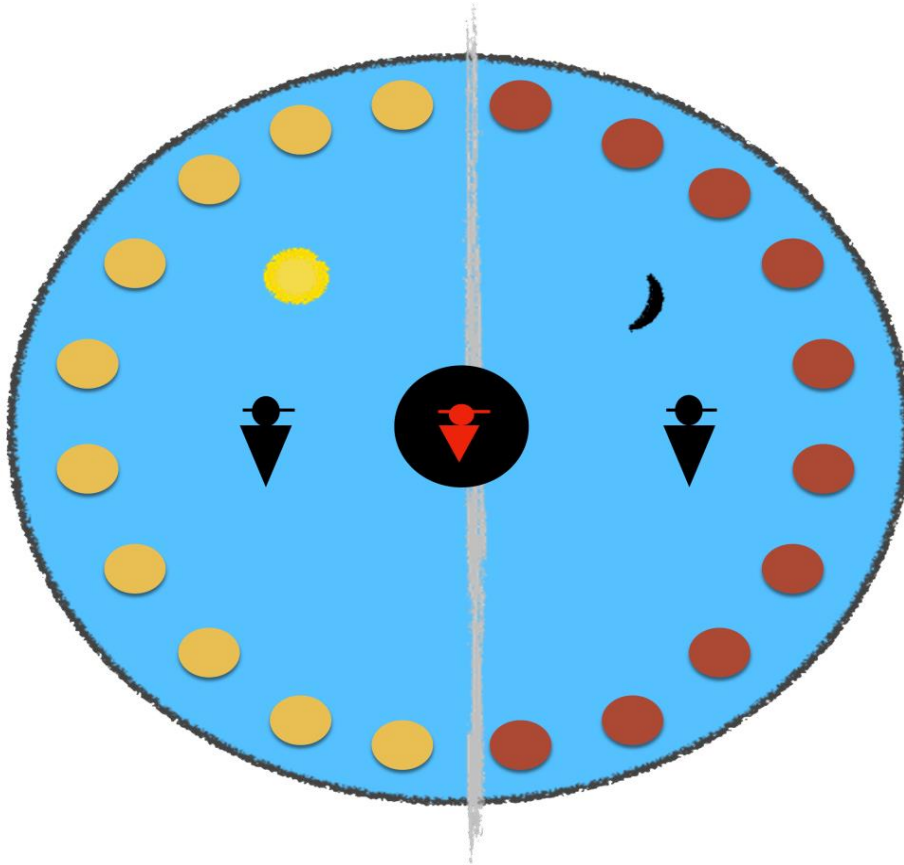# STUDENT SERVICES HANDBOOK
Approved by KBE on June 13th, 2023

Kainaiwa

Makoyoohsokoyi

Kainai Board Of Education
P.O. Box 240 Standoff,
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Thank you to the Learning Support Teachers who contribute greatly to the ongoing implementation of the practices reflected in this document.

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Table of Contents

Acknowledgements

The Kainai Board of Education Student Services Department gathers expert advice from the Learning Support Teachers and Student Services Coordinator to assist with developing processes and procedures to support all students in the community. Much time and effort has been put into the development of this handbook and there is great appreciation for each member's contribution to the final document.

The late Brenda Day Chief (Sipiinaamaayaki - Night Gun Woman) devoted her time and effort to the children of Kainai in her work as the Student Services Coordinator. This handbook was initiated and developed from the vision and passion she held for the children, parents, and community of Kainai. We are committed to continuing the work in which she laid the foundation for the Student Services Department.

A special thank you to Aahsaopi – Laverne First Rider for her artistic contributions in designing the cover of the handbook. Thank you to the Blackfoot Studies Program for supporting the team with the Blackfoot translation also Lydia First Rider's contribution to the document from a Human Resources perspective.

Acknowledgment is given to the individuals and past Board of Directors who worked in collaboration with the Student Services department to create this living document for the purpose and use within our school system for the students.
Acknowledgment is given to the Current Board of Directors: Mike Bruised Head, Charlene Mountain Horse, Don Shade, Cynthia Many Fingers, Diandra Bruised Head, Maria Russell
Superintendent: Cameron Shade
Deputy-Superintendent: Lauretta Many Bears
Student Services Coordinator: JoAnne Smith
Administrative Assistant: Heidi Weasel Fat
Student Services Administration Assistant: Tammy Shade

The handbook will be reviewed and updated annually by the KBE Student Services Coordinator and Learning Support Teachers in June of each school year.

Preface

The Kainai Board of Education provides advisory and advocacy services to 5 KBE schools:

- Aahsaopi
- Saipoyi
- Tatsiikiisapoop
- Kainai High School
- Kainai Alternative Academy

Advisory and advocacy services are provided in the areas of wellness, education, assessments, early childhood services and programming, Blackfoot language and culture, student services, school budgeting and transportation. These core areas are addressed through the departments that have been established in the Kainai Board of Education office.

The building of capacity among the schools, within the Kainai Board of Education, is the objective of this process to ensure every student succeeds.

The purpose of this student service handbook is to assist students, parents, guardians, and school personnel in planning and implementing inclusive education programming within our Kainai Board of Education district We would like to acknowledge that Kainai Board of Education has strived to create an education service that reflects the culture and traditions of their identity as Siksikaatsipii ,aahpaatsitaapii and this handbook shall reference that identity. The handbook was created to better serve the diverse student population as well as articulate how our Kainai Board of Education school system of supports can provide for students from the classroom to specialized services and supports.

This handbook also addresses the need for a procedures handbook that defines the inclusive education protocol and procedures and the roles and responsibilities of all stakeholders. The roles and responsibilities of Kainai Board of Education's staff, parents/guardians and students are central to the development of this document. Students who have inclusive needs must be identified in a fair and consistent manner to ensure they receive the best individual and professional treatment that results in quality programming. Kainai Board of Education supports their students from Blackfoot Immersion preschool to Grade 12 Kainai High School and continue to pursue the best for our inclusive students.

Most importantly, the Kainai Board of Education Student Services Handbook has been developed to reflect the culture, language, and history form of the backbone of many families in Kainai First Nations communities. This handbook defines inclusive education as meeting the individual learning needs of students who have exceptionalities or disabilities and will not only assist inclusive students, but their families, guardians, and educators.

History of Kainai Board of Education

In September 1988, the historical opening of locally controlled schools of the Blood Tribe (Kainai) took place, no longer controlled by Indian and Northern Affairs Canada (INAC). Prior to the vote, in 1987 the Blood Tribe undertook the process of campaign, petition and a referendum to determine the tribes position regarding local control, ultimately this was established by a yes vote from Blood Tribe membership. At the present as the Kainai Board of Education (KBE) and in the Spirit of Kainayssini, September 2022, thirty four years later we are still welcoming students with more knowledge than we possessed the year before.

Kainayssini

The Creator put on this earth all peoples with a unique culture and language to occupy a specific territory of land to fulfill His purpose for creation. Thus WE, THE MEMBERS OF KAINAAWA, a member of the Blackfoot Confederacy; speak the Blackfoot language; among other things, hold Ninastako and mookowanssini as sacred monuments; which among other beliefs include the Sundance; socially and tribally organized into extended families, clans and tribes; govern ourselves according to customs given to our people by the Creator' presently occupying the Blood Indian Reserve lying between the Belly and St. Mary's rivers; To maintain ourselves under the guidance of our Creator; To initiate a sense of responsibility to our people and nation; To continue to seek better means of survival; To provide for and orderly and accepted way of carrying on our culture; To allow for freedom of expression and diversity; and in general, to promote the rights, powers and welfare of our Nation; under the powers we hold as a sovereign people, do ordain and establish the "TRIBAL SYSTEM"

Declaration of the Elders of the Blood Indian Nation

WHEREAS the Declaration of the First Nations, as adopted by the Chiefs of Canada to which our Chief, Roy Fox, is a signatory, Express the philosophy of the Elders of the Blood Indian Nation.

AND WHEREAS the Elders recognize that the Blood Indian Nation has always existed as a Nation from time immemorial.

AND WHEREAS the Elders recognize that the Blood Indians have always had control over its lands and over its religious, political, economic and cultural destinies; including the right to establish laws and exercise jurisdiction over our territories and resources without interference.

AND WHEREAS the Elders recognize the trust held by our Chief and Council to protect our inherent rights given to us by our Creator for our children and for generations to come.

AND WHEREAS the Elders are desirous of ensuring that the Chief and Council of our Nation are responsible for and accountable to the membership of the Blood Indian Nation as represented by a responsible Indian Government.

NOW THEREFORE, the Elders of the Blood Indian Nation hereby declare that the leaders of our Nation ensure to its membership the following:

1. To ensure the spirit and intent of Treaty #7 be fulfilled and protected, of which our ancestors were signatories.
2. The protection and assertion of our inherent right to govern ourselves and the right to self-determination be maintained by codifying those traditional and customary values and beliefs as practiced by our people, who recognize the principle of the Supremacy of the Creator.
3. To fulfill the obligations and responsibilities entrusted to the Chief and Council by the membership in working toward the best interests of the Blood Indian Nation.
4. To enhance the pursuit and retrieval of alienated rights and lands that rightfully belonged to our Nation and safeguard ALL rights and lands against present and future intrusion.
5. To protect and maintain our aboriginal rights, and especially those aboriginal rights to our lands

THE ELDERS OF THE BLOOD INDIAN NATION HEREBY
RATIFY AND CONFIRM THIS DECLARATION.

The following Mission and Vision statements were established collaboratively with the members of all departments of the Kainai Board of Education.

Kainai Board of Education Vision

KBE will:
- Use Elders to guide and provide direction and support
- Empower students to be both culturally and academically successful through high quality education
- Be the first and preferred choice for educating our students ●
Increased attendance and retain students in our schools
- Will have programming to ensure our students will be fluent Blackfoot speakers that are knowledgeable and understanding of Nitsitapatapiisin
- Will provide specialized instruction for academic improvement
- Establish sustainable funding for programming and resources to maximize learning
- Graduates will be traditionally and academically competent, lifelong learners, contributing community members and productive global citizens
- Provide safe, caring, respectful, welcoming, and inclusive environment for all, where everyone feels safe equal and can make a difference
- Provide wrap around services and specialized supports
- Be a trauma informed school district focused on awareness, resilience, and empathy.
- Work with Chief and Council, lobby provincial and federal governments to improve overall infrastructure.
- Collaborate to strengthen engagement and communication with our community to cultivate enhance relationships
- Be open and transparent

The Kainai Board of Education Values are consistent with the values of the Kainai Nation and provide a foundation for all actions and behaviors in classrooms and schools.
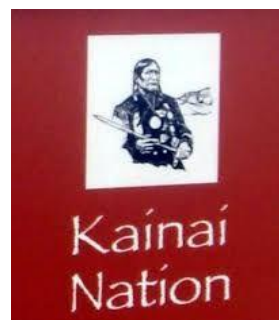
Kainai Board of Education Mission

Kainai language, culture and our way of life are the foundation of KBE as we work with our community to provide educational services, and ensure student success through transfer of knowledge, both traditionally and academically, so our students are empowered, independent and productive members of our community and society.

Kainai Board of Education Values

BLACKFOOT VALUES	
Aatsimoyihkaan	Prayer
Sapaatsima'pii	Harmony
Kimmapiiyipitssini	Compassion
Ikinapitapiissinii	Being Kind and Peaceful
Inakootsiiyssin	Respect
Aahsapssin	Generosity
Makamoo'tsitapiyssini	Truthfulness
Iikitapiiyssini	Courage
Ohkottai'tsii'pa	Achievement.
Atsimmi'takssin	Apologize
Kimatskasinii	Humility
Mokakssini	Wisdom
Maatomatskaohso'p	We don't give up
Aisspomootsi'yop	We help each other
Ohkannaistokawa	Balance
ihtsipaitapiyohp	Source of life
Ihpipototsp	What was given to us
Poomaaksin	Transfer of knowledge
Iyaaksiima	Giving guidance
Omikaapii	Caring and respect for all Inn
Inniistsii	Collaboration /agreement
Aahkisstoowapsii	Being courageous

Kainai Board of Education Priorities

The Kainai Board of Education regularly reviews and updates their priorities based on current data, focusing on a strategic direction to ensure schools are developing and growing to best support the needs of students.

Board Priorities Spending on Education 2020-2021
• Increased Student Learning • Governance • Blackfoot Language and Culture

Board Priorities
Spending on Education 2019-2020
• Increased Student Learning
• Good Governance
• Blackfoot Language and Culture

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Kainai Board of Education Student's Right to Education

Setting the Direction

The KBE Student Services Handbook provides guidance to implementing the vision and principles in the organization and for each of the 5 schools. Setting the Direction describes the vision and principles as follows:

Vision

One inclusive education system where each student is successful. This vision is inclusive of Kainai values which recognize the special and unique characters of each child. The values that are reflected within the vision are as such: Poomikaapii (Caring and Respect for all), Aiiyaaksimoostiiyaa (guiding them), Awaistaamatsaiyaa (teaching).

*Inclusive education system: a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education in Kainai means a value-based approach to accepting responsibility for all students. It also means that all students will have an equitable opportunity to be included in the typical learning environment or program of choice.

Principles

Kainai Board of Education and its partners and stakeholders **believe**:
- that all students can learn and be successful
- that when stakeholders work together in a collaborative and purposeful way, more is accomplished for students.

Kainai Board of Education and its partners and stakeholders **value**:
- an education system that is fair, appropriately resourced, highly accountable and provides equitable opportunities for all students
- parents as vital members of the learning team who contribute important expertise and insights
- diversity as a positive and enriching aspect of Kainai's education system
- the learning that happens for everyone when students with disabilities are effectively included in school life

Kainai Board of Education and its partners and stakeholders **commit** to:
- Working together for the success of each student in an inclusive education system
- Ensuring students and families are welcomed, respected, and supported so they can be successful
- Ensuring teachers and school systems are supported so they can be successful
- Being learner-centered in all decisions

(p. 5-6)

Kainai Board of Education Society (1988)
Alberta Education (2009). Setting the Direction Framework. Edmonton, Alberta: Alberta Education.

United Nations Declaration on the Rights of Indigenous Peoples

Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples declares the rights of Indigenous Peoples to establish and control their own education systems. Kainai Board of Education will use the KBE Student Services Handbook established through best practices to exercise their right to ensure education and services for all students.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

3. States shall, in conjunction with indigenous peoples, take effective measures, for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

UN General Assembly, *United Nations Declaration on the Rights of Indigenous Peoples : resolution / adopted by the General Assembly*, 2 October 2007, A/RES/61/295, available at: https://www.refworld.org/docid/471355a82.html [accessed 18 July 2020]

Kainai Board of Education Student Services Philosophy Statement

Kainai Board of Education believes all children of Kainai are unique, valued and sacred gifts from the Creator. Each child can learn and reach their full potential when supported through individual learning needs. Each child has the right to the highest standard of education, which will encompass spiritual, physical, social, emotional, and cognitive development necessary for life-long learning.

As Siksikaitsitapi educators, it is our responsibility to provide a learning environment that is welcoming, safe, and caring and conducive to meeting the needs of every child. Each child who attends Kainai Board of Education schools will be loved and cared for by all members of the student services team, classroom teachers, educational assistants, administration, and governing Kainai Board of Education.

Kainai Board of Education schools are inclusive and ensure every child has a sense of belonging within classrooms and the school. All students have a right to excellent, consistent, and continuous education from the time they enter school. Students with exceptional needs should be included as much as possible to ensure they develop a sense of community even though some of their programming may require a different setting from time to time to best meet their needs. These opportunities will assist Kainai Board of Education , in preparing our children to become independent and lifelong learners.

All students in Kainai Board of Education schools have a right to quality education that is achieved through appropriate programming and aligned resources. Fully qualified teachers must be knowledgeable and skilled on how to best meet the needs of a diverse group of students. Each teacher with their knowledge and skills, are members of collaborative teams and together through an effective system of teams and layers of supports will meet the needs of all students.

Kainai Board of Education Student Services Visual

The Student Services visual was designed through a collaborative process to describe the priorities, areas of focus and the supports provided by Kainai Board of Education

Kainaiwa

Makoyoohsokoyi
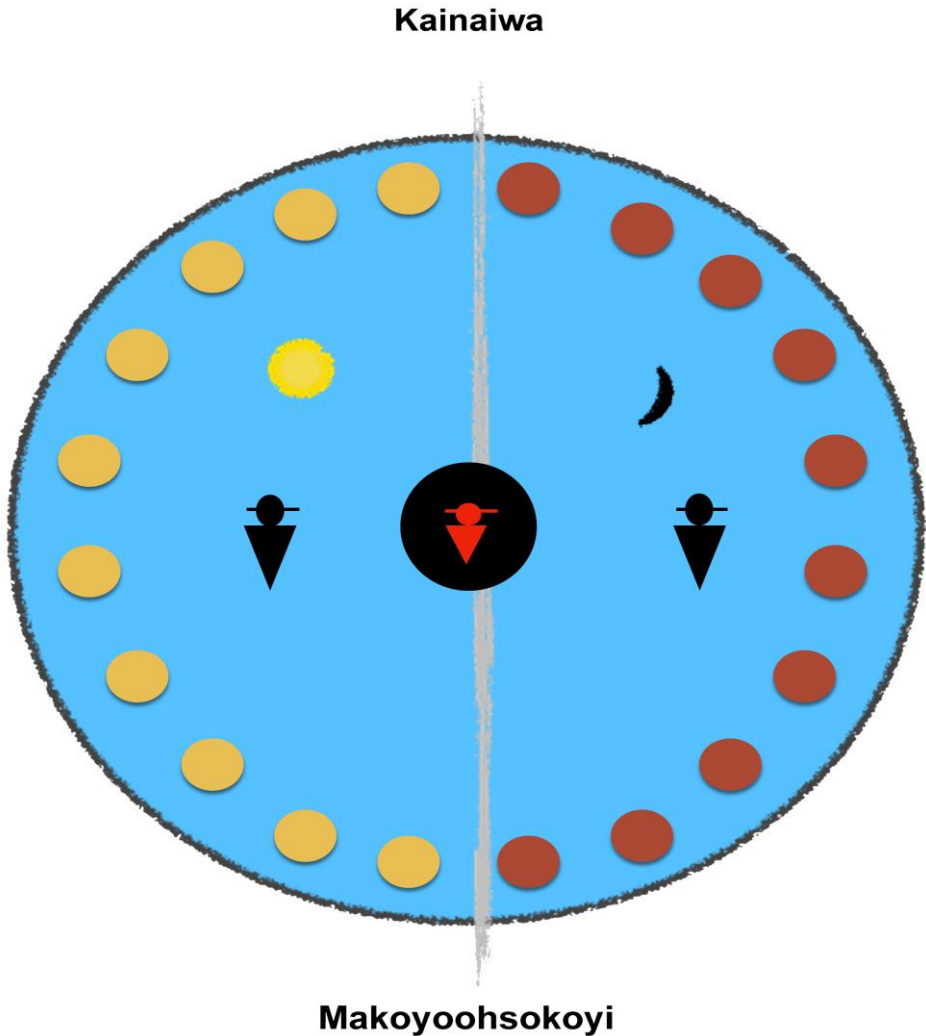
Tsiniksiin

The circle is symbolic of Akoka'tssin (Big Camp and a tipi, it indicates Ohkanai'stokaa (balance) of the intrinsic cyclical nature of renewal specifying Ihpipototsp, our expression of Kainaiyssini. It represents Ihtsipaitapiyohp (our source of life), our expression of existence, our expression of reality, our expression of story, our expression of ceremony and song, also our ethical space of oral expression- niitsi'powahsinni (Blackfoot language).

The circle represents the whole child in every aspect of their being and is integral to Akainai.

- *The colors illustrated, describe a'saannistsi (paint) and embodiments actualize.*
- *The yellow and red circles within signify growth and order.*
- *Natoosi is depicted in yellow with the crescent moon illustrating ko'komikisomm (moon) of night and day.*
- *The figures personify Aakainai (Blood Tribe)*
- *The grey line in the middle is representative of Makoyoohsokoyi (milky way/celestial sky) who nourished our livelihood; with the black circle in the center personifying the child in pursuit of knowledge.*
- *Each one of us and the community ohsokoiskotsiyo'p to impart a trail of knowledge to sustain Kiipaitapiysinnoon (our way of life), our health and our wellbeing to nurture pookaiksi (children)*

In this period of I'kookaiksi (tipi designs), Kainaiyssini can be traced back to time immemorial. We live iskohtsi (our history) through tsiniksinni (story), ceremony, dreams, relationships, ksakoom(earth-geopgraphy), kinship, I'kookaanisstsi(tipi designs), our physical evidence is the cosmos/universe, kitaowahsinnoon (territory) and pookaiksi.

Mioohpokoiksi (Milky Way)

Siksikaitsipapiipaitapiiyssin (Blackfoot) people relate phenomena to the existence of Sspomitapiiksi (stars/constellations). As told by Akaitapiitsiniksssisstsi (stories told by our ancestors).
Gazing upwards, aamsskaapohts-aami'tohts (south-west), at night are a cluster of stars, Mioohpokoiksi - Bunched Stars (Pleiades) that travel high towards miistakihtsi (mountains)and set Saatoohts (across the mountains).
These stars represent a group of children who were sskasi'tsi (disregarded) and Itsihkitaiya (left behind) by their parents and people.
The story of Mioohpokoikssi, akaitapitsinikas'si (ancestors' story to relate one's own life) of the Blackfoot people's failure to care for their children. The children cared and missed their parents and

relatives and after days of trying to locate their people itayamooya (departed with hurt feelings)to the sky to exist as Sspomitapiiksi (above ihkakomimmiya Otsitapimowaiksi ki Ohpapiiyihpowaiksi (cared for their parents and relatives), and after days of trying to locate them, itayamooya (departed with hurt feelings) to the sky to exist as sspomitapiiksi (above-people/celestial/sky beings), and otapi'sin (collective) see them move through the night sky to remind them aisopoya'potoiyi'tsikataa kokosinnoniksi (to take exceptional care of our children).

The moral of Miohopoiksi is nurturing the child and to hold them with regard. As they move through the night sky it is to remind Otaapi'sin (collective) to take exceptional care of the children. Miohpokoiksi hide from our view in the summer and the people earnestly try to locate them, as observed by Siksikaitsitapi.

A Blackfoot mural pained tipi comprises of the cosmos/universe: the bottom is Ksaaahkoom (the land, moiuntains or hills and Kakato'siki (puff balls): the space in the middle represents the animals/spirit beings – Kaawa'pomaahkaiksi (four legged), Soyitapiksi (water people): Payotaiksi (flying beings): the top is Sspomitapiksi (above beings/celestial sky beings): the back is Papaitapiksi (dream beings), Iipisowaahtsi (Morning Star) or Aahpaani (butterfly-moth).

Each tipi is furnished with two ears/flaps that open at the top in co-existence in view of the celestial sky. To commemorate Miohpokoiksi (Pleiades) symbols of six round circles are painted on the south ear/flap closure of a tipi. Ihkitsikammiksi (big dipper) is painted on the other ear/flap facing north and it too tells a story of Blackfoot children. These symbols signify the relative importance of children.

The Blackfoot ceremony Iipommakssin (transfer) of an I'kookan (mural painted tipi) requires Papoikaan(dream) or a transference to a relative.

Traditional Blackfoot legend provided by Aasaohapi Laverne First Rider and shared on May 11, 2023

Aiiyaaksimaa/Inniistsii (Guidance) (Collaborate)

Supporting ALL Students

Kainai Board of Education Role in Supporting Students

The role of Kainai Board of Education for Student Services is to support, advocate, and provide advisory services to all 5 KBE schools in the area of special education. This is done through close collaboration and consultation with school authorities, parents, community members, and government to ensure KBE students with special needs receive quality programming.

Students Services Role in Supporting Students

Kainai Board of Education is responsible for ensuring that special education services and programs are delivered to any of their students who may require them. They are responsible for designating administrative responsibility for special education programs for their schools. Such programs and services are an integral component to the Kainai Board of Education programming. A service delivery model is necessary to ensure the provision of services. As a result, KBE is responsible for establishing policies in special education.

Schools' Role in Supporting Students

All schools are responsible for the planning, implementation, and evaluation of all day-to-day programming for students receiving special education programming. Schools oversee their own services, facilities, and programs for special education. Adequate learning support and interventions are a key component to effective special education programs. Kainai Board of Education schools are responsible for planning and implementing effective student learning interventions for students who are experiencing difficulties with academics or behavior, before referring them for special education services. In this way students are given the opportunity to be successful through targeted supports and are given every opportunity to succeed.

Parents/Legal Guardians/Caregivers Role in Supporting Students

Parents are crucial to the planning and implementation of special education programming for their children. They must be involved for special education programming and services to be effectively planned and implemented for their children. Schools must give parents/caregivers the opportunity to be involved in any decision regarding their children's education Parents must participate in the review and update of individual program plans throughout the school year. In general, parents, legal guardians and caregivers must take part in determining their child's education.

(New bill being passed)

Students' Role

Students who receive inclusive programming in Kainai Board of Education schools should be given every opportunity to experience success and reach their full potential. Through welcoming, safe and caring environments students will be supported by individualized programs that meet their needs.

KBE Student Services Inclusive Guidelines

"Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners."

Kainai Board of Education Society (1988)

Government of Alberta (2019). Inclusive Education. Retrieved from https://www.alberta.ca/inclusive-education.aspx.
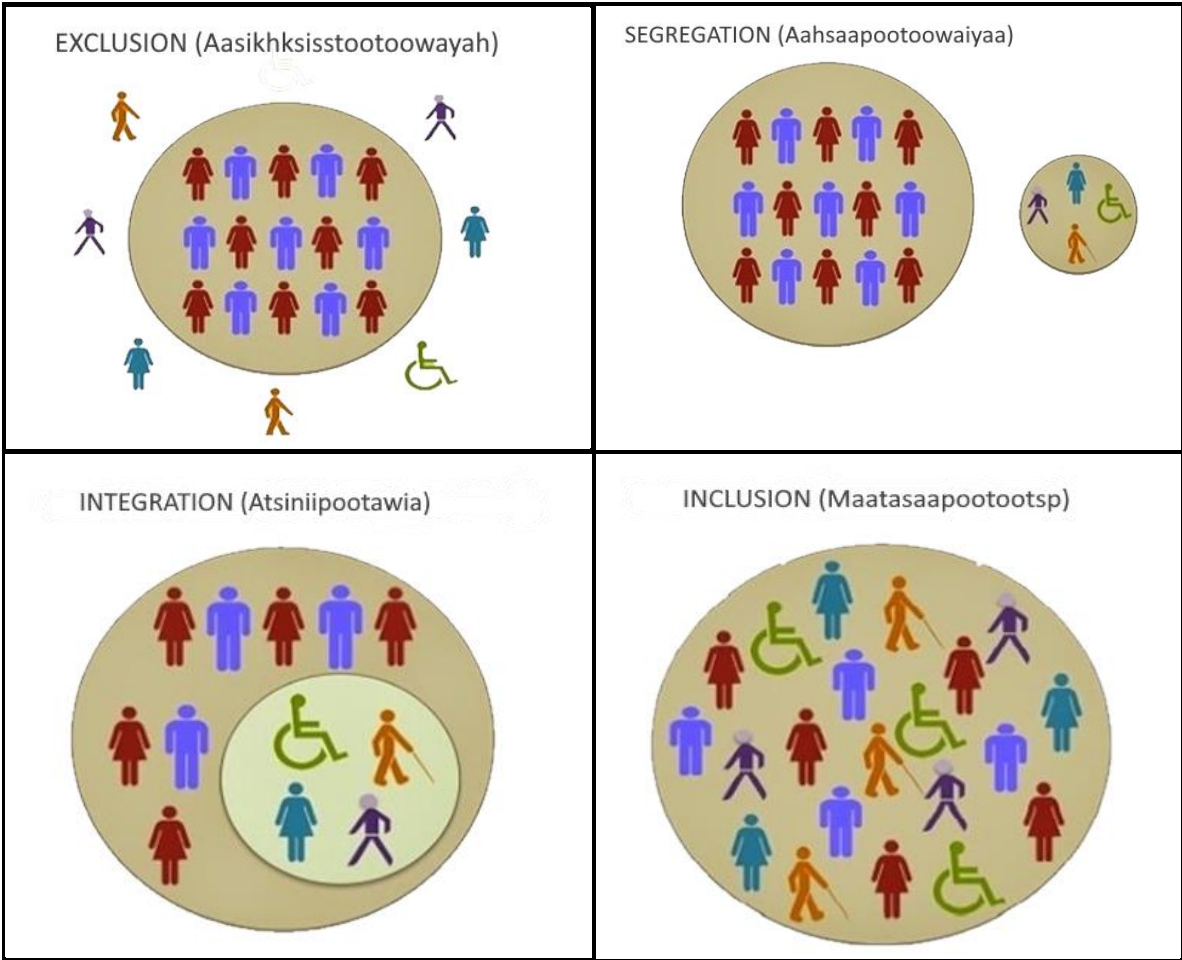
Kimmapiiypitsinni

Kainai community upholds and lives the traditional values to guide our way of life in relationship to valuing our students, staff and members. This is part of our doctrine of Kainaissini – "To maintain ourselves under the guidance of our Creator; To initiate a sense of responsibility to our people and Nation; To continue to seek better means of survival; To provide for an orderly way of carrying on our culture;"

The goal of the residential schools was to create exclusion and segregation for all Indigenous children. The effects are seen throughout the community however, adopting

our values and ways of knowing we have moved toward integration and inclusion for all our students, staff and members within the KBE district.

As a community of educators, which includes all students, educational assistants, teachers, school leaders, learning support teachers and district leaders, we provide appropriate programming to all students regarding the level of support required. In an inclusive system, the Kainai Board of Education ensures every child receives what they need through a collaborative, coordinated system of support.

In alignment with Kainayssini, Kainai Board of Education's Mission, Vision and Values, the Student Services team abides by the following inclusive guidelines:

Kainai Board of Education Society (1988)

(adapted from Government of Alberta (2013). Indicators of Inclusive Schools. Retrieved from
https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf):

Principles of Inclusion in Practice

Guideline - Aahstaamatsiyoip	What does this look like in practice?
Governs ourselves through Kainayssini declaration	We live by our values every day and conduct ourselves according to Kainayssini.
Staff demonstrates respect for all human rights	Staff demonstrate respect for everyone in the school - all staff, all students.
All school staff take responsibility for the success of all students in the school through collaborative structures and processes.	Collaborative team meetings will occur on a regular basis. Regular school-based meetings provide an avenue for collaboration.
Staff models the use of student-first and positive language.	"Matthew is a student who is receiving Tier 3 supports." NOT "Matthew is a Tier 3 student"; "Sue is student who exhibits autistic tendencies" NOT "Sue is autistic"
School teams work toward reducing barriers to participation and learning to ensure social engagement for all students.	Providing current Assistive Technology for a student with communication concerns allows them to communicate and engage with others. (ie: visual, audio and speech)
The school community is committed to gender equality, safety, respect and ensures that practices are responsive to the needs of all students.	Non-gender washrooms. Dance groups - gender choice. Gym classes - gender choice. Athletics – gender choice extracurricular

School policies and practices are responsive to families' differing economic realities.	Meals are provided for all students. All athletics are funded by KBE. Para athletics.
School policies and practices support the wellbeing and safety of all students and staff.	Wellness policy established across the district. Building codes established

Learning Environments

Guideline- Aahstaamatsiyoip	What does this look like in practice?
The school welcomes and takes responsibility for all students.	Greeting all students every day in a positive caring way.
All staff, students and their families have a sense of belonging in the school community.	School monthly calendars Newsletters Communication between home and school (phone calls)
School staff collaborate with one another	Staff meetings Collaborative Team meetings Intervention meetings School Based Team meetings
Staff and students have positive and supportive relationships.	Creating Positive relationships with students and staff and showing care and concern. Acknowledging student's responses
Staff, parents and external partners collaborate and communicate in respectful and meaningful ways while maintaining confidentiality.	Sharing vital information at school base meetings Collaborative Team meetings Intervention meetings School Based Team meetings
The physical building is accessible	Wheelchair access, ramps, parking, elevators
The physical building is welcoming to all.	Showcasing students work Blackfoot values and paintings displayed in school entry Kainayssini displayed in entry
All students and staff are actively engaged in their own learning.	Daily participating and engaging in class Attendance

Supports for Student Success

Guideline- Aahstaamatsiyoip	What does this look like in practice?
Differentiated instruction is an integral part of classroom practice.	Prepared material presented at the same time for all ranges of abilities
Positive behavior supports are embedded in classroom and school-wide routines to support learning and social participation.	School expectations are consistent, posted and reviewed regularly Respectful relationships and interactions with school personnel are critical in setting students up for success.
School routines and practices provide a level of structure and consistency that creates a safe, positive and supportive learning environment for students and families.	School routines and expectations are clearly outlined and consistently followed. Fire drills are practiced throughout the year.
School provides opportunities for staff to value and respond to students' diversity and teach a range of learning.	Collaborative team meetings respond to student's needs. Professional learning on a range of teaching
Teaching staff have regular and structured opportunities to engage in collaborative problem solving.	Consistent Collaborative team meetings and staff meetings
Ongoing assessment identifies when students need additional supports, interventions and services.	Benchmark assessment across the school district (assessment protocol in literacy) Assessments from teachers will drive CTM to examine supports and interventions required
Teaching staff have access to consultation and support from specialists who work collaboratively to help them meet the diverse needs of all students.	Teachers meet with or invite clinicians into Intervention team meetings or School base meetings

Assistive technologies, including communication devices, are used to support individual students.	Augmentative communication, visual schedules, and devices are used by all associated staff
Learners receive academic, cultural, social emotional and language support.	Cultural events, activities and ceremonies Elders and Blackfoot classes
Supports and interventions are in place to reduce barriers to attendance.	Boys/Girls Club; Family School Liaison Counselors; Field Trip Incentives; 3 Day Phone Policy
Supports and interventions are in place to reduce problem behaviors, including bullying following the KBE policy.	Boys/Girls Club; Student Resource Officer visits weekly; Behavior matrix
Community Supports and interventions are in place to reduce or eliminate suspensions and expulsions.	Behavior matrix; Family School Liaison Counselors intervention; Schools are engaged and implementing trauma informed practices. Schools utilize the VTRA process. (Violence Threat Risk Assessment)
Supports are in place to ensure that students are well-prepared for successful transitions from one learning setting to another.	Annual transitions - school visits; learning support meetings; year-end - school to school visits. Daily transitions - visual schedules;(auditory) school bell; teacher priming class to class
Supports are in place for each individual school - handbooks	The individual schools have a handbook to outline their procedures and guidelines. This is a collaborative process between Administration and staff at each school.
SIVA training for EA's, Family school liaison Counselors to provide support for the Inclusive Education students	All staff are SIVA – (Supporting Individuals through Valued Attachments) trained to provide support for students. This training allows staff to build rapport and show compassion and understanding for students

Learning and Instruction

Guideline- Aahstaamatsiyoip	What does this look like in practice?
School and classroom schedules are flexible and responsive to students' learning needs and preferences.	Credit recovery at High School. Learning commons - students with anxiety Sensory room - anxiety and sensory issues Hallway passes, Time out Activity
Learning experiences are designed and planned to tap into the strengths and interests of all students.	Robotics; Photography and Yearbook at High School. Life skills program – Horse therapy program, Land base learning, Outdoor field trips
Teachers have opportunities to collaborate with one another in planning, assessing and teaching.	Collaborative Response Model End of every reporting period - teachers meet in groups
Teachers provide multiple ways for students to access new information and concepts including resources, varied reading levels and various formats.	Teachers use manipulatives, computers, visuals, lectures, and hands on activities to reach all students Additional staff support in core classes (as needed)
Students have opportunities to learn collaboratively through cooperative learning and peer interaction.	Teachers engage in peer teaching and shared teaching Morning breakfast program Work experience for high needs students (monetary/incentive?) Buddy peer reading
Educational technologies are used in meaningful ways to engage and support learning.	Teachers utilize websites to help teach curriculum, reading and math practice; Reading Assistant; Mathletics; Fast Forward; Star Reading, online google classroom
Educational assistants support the learning and participation of all students even when assigned to one student.	When EAs 1:1 student isn't at school - they work where needed. EAs/teachers make a judgement if they are needed in class or go where needed

Parents and community

Guideline- Aahstaamatsiyoip	What does this look like in practice?
Parent engagement is encouraged and valued by school staff and work as a team to support students.	Teachers communicate regularly with parents. Schools host events where parents are invited to share and celebrate student learning; Intervention Team meetings and School Based meetings
Parents have opportunities to dialogue with school leaders and inform school decision	Parent Advisory Committees are established for each school with regular meetings. Working toward establishing Parent subcommittees.
making.	
Students demonstrate pride in their communities and cultures.	Participation in cultural activities such as drumming, dancing and Blackfoot language; Literacy Pow Wow; Storytelling; Circle Time; Elders in Residence
Teachers plan for learning experiences and access community supports and resources.	The schools engage community members to support cultural activities. Elders in School program, healing circles, talking circles,
Community members are invited to the school/classroom to share knowledge, experience, and talents through meaningful experiences.	Elders in Residence; Literacy Days (Pow Wow); Indian Summer Cultural Days; Remembrance Day; School Resource Officers

Supporting Students Through Collaborative Structures and Processes

A Collaborative Response consists of three integral elements which include collaborative team meetings, assessments and pyramid of interventions.

Collaborative team meetings provide the opportunity for collaborative conversations amongst a team with multiple perspectives. Teams work together to problem solve issues and concerns that students are facing in the classroom. Clearly defined processes and structures are important for these teams to function well.

Assessments provide us with the information we need to identify what students we need to be discussing in the collaborative team meetings.

The Pyramid of Interventions articulates our response across the school to ensure we are accessing a variety of supports when needed.

Place model of Interventions here that reflect Kainai Values and support for students Blackfoot words
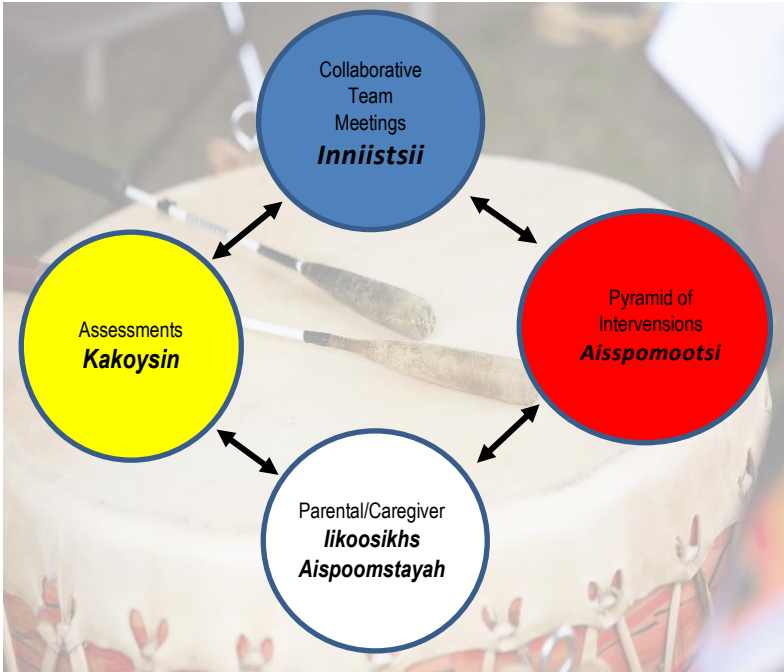
When any one of these elements are not in place, the overall functioning of the system is impacted.

Collaborative Team Meetings

The first level of teams that provide the structure for supporting the needs of all students is the Collaborative Team Meeting.

Collaborative Team meetings are ongoing, embedded collaborative time in schools that not only provide a source of support, action and response for student learning, they also provide the opportunity for teacher support within a model of collaborative coaching. This team approach attempts to gather specific, relevant and meaningful information about students while working together to collect data and discover solutions to provide systematic support for those students.

Programming and providing appropriate support and interventions for students is a complex process that requires collaborative teams to work together and problem solve for all students throughout the system. These teams include teachers, administrators, students, parents, and specialists. The student is at the center of the collaboration.

Collaborative team meetings are intended to provide an avenue of conversation for all students in a grade level, pod or grouping. The students most often discussed are those having trouble beyond excellent classroom instruction.

Staff Involvement

Collaborative Team meetings occur on a regular schedule of embedded time in the school timetable. At Kainai Board of Education, each grade level team is provided with weekly collaborative time to work as a team. On weeks one to three, teachers collaborate on a goal set by the team. On the fourth week, teachers are joined by other staff such as educational assistants, and members of the Student Services team.

KBE Team Meeting Protocols

At the beginning of the year, each team establishes team meeting norms to support them in committing to the functions of their team. The team meeting protocols can become a tool to ensure the team is functioning well.

Embedded Time

Collaborative Team Meetings are intended to be scheduled every 3-6 weeks, with the purpose of examining student needs and providing appropriate classroom (Level 2) responses by the collaborative team. In order for support to be successful for

students, it is necessary to provide a span of time between meetings. On the alternating weeks, several collaborative structures can be embedded.

Kainai Board of Education allows early dismissal Wednesdays provides the embedded time necessary for the collaborative team meetings. For administration and learning support teachers to join each team meeting, it's important to set up the schedule on a rotating basis. Each school will set up their schedules in varying formats.

Following are examples of cycles for Collaborative Team Meetings:

Assessment (Data and Evidence)

Data and evidence collected throughout a student's school year provides,
teachers with ongoing information to guide their instructional practices. Through benchmark, diagnostic and progress monitoring assessments teachers are provided with critical information that can guide and inform support for students.   In Collaborative Team meetings, data and evidence should be regularly referred to when determining support for students.

The essential elements of an assessment are described in the rubric below:

	K4-K5	Grades 1-5	Grades 6-8	Grades 9-12
Assessment Tool	Early Years Evaluation (EYE) Teacher Assessment	Fountas and Pinnell Star Math	Star Reading Star Math	Star Reading Star Math
Timeline	October May	October May	October May	October May

Kainai Board of Education has a process of articulating their assessment expectations in literacy. This literacy framework describes the assessments that are currently being used at the district level to support data and evidence collection district wide. Teachers use additional assessments in their classroom to support the needs of students.

In addition to the system of assessments used to analyze student growth, many other assessments are used across the Kainai Board of Education to determine students' strengths, challenges and next steps in their learning progression. The following describes those levels of assessments:

Type of Assessment	Description	Examples
Level A Assessments	Level A assessments are conducted by teachers to determine a student's achievement of outcomes and progress on specific areas of learning. Utilizing KBE benchmark assessments	Math facts, science unit test, reading inventory, observations, F&P, Star Literacy, EYE, Star Math
Level B Assessments	Level B assessments are standardized tools that are administered by trained teachers, learning support teachers or other specialists such as Speech Language Pathologists	Woodcock Johnson IV Key Math
Level C Assessments	Level C assessments are standardized tools that require advanced training and specialization such as psychologists and psychiatrists	WISC WIAT

Kainai Board of Education Intervention Process

Kainai Board of Education schools' endeavor to support all student needs through an inclusive continuum of support. The continuum of support is a system of strategies, accommodations and interventions that are identified in each school to ensure all students receive the appropriate programming and supports that they need.

The essential elements of a continuum of supports are described in the rubric below:

Specific Responsibilities

Teacher	Shared	Educational Assistant
Plans, develops and implements Individual program plans	Teacher and EA discuss individual students strengths and challenges	Shares relevant information regarding students in order to effectively meet their needs
Plans learning lessons with activities and assigns EA duties	Discuss objectives and goals and how the EA can support the process in the regular classroom	Keeps a daily record/journal of student activities
Diagnose student learning	Discuss student learner needs on a consistent basis	Work in well managed facilities with clear IPP expectations

Evaluates student learning in order to plan effectively and ensure that the IPP is being properly implemented	Discuss observations during school-based meetings and in individual meeting with the teacher	Collect data to be used in student progress reports and mark appropriate testing
Reports to the Student Services team on a consistent basis	Maintain confidentiality of student information.	Meets regularly with the teacher to discuss student IPP goals
Stays current with research policy, and school expectations	Follow policy, procedures and guidelines	Keep current with policy, procedures and guidelines.
Collaborates regularly with Principals, staff parents and professionals in order to fully meet the need of students who require an IPP	The educational responsibility is part of the Student Services team and is required to be part of the meetings on a regular basis	Shares observations, anecdotal notes and suggestions/ recommendations

The following continuum of supports describes the layers required to ensure all needs of all students are met:

Kainai Board of Education: Continuum of Supports
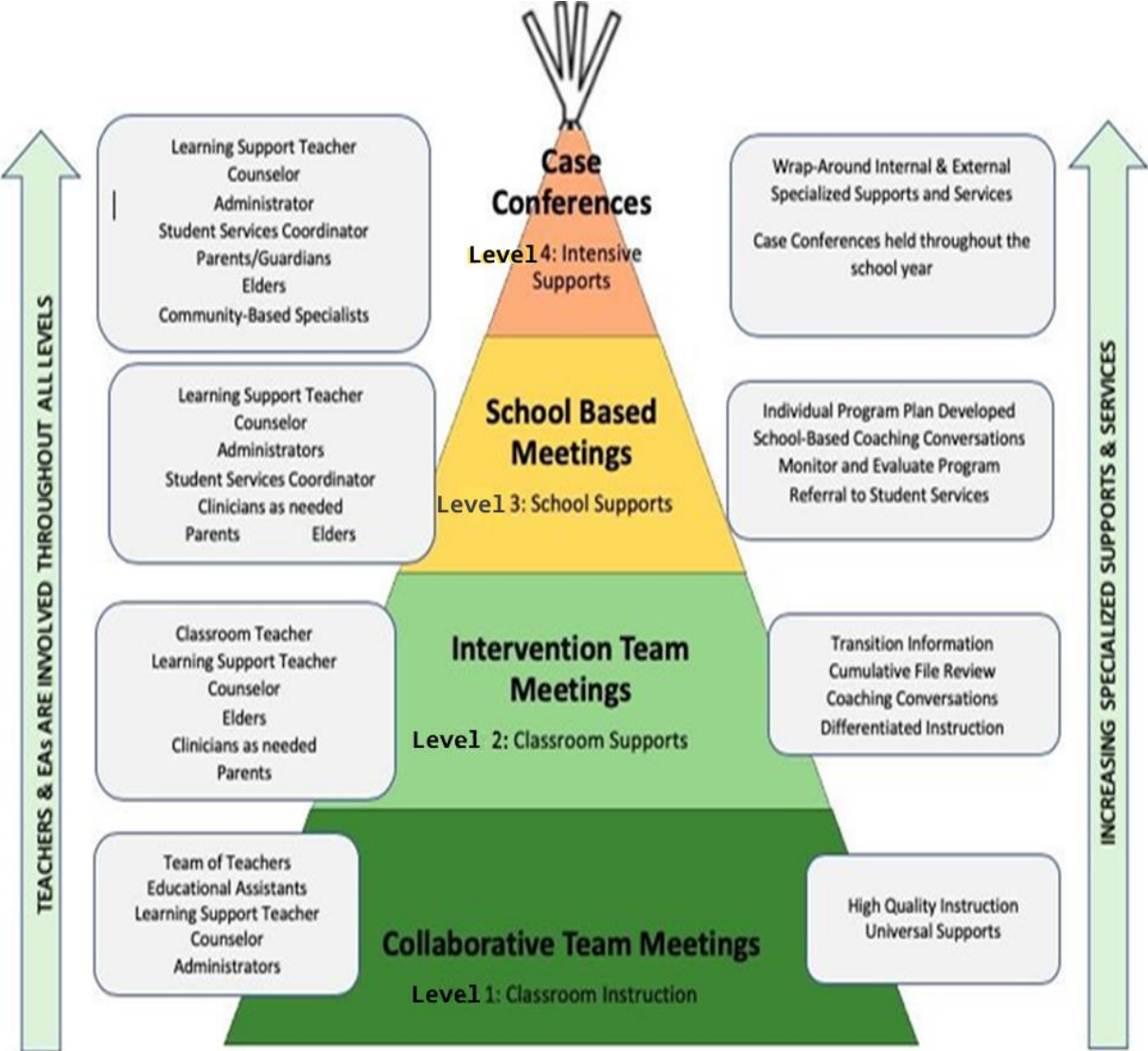
Student Services personnel must be well versed in collaborative planning and the supports that take place in the school. These supports begin in each classroom.

Level 1 Classroom Instruction

Level 1 focuses on effective classroom instruction which begins with a number of key elements that should be evidenced in every classroom. Core components of instruction which should be reflected in every classroom may include elements such as:

- Establishing common routines and expectations
- Establishing a safe and caring environment which focuses on supportive and fair classrooms
- Maintaining a working understanding of curriculum including subject matter knowledge and understanding of scope and sequence
- Understanding students in terms of their developmental needs, strengths, interests, and specialized needs
- Ability to use time effectively, set expectations, actively teach, teach with clarity and enthusiasm, provide appropriate pacing, teach to mastery and use effective assessment practices to inform instruction
- Effectively participating and communicating with school teams ● Effectively communicating with parents

Level 2 Classroom Supports

Some students require more support in the classroom than others. Teachers, as part of their collaborative teams, problem solve to provide supports that will address a myriad of challenges that students face in the classroom. These types of supports are often referred to as differentiated instruction. First-hand observations, along with classroom assessments, are the best way of identifying a student who require these supports.

- Adequate EA and funding support for increase of students that have challenges.
- Adequate funding to provide ongoing training for capacity building.
- Specialized equipment and resources for students requiring this support.
- All classroom support would continue through K4-Gd. 12.

> "In any classroom, students will have a range of abilities, needs and interests. Differentiated instruction is any instructional strategy that recognizes and supports individual differences in learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations, and offering different ways for students to explore curriculum and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher aims to create learning situations that match students' current abilities and preferred learning styles while stretching their abilities and encouraging them to try new ways of learning."
>
> Alberta Education (2005). Elements of Effective Teaching Practice.. Retrieved from
> http://www.learnalberta.ca/content/kes/pdf/or_ws_tea_elem_02_diffinst.pdf

In the school's collaborative team meetings, there is an opportunity to share and discuss differentiated strategies with the teacher team that address the needs of

individuals and/or small groups of students who require similar supports with instruction, assessment, or the learning environment. The teacher implements and monitors the effectiveness of the recommended strategies over a period of time. If further supports are required, the teacher accesses the Learning Support Team, which includes the Learning Support Teacher and Counsellor, who may provide further recommendations of additional strategies, accommodations or interventions for individuals or small groups of students.

Level 3 School Supports

The student is at the center of the process that involves
- identification,
- assessment,
- diagnosis,
- individual program planning.
- Permanent professionals at each site. (OT, PT, SLP, Counsellors) Adequate funding required
- Trained Blackfoot Confederacy native professionals with adequate funding resources.
- Recruitment strategy for hiring of specialists.
- The teacher accesses school-based supporting personnel through the School Based Meeting, including the Learning Support Teacher, Counsellor, Administrator(s), Student Services Coordinator and others who may provide recommendations for accommodations, strategies, or interventions. These strategies may be documented in the Individual Program Plan. Further supports from external services may be accessed through a referral to Student Services, including a request for an assessment and/or consultation from specialists.

Level 4 Intensive Supports

As individual students present with more intensive needs, a greater number of specialized supports and personnel are required to collaboratively support the individual's program plan. Through the referral process facilitated by the Student Services Department, a team composed of school and district staff, Elders, community-based specialists, and the guardians may work together to develop a comprehensive program plan for a student with significantly diverse needs. This team holds Case Conferences periodically throughout the year to review the current plan and to make adjustments as needed.
- Continued supports and programs once completion of Grade 12.
- Begin the process of continued supports in Grade 10.
- Parent/guardian support groups.
- Funding availability for these areas
- Collaborate with other organizations or entities

Problem Solving and Increasing Supports

Kainai Board of Education: Teaming for Student Success Internal Collaborative Meetings

In order to ensure supports are provided in a timely manner for all students, a fluid system of support teams is necessary to ensure student success at each level. Not only, is it necessary to have these teams in place but it is also critical to envision the timing of the involvement of each team as well and the communication between teams.

Type of Team	Focus on Students	Focus on Support	Team Members	Meeting Interval
Collaborative Team Meetings	Students designated for the team, grade level, multi-grade, or advisory group	Level 1 Classroom Instruction Level 2 Classroom Support	Admin Team of Teachers Educational Assistants (as assigned) Learning Support Teacher Counsellor Clinicians (funding as required)	Once every week
Intervention Team Meetings	Students recommended for further discussion and supports from the Collaborative Team	Level 2 Classroom Support Level 3 School Support	Admin Learning Support Teacher Counsellor Teachers Educational Assistants Clinicians Parents (as needed)	Every second week (Ongoing process)
School Based Team Meetings	Students recommended for further discussion and supports from the Learning Support Team	Level 3 School Support Level 4 External Support	Admin KBE Student Services Coordinator Learning Support Teacher Counsellor Teachers invited Educational Assistants Clinicians Parents (as needed)	Every second week alternating with Intervention Team Meetings
Complex Case Meetings	Students requiring intensive, responsive wrap around supports VTRA, Outside entities	Level 4 External Support	Admin Teachers Student Services Coordinator Learning Support Teacher Counsellor Elders Educational Assistants Parents	As needed

As the Collaborative teams engage in collaborative problem solving and designing supports for students in the classroom (Level 1 and Level 2), there may be a need to increase the intensity and type of supports accessed for some students. When a grade level team has exhausted all their possible support for a student and they are spending an extensive amount of time discussing one student during

Collaborative Team Meetings, it may be time to move the conversation to the Intervention Team. When a grade level Collaborative Team (as described above) is considering advancing a student to the next level of support (Intervention Team), they should review the following considerations:

Collaborative Team Meeting Checklist

We are considering moving a student on to Level 2 with the Intervention Team. **During our Collaborative Team Meetings, we have...**	Moving from Level1 to Level 2
● Tried several supports in the classroom which are recorded in our team notes	
● Been spending a lot of time discussing this student's needs at our Collaborative Team meetings	
● Connected the student with cultural supports such as an Elder working with small groups	
● Reviewed the student's cumulative file and transition information	
● Designed supports for this student using their strengths, interests and learning preferences	
● Reviewed assessment information gathered by the teacher regarding the student's needs	
● Discussed our concerns with the student's parents and guardians and asked for input	
● Reviewed all pertinent information gathered by the teacher (anecdotal, incident reports, classroom assessments, etc.)	

Intervention Team

The Intervention Team meets on a bi-weekly basis to discuss the programming of specific students for whom the grade level teams have recommended from their collaborative team meetings. The Intervention Team includes the learning support teacher, counsellor, administrators, and teachers as needed. This team further analyzes the strategies, accommodations and interventions implemented by classroom teachers and provides further recommendations for programming for individual students. When the Intervention Team has exhausted all possible supports for a student and the teacher continues to experience difficulty, the team will initiate a referral to Student Services.

When the Intervention team is considering advancing a student to the next level of support (School Based Team), they should review the following considerations:

Intervention Team Checklist

We are considering moving a student on to Level 3 with the School Based Team. **During our Intervention Team Meetings, we have…**	Moving from Level 2 to Level 3
● Tried a number of Level 2 supports in the classroom (differentiated instructional strategies) which are recorded in our team notes	
● Designed specific supports for students in connection with Learning Support Teachers	
● Been spending a lot of time discussing this student's needs at our Intervention Team meetings	
● Connected the student with cultural supports through Elders	
● Reviewed the student's cumulative file and transition information	
● Designed supports for this student using their strengths, interests and learning preferences	
● Reviewed assessment information gathered by the teacher regarding the student's needs	
● Discussed our concerns with the student's parents and guardians and asked for input	
● Reviewed all pertinent information gathered by the teacher (anecdotal, incident reports, classroom assessments, etc.)	

Intervention Team Assessment Data

Teachers use a variety of assessment data to help inform instructional practices, particularly in the development of individualized program plans for students. Classroom based assessments, such as Fountas and Pinnell literacy assessments may be used to inform a student's literacy programming.

Further standardized assessments may be administered by a staff member who has specific training and certification to administer Level B assessments. These assessments provide clarity of a student's strengths and areas of need regarding academic, social and behavioral concerns. Kainai Board of Education uses Woodcock Johnson IV.

Referral to Intervention Team

The Student Services team is a team of school-based personnel which acts as a support to the school's collaborative teams and intervention discussions as the student advances throughout the pyramid. The Student Services team has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for diverse students whose programming needs cannot be met within the Collaborative Team meetings.

When all efforts have been made within the Collaborative Team meetings and the Intervention Team meetings to support a student and additional funding and supports are still required, a teacher or team may engage in a Student Services Referral.
- [Student Services Referral](#)

The referral form is intended to identify the needs of the student and the support that a teacher is seeking. It also serves as a tool to gather information on the students such as support that has already been tried and information that has been shared with the family or caregivers.

Individual Program Plans

As the classroom teacher develops individualized programming for a specific student, the details of the academic or behavior program must be documented. The plan includes collecting information on the effectiveness of instructional strategies, accommodations and interventions implemented with the student helping to inform further programming decisions.

Assessment data also assists with informing the teaching team of recommended interventions for the individual student. As well, it may provide diagnosis information and strengths and areas for growth.

The Learning Support Teacher will assist the classroom teacher with developing individual student programs, which are then shared with the guardian for further input and reflection. The program plan, developed in Dossier, must be reviewed throughout the year with updates included in the plan.

The completed IPP, as defined by Alberta Education, should contain the following:
- assessment data (diagnostic assessment data used to determine special education programming and services)

- current level of performance and achievement
- identification of strengths and areas of need
- measurable goals and objectives
- procedures for evaluating student progress
- identification of coordinated support services
- relevant medical information
- required classroom accommodations
- transition plans
- formal review of progress at regularly scheduled reporting periods
- year-end summary
- parent signature to indicate informed consent

Learning Support Teachers support the design and monitoring of Individual Program Plans through:
- Documenting clinician goals
- Inputting specialized assessments
- Review, revising and updating IPPs
- Coordinate interim reviews

Records Management

Schools within the Kainai Board of Education shall maintain student records to ensure that all information affecting the decisions made about the education of a student is collected and maintained. The student record shall include the following specialized documentation:

- The student's achievement or progress in courses and programs in which the student is enrolled
- Results obtained regarding the student, including diagnostic, standardized, achievement testing, or any other testing administered by the Board
- Any formal intellectual, behavioral or emotional assessment administered individually to the student by the district, including a summary of the results of the assessment, the date of the assessment and the name of the person who administered the assessment
- All program plans that are specifically developed for an individual student, including any changes made to the plan, must be placed on the student record of the student
  - Plans may include individual program plans, behavior plans, safety plans
- Any health information that the guardian of the student or the student wishes to be included in the student record

The student record shall NOT include the following:
- Notes and observations created by the classroom teacher, educational assistant, counsellor, or administrator
- A report or an investigation record relating to the student under the Child,

Youth and Family Enhancement Act
- Counseling records pertaining to the student that is of a personal or sensitive nature

Access to Student Records

Student records and anecdotal notes must be stored in a secure location, with access to individual student information restricted to Student Services personnel. External partners may be granted access to individual student information upon permission by the school authority in collaboration with the legal guardian. Legal guardians must give signed consent for anyone other than the school authority to access student information. Requests for Special Education files are made through Student Services by completing a form.

Freedom of Information and Protection of Privacy Act (FOIPP)

All student records and information will be managed in accordance with the Freedom of Information and Protection of Privacy Act.

For more information go to https://www.servicealberta.ca/foip/.

School Based Team

The School Based Team is a district level school- b a s e d team that serves five primary functions:

1. Determining the documentation appropriate for students and analyzing what has been done in order to move to the next level of support:
- Individualized Program Plan
- Safety Plan
- Behavior Plan
- Intervention notes

2. Providing suggestions for teachers in determining what supports and assessments will best meet the needs of their diverse learners

3. Determining when it is appropriate to move forward to external supports
4. Supporting parents and guardians in completing consents and permission forms

5. Determining documentation to access funding for Indigenous Services Canada (for this process refer to the Indigenous Services Canada: Special Education Funding Manual; see Appendix)

The School Based team works primarily with students moving between Level 3-Level 4 supports.

School Based Team Checklist

We are considering moving a student on to Level 4 with Intensive Supports. **During our School Based Meeting, we have...**	Moving from Level 3 to Level 4
● Tried a number of Level 3 supports in the school which are recorded in our team notes	
● Tried a number of Level 3 strategies suggested by the Intervention Team and with the support of the Learning Support Teacher	
● Conducted Level B assessments and analyzed the information to design supports for the student	
● Provided counselling supports with our school counsellor	
● Completed a Functional Behavior Assessment (FBA) to determine the function of the student's behavior	
● Connected the student with cultural supports such as Elders	
● Determine if an Individual Program Plan is needed in collaboration with the Learning Support Teacher	
● Modified their program to accommodate the student's needs	
● Designed a Behavior Support Plan with the Learning Support Teacher	
● Designed a Safety Plan with the Learning Support Teacher	
● Discussed our concerns with the student's parents and guardians asked for input	
● Discussed possible external supports that will be needed to support this student	

School Based Team Assessment Data

The Learning Support Teacher may assist the classroom teacher with obtaining guardian consent to administer Level B assessments, or to obtain permission for diagnostic assessments administered by specialists such as an educational psychologist. Recommendations gained from the assessments may be used to inform programming for the student who is assessed, which is then recorded in the student's individual program plan.

In addition to classroom assessment information and the Level B assessments gathered by the Learning Support team, the School Based team may engage external supports to conduct Level C assessments such as Educational Psychological testing complete by a credentialed psychologist.

Complex Case Team

The Complex Case Team is an intensive wrap around support that is needed to ensure safety and wellness for all involved. The membership of this team could include the student, parent(s)/guardian(s), teacher(s), educational assistant, administrator(s), counselor(s), learning support lead, external services and partners and may even include social services, health and/or law enforcement depending on the circumstances of the situation at hand. This team meets when needed and is usually convening in response to a crisis or need to ensure safety for the student and others. One individual student is the focus of this wrap around team.

In an intensive support or crisis resolution meeting, it is important to clearly identify the process for moving through a meeting. The meeting should begin with celebrations for the student/family and an opportunity to identify the student's strengths. Followed by the problem-solving portion of the meeting which should begin with the parents' perspective, followed by the consultants and external supports and finally rounded off with the school's concerns and suggestions for next steps.

Student Services Flow Chart
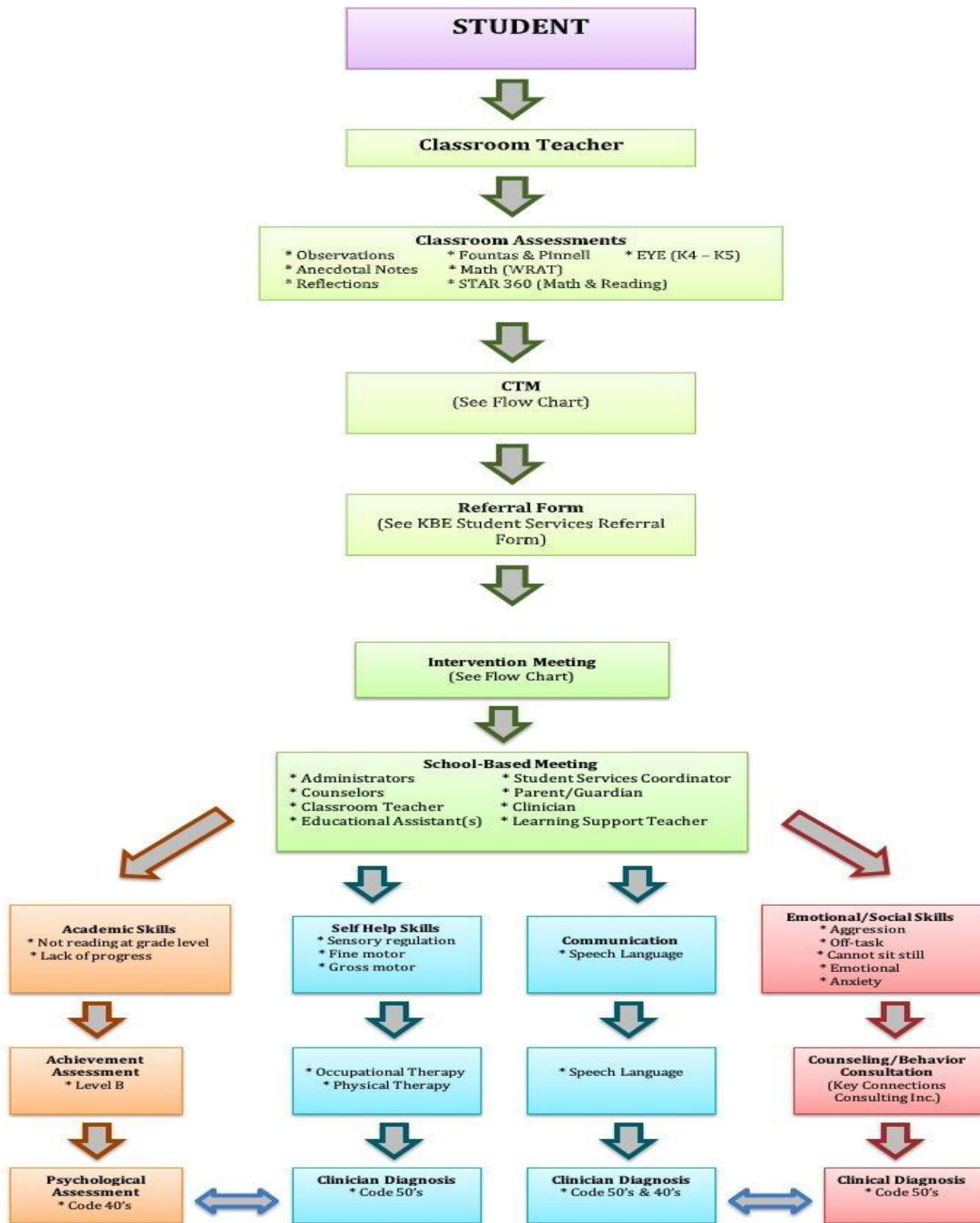
Elementary Example of the Flow of Supports

Classroom Assessments (Class Intervention)

Who: Teacher
When: When student first arrives
Where: In class
Why: Curriculum Planning for differentiated or modified learning
What: In Classroom Assessments (Fountas and Pinnell, STAR, EYE)

- Drives curriculum for each student; differentiated/modified learning
- In class assistance and programming managed by teacher
- Teacher discusses concerns with **parents** to ask for suggestions.

How: Example:
1) A student in Grade 3 reads at a Grade 1 level so she is on a modified Reading Program for Home Reading and pull-outs. She is also at a Grade 1 level math understanding so she is on a Grade 1 math program. She is better at spelling and so is on a modified Grade 3 Spelling Program.
2) Levelled Learning Intervention (LLI)

Collaborative Team Meeting (Classroom Intervention)

Who: Grade Teachers in Collaborative Team Meeting (CTM) group
When: Wednesday afternoons 2:15-3:45
Where: In class/hallway
Why: Curriculum Planning for intervention groups in grade groupings further targets biggest challenges
What: Collaborative Team Meetings

- Get ideas from other teachers on how to help this particular student with this particular challenge.
- Group intervention.
- In-class intervention continues

How: Example:
1) During Wednesdays Collaborative Team Meetings, ask co-workers for ideas for a student that has short attention span, behavior interference, poor memory, slow printing, etc. What are you doing for your non-readers?
2) Plan a class to address priority learning problems where students are guaranteed success because the RTI class will be at their level.

Intervention Meeting (School Intervention)

Who: Teacher, Parent, Learning Support Teacher (LST), School Admin, Counsellor
When: When in-class differentiated curriculum and intervention class fail
Where: In LST room
Why: Plan next steps of intervention on a school-wide scale
What: Intervention Meeting

- Referral (see KBE Student Services Referral Form) is processed in this meeting.
- Mild/moderate concerns are addressed here and do not go further.
- Checklist of recommended specialists in vision, hearing, family doctor diagnosis, speech diagnosis, occupational therapy or physiotherapy diagnosis, counsellor, Pediatrician and other specialists is created, and all team members agree to do their part to get checklist done.
- IPP can be created at this point if there are any diagnosis from any professional.
- In-class intervention continues, services are incorporated as identified problematic

How: Example:
1) Parents are informed that there are school concerns and their cooperation is needed in getting their sight and hearing checked. They may be asked to get a pediatric assessment for possible diagnosis.
2) Evidence of what this teacher has tried and what other teachers have tried and those results. At this point, we need more information about why student is still not having success and we must now rely on parent involvement to get that information.

School Based Meeting (KBE Intervention)
Who: Teacher, Parent, Learning Support Teacher (LST), School Admin, Counsellor, KBE Admin (Student Support Services Coordinator)
When: Once checklist from Intervention meeting has been met and none of those services, inquiries or exams have helped or made a significant enough difference or provided enough information regarding student
Where: In LST room
Why: Plan next step of district wide intervention
What: School Based Meeting
- All checklists are complete from intervention meeting. This information from professionals is gleaned and discussed. Recommendations and accommodations from professionals are planned and implemented into an IPP. Diagnosis are coded.
- Parents/legal guardians, teacher, educational assistant, administration, learning support teacher, KBE student services coordinator, school counsellors, professional counsellors, OT, SLP are invited.
- In-class intervention continues, school intervention continues
- Educational Psychological Assessment may be recommended at this time.

How: Example:
1) Student is not able to control his behavior. All checklists are met and no problems are prevalent. Parent reveals limited time due to another family member's hospitalization. It is decided to begin student on counselling. Behavior consultation with KCC clinician and teacher is planned.
2) Student is on a computer reading program, reads one-on-one with an

adult every day, was in the lowest RTI group for Spelling word families and has LLI pull-outs every day. Student has not improved in her reading at all in the last school year. It is decided that Level B Assessment, specifically the Woodcock Johnson IV will be administered. If results are significant, then an Ed. Psych will be done.

Educational Psychologist Assessment Review (Doctorate Intervention)	
Educational Psychological Results in Mild or Moderate Coding ● In-class intervention continues ● RTI levelled classes intervention continues ● Teacher incorporates doctor recommendations ● Clinician pull-outs ● LST organizes pull-outs Example: Modified classroom program, RTI grouping, reading same book every day for a week, writing words in personal dictionary, LLI, Fast For Word, OTA pull-outs, SLA pull-outs.	Educational Psychological Results in Severe Coding ● Educational Assistant is assigned ● In-class intervention continues ● RTI levelled classes intervention continue ● Teacher incorporates doctor recommendations ● Clinician pull-outs ● LST organizes pull-outs Example: Modified classroom program, RTI grouping, reading same book every day for a week, writing words in personal dictionary, LLI, Fast Forward, EA administers SLP plan, EA administers OT plan.

Roles and Responsibilities

KBE Student Services Team Member Commitments

The following commitments apply to all Student Services team members as they seek to attend to their role as professionals:

Personal Commitment

- attend work consistently and is punctual
- work as part of a team to meet the needs of the student(s)
- demonstrate initiative and enthusiasm
- maintain confidentiality

- use correct and appropriate oral and written language
- encourage positive attitudes
- dress and groom in an appropriate manner
- be flexible and able to adapt to the learning environment
- demonstrate a positive rapport with staff and student(s)
- demonstrate a spirit of collaboration to meet the needs of students
- seek appropriate channels to solve matters of concern
- maintain professionalism regarding cell phone and computer use

Commitment to Students

- treat each child with dignity and respect, honoring their strengths and gifts
- help student(s) enhance their self-esteem, promote confidence and independence
- intentionally strive to build positive relationships with students
- establish a positive rapport with student(s) and act as mentors
- strive to establish and maintain mutual confidence and respect with student(s)
- be passionate in advocating for ALL students
- ensure a safe, caring and welcoming environment for students, team, and guardians
- strive to build an environment of trust and concern for students needs
- consider and respect the individual child's culture, family dynamics, orientation and socio-economic background
- ensure students receive the supports and services they need to be successful

Commitment to the School and Team

- assist in communication between school, parents/guardians and community
- work cooperatively with all team members including teacher(s), administration, and other support staff, parents/guardians, and other external partners
- respect all team members and support decisions of those in authority
- contribute to the development of positive public relations between the school and community
- attend and engage in team meetings, making positive contributions to problem solving and supporting decisions made by the team
- carry out duties as assigned by the principal of the school
- Build effective relationships with parents, guardians, and professionals from external supporting agencies

Commitment to Learning

- grow professionally by participating in opportunities that support identified goals of the district, school or classroom
- seek learning opportunities to directly enhance skills specific to student(s) needs
- seek advice, assistance and guidance from your team
- take initiative to lead and demonstrate leadership in learning
- maintain current knowledge of school and district policies

Student Services Coordinator

The Student Services Coordinator is employed by the Kainai Board of Education to coordinate the special education programming. The Student Services Coordinator is responsible for:

- Implementing and monitoring the Kainai Board of Education Student Services Handbook
- Developing special education policy in consultation and collaboration with the Director/Superintendent and Board of Education
- Overseeing the special education programming within Kainai Board of Education
- Working in close collaboration with school principals, learning support teachers, specialists, parents, and school personnel
- The planning of and ensures the implementation of IPPs
- The submission of special education reports and Special Education compliance visits required by Indigenous Services Canada
- Coordinating and facilitating the Indigenous Services Canada compliance for Kainai Board of Education
- Functioning as a member of the School Based team at each school site
- Attending Inclusive Education and specialized supports professional development and training
- Developing handbooks (for staff, students and parents) and revising and updating annually
- Participating in the placements and programming for students
- Assisting in the planning and implementation of interventions for students ● Providing continuous professional development plan designed for Student Services staff

Learning Support Teacher

Learning Support Teachers are critical members of the school team. They liaise between students, teachers, educational assistants, administration, district, and external support services. Assisting in the design and implementation of programs and appropriate strategies and support ensures that the needs of diverse learners

are being attended to in every classroom across the school.

Learning Support Teachers serve as coaches in enhancing and supporting teachers and educational assistants in the school. All Learning Support Teachers are part of the school and classroom teams and are valued as active members with important contributions to the decision-making process for student(s).
The Learning Support Teachers are responsible for:

Collaborative Consultation

- Building relationships with students, parents, guardians, teachers, and service partners
- Understanding the roles of the variety of supports available at the school level to leverage expertise in supporting programming for all students
- Understanding and providing evidence of collaborating with inter-agency partners, with a shared understanding of partner roles
- Actively engaging and collaborating with principals, vice principals, teachers, educational assistants and other learning support teachers
- Supporting a culture of collaboration through reinforcing the importance of processes and structures of teams (e.g., collaborative team meetings)
- Contributing to discussions and problem solving to generate ideas regarding student supports (e.g., teacher meetings)
- Demonstrating appropriate choices in utilizing and initiating teamwork
- Actively participating and contributing expertise to the team
- Supporting and initiating conversations with parents/guardians about the needs of their child
- Engaging in and supporting teachers in parent/guardian-teacher interviews when needed (e.g., school-based meetings)
- Acting as a member, and frequently the leader, of the school team to schedule/facilitate meetings and provide records of the meeting to those involved
- Assisting teachers in identifying needs for students and accessing external supports through referral processes
- Initiating and supporting the completion of assessments, reports and referrals as needed

Programming

- Supporting teachers in engaging in referral processes as required by the division and/or supporting agencies
- Providing information to supporting agencies and coordinating services as needed with teachers and educational assistants
- Supporting teachers in using data to inform planning, instruction and

intervention. (Data includes a variety of sources and assessment information.)
- Coaching and supporting team members to develop and implement the outcomes of plans for diverse learners (e.g., IPP, behavior plan, etc.)
- Modeling and supporting staff and school teams to use a variety of strategies, interventions, and accommodations to support diverse learners
- Sharing information and communicating to peers of students with specialized needs to provide an understanding regarding their needs
- Demonstrating an understanding and application of electronic supports for students including assistive technology and technology for augmentative communication
- Assisting and coaching the development of individualized plans (IPP) for students who require plans for specific areas of development
- Managing and providing connections and resources to external services to actualize the areas of development for diverse students
- Facilitate and participate in the transition planning for students

Assessment, Evaluation and Reporting

- Supporting teachers in the analysis of assessments and collaboratively designing supports for students that will meet their needs
- Conducting assessments when deemed as a necessary next step in supporting the needs of diverse learners
- Coaching and supporting team members to monitor and evaluate the outcomes of plans for diverse learners (e.g., IPP, behavior plan, etc.)
- Informing, modeling, and supporting staff in keeping records for students with diverse learning needs in accordance with district expectations/regulations
- Supporting educational assistants in gathering and collecting relevant data for programming and planning
- Ensure parents/guardians are informed and provide consent when needed to complete an assessment
- Following the completion of an assessment, learning support teachers will arrange a debrief meeting with parents/guardians, teachers and educational assistants working with the child in a timely manner
- Ensure timelines in assessments are adhered to about funding applications and graduation
- Recognize the value of assessment in the overall process of supporting students and the importance of providing a response that influences supports and programming based on the evidence surfaced in the assessment

Supporting Learning Environments

- Sharing the vision, mission and strategic priorities of the district and how they apply to supporting diverse learners
- Supporting teachers in understanding and implementing policies and procedures that pertain to the diverse learning needs of students
- Articulating and promoting an inclusive mindset and philosophy throughout the school
- Advocating and coaching inclusive practices in all classrooms
- Advocating and promoting understanding of what success looks like for the diverse needs' students
- Providing advice and suggestions regarding the physical environment to support the needs of students (e.g., alternate seating, lighting)
- Engage in opportunities to match the capacity of skill sets to the learning environment through identifying strengths and opportunities for growth
- Promote and model tolerance and understanding regarding the needs of students

Building Capacity

- Understanding research and trends in education and other related fields
- Attending to their own professional learning by engaging in reading, research and conferences, workshops, etc.
- Leading professional learning opportunities in the school and district
- Committing to building capacity of the leadership team and collaborative teams in the school including administration
- Coaching educational assistants and teachers in their classrooms about universal, targeted, or individualized supports as needed for specific students
- Coaching educational assistants to support the individualized needs of diverse learners

Administrators and Classroom Teachers

The administrator and classroom teacher will support all students by:
- Working collaboratively with school staff, parents, central office, learning support teachers and educational assistants
- Functioning as a member of the school-based team
- Acting as a member of the IPP (Individual program planning) planning and implementation team
- Conducting regular assessments in order to monitor student progress
- Being responsible for the development and implementation of student

supports
- Working with other members of the school-based team to submit referrals as recommended by the team
- Working collaboratively with the educational assistants and providing programming and direction to meet the needs of all students

Relationship Between the Classroom Teacher and Educational Assistant

The following table demonstrates the duties of teachers and educational assistants as well as their joint responsibilities.

This table was adapted from Alberta Teachers' Association (2000). Teachers and Educational Assistants: Roles and Responsibilities.

	Duties of Teachers	Joint Responsibilities	Duties of Educational Assistants
Determine Learning Needs	Determines learning needs of the student	Discuss student abilities, strengths, and challenges. EA attends program planning meetings when beneficial	Observe and document student behavior and provide information to teacher
Possible Supports	Determine possible support from available alternatives. Prepare individual program plans (IPPs) in collaboration with Learning Support Maintain current student profiles and IPPs in collaboration with Learning Support	Discuss desired outcomes for the student. Discuss educational, behavioral, and emotional goals	Provide suggestions or revisions to programming based on their observations
	Complete referral process when needed		
Planning	Plan lesson activities and choose resources. Choose appropriate modifications to meet IPP goals in collaboration with Learning Support Teacher Establish priorities	Collect and prepare materials. Provide advice on available resources	Assist in preparing materials for students. Maintaining equipment and materials

Behavior	Establish a clearly understood classroom management structure, classroom rules and expectations for students. Behavior support, wellness, safety, and contracts are created by teacher in collaboration with Learning Support Teachers, Counsellors and clinicians	Meet regularly to discuss student progress and behavior. Discuss and clarify expectations	Work within established structures, including classroom management structures, behavioral rules and IPP expectations
Teaching	Implement lesson plans and direct teaching related to those lesson plans. Supervise and facilitate student learning. Model techniques and appropriate language Provide resources for assistants	Clarify and share outcomes and experiences. Discuss specific strategies, activities, and outcomes. Discuss workplace location	Clarify elements of the lesson for students who are struggling - those assigned. Supervise reinforcement activities. Implement specific techniques, strategies, accommodations, and modifications as well as language as directed by the teacher. Document, monitor and report to the teacher
Assessing	Assessing student progress Ensure that goals in the IPP are being met	Discuss observations. Exchange information	Collect data for use in student assessment as directed by the teacher
Reporting	Report to parents both formally and informally	Discuss student information as appropriate. Maintain confidentiality	Report to teachers on students' strengths, achievements and needs Report to teachers on observed student behavior and outcomes

Educational Assistant

Educational Assistants are critical members of the school team. Their primary responsibility is to support the needs of student(s) in the school and classroom in academic, physical and social emotional needs. At KBE some educational assistants are assigned to work side by side with student(s) while others are assigned to work with a cohort of children. All educational assistants are part of the school and classroom teams and serve as active members with valuable contributions to the decision-making process for student(s).

Supporting Student Programs

- Participating in cooperative staff planning around documentation (creating and updating IPPs)
- Assisting in planning and preparing materials for programs such as learning/teaching materials and assistive technology for student(s) under the guidance and direction of the teacher(s)
- Collaborating with teacher(s) to develop a daily learning plan for student(s)
- Checks in regularly with the teacher to be sure the programming is having an impact (at least the beginning and end of each day)
- Assisting the teacher(s) when necessary, to meet with representatives of other agencies to share appropriate information about student(s)
- Collaborating with teacher(s) and other agencies to design appropriate programming and supports with the recommendations of external supports
- Assisting and supporting classroom teacher(s) in classroom management and strategies for supporting positive behavior
- Supports Blackfoot language and culture through speaking Blackfoot when/if possible and supporting students' understanding of cultural events and traditions
- Attend and participate in school team meetings

Academic Support for Students

- Follows daily plans and tasks assigned by the teacher, supporting individuals and small groups
- Assisting student(s) with diverse needs in small groups and/or one-to-one with direction and guidance from the teacher(s)
- Assisting in gathering information through observation, recording and data collection
- Using assistive technology to improve learning and communication when appropriate
- Using correct and appropