIP credit
- that a community service activity will not be recognized for a CSSIP credit where the activity involves assisting immediate family members
- that for a community service activity to be recognized for a CSSIP credit, no remuneration or honorarium can be accepted by the student
- that court-imposed community service cannot be used for the CSSIP credit
- that participation by a student in a community service activity for a CSSIP credit is a private activity outside the regular school program
- that a student who participates in a community service activity for a CSSIP credit option is not enrolled in a course, nor are they performing work that is part of a course that is approved by Manitoba Education and Early Childhood Learning, and they are not engaging in a work education program, nor participating in a program conducted off the school premises under the authority of a school board
- that in evaluating the community service activity prior to the commencement of the activity by the student, the school will evaluate only the civic knowledge, skills, and attitudes to be gained by the student in the activity and will not evaluate any hazards that may be associated with the community service activity
- that neither the school, the school division, nor Manitoba Education and Early Childhood Learning will be liable for any injury to the student or for any damage to or loss of property of the student caused by or in any way related to the student's participation in a community service activity
- that a student and their parent(s)/caregiver(s) bear the responsibility for the student's safety (Students should discuss concerns about the nature of the community service activity with their parent(s)/caregiver(s) and, together, they should exercise discretion, be aware of safety issues, and investigate the community organization's or group's liability insurance coverage for volunteers before deciding whether to participate in the community service activity.)
- that a student may withdraw from the community service activity at any time for any reason, including the reason that the community service activity workplace conditions are not acceptable to the student or to their parent(s)/caregiver(s).

I have read and understand the above information.

(Signature of Parent/Caregiver) | Date:

(Signature of Student) | Date:

Community Service Student-Initiated Project (CSSIP) School Approval Form



Community Service Student-Initiated Project (CSSIP)

Manitoba

School Approval Form

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The CSSIP credit option enables students who make a contribution to their community by volunteering for worthwhile causes or organizations to receive recognition for the civic knowledge, skills, and attitudes obtained in the volunteer activity.

The volunteering done by students participating in this CSSIP is not the responsibility of the school, school division, or Manitoba Education and Early Childhood Learning; it is an opportunity made available to students to obtain credit for private activity. Students provide documentation on their project completion to the school following completion of the activity.

Student Information *(to be completed by student)*

Student Name

School Attended

School Address | City/Town | Province | Postal Code

Telephone | Email | Fax

Community Service Organization/Group Name

Learning Outcomes Achieved *(to be completed by student)*

Civic knowledge, skills, and attitudes obtained during this volunteering activity:

Community Service Information *(to be completed by community service organization/group)*

I confirm that the above-stated information is true:

Contact Person Name *(please print)*:

Signature of Contact Person | Date:

Address | City/Town | Province | Postal Code

Telephone | Email | Fax

Commencement Date | Completion Date

Page 1 of 2

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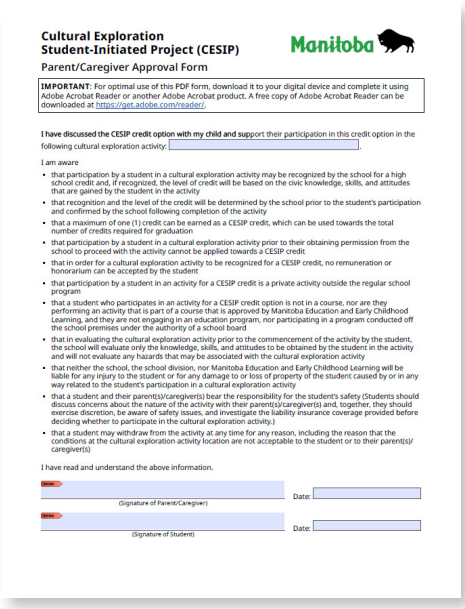
Cultural Exploration Student-Initiated Project (CESIP) Parent/ Caregiver Approval Form



Cultural Exploration
Student-Initiated Project (CESIP)

Manitoba

Parent/Caregiver Approval Form

IMPORTANT: For optimal use of this PDF form, download it to your digital device and complete it using Adobe Acrobat Reader or another Adobe Acrobat product. A free copy of Adobe Acrobat Reader can be downloaded at https://get.adobe.com/reader/.

I have discussed the CESIP credit option with my child and support their participation in this credit option in the following cultural exploration activity: .

I am aware

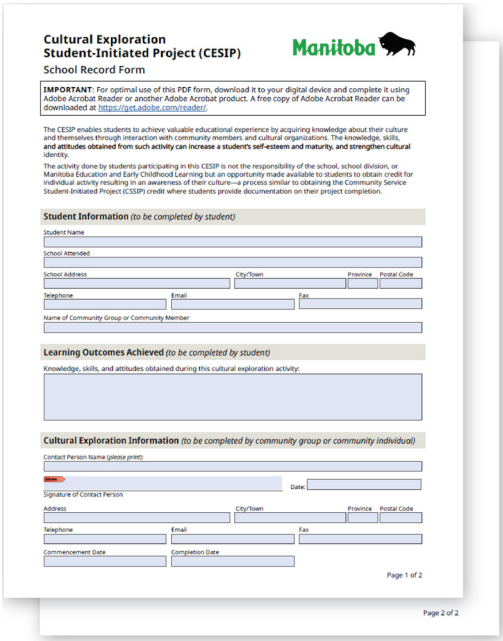
- that participation by a student in a cultural exploration activity may be recognized by the school for a high school credit and, if recognized, the level of credit will be based on the civic knowledge, skills, and attitudes that are gained by the student in the activity
- that recognition and the level of the credit will be determined by the school prior to the student's participation and confirmed by the school following completion of the activity
- that a maximum of one (1) credit can be earned as a CESIP credit, which can be used towards the total number of credits required for graduation
- that participation by a student in a cultural exploration activity prior to their obtaining permission from the school to proceed with the activity cannot be applied towards a CESIP credit
- that in order for a cultural exploration activity to be recognized for a CESIP credit, no remuneration or honorarium can be accepted by the student
- that participation by a student in an activity for a CESIP credit is a private activity outside the regular school program
- that a student who participates in an activity for a CESIP credit option is not in a course, nor are they performing an activity that is part of a course that is approved by Manitoba Education and Early Childhood Learning, and they are not engaging in an education program, nor participating in a program conducted off the school premises under the authority of a school board
- that in evaluating the cultural exploration activity prior to the commencement of the activity by the student, the school will evaluate only the knowledge, skills, and attitudes to be obtained by the student in the activity and will not evaluate any hazards that may be associated with the cultural exploration activity
- that neither the school, the school division, nor Manitoba Education and Early Childhood Learning will be liable for any injury to the student or for any damage to or loss of property of the student caused by or in any way related to the student's participation in a cultural exploration activity
- that a student and their parent(s)/caregiver(s) bear the responsibility for the student's safety (Students should discuss concerns about the nature of the activity with their parent(s)/caregiver(s) and, together, they should exercise discretion, be aware of safety issues, and investigate the liability insurance coverage provided before deciding whether to participate in the cultural exploration activity.)
- that a student may withdraw from the activity at any time for any reason, including the reason that the conditions at the cultural exploration activity location are not acceptable to the student or to their parent(s)/ caregiver(s)

I have read and understand the above information.

(Signature of Parent/Caregiver) Date:

(Signature of Student) Date:

Cultural Exploration Student-Initiated Project (CESIP) School Record Form



Cultural Exploration
Student-Initiated Project (CESIP)

Manitoba

School Record Form

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The CESIP enables students to achieve valuable educational experience by acquiring knowledge about their culture and themselves through interaction with community members and cultural organizations. The knowledge, skills, **and attitudes obtained from such activity can increase a student's self-esteem and maturity, and strengthen cultural** identity.

The activity done by students participating in this CESIP is not the responsibility of the school, school division, or Manitoba Education and Early Childhood Learning but an opportunity made available to students to obtain credit for individual activity resulting in an awareness of their culture—a process similar to obtaining the Community Service Student-Initiated Project (CSSIP) credit where students provide documentation on their project completion.

Student Information *(to be completed by student)*

Student Name

School Attended

School Address | City/Town | Province | Postal Code

Telephone | Email | Fax

Name of Community Group or Community Member

Learning Outcomes Achieved *(to be completed by student)*

Knowledge, skills, and attitudes obtained during this cultural exploration activity:

Cultural Exploration Information *(to be completed by community group or community individual)*

Contact Person Name *(please print)*:

Signature of Contact Person Date:

Address | City/Town | Province | Postal Code

Telephone | Email | Fax

Commencement Date | Completion Date

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REFERENCES

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Manitoba Education and Training, 1996.

Manitoba Education and Early Childhood Learning, and Manitoba Advanced Education and Training. *Grades 9 to 12 Mature Student Graduation Requirements (2024)*. Province of Manitoba, 2024

———. *Subject Table Handbook: Student Records System and Professional School Personnel System*. Manitoba Education and Early Childhood Learning, (published yearly)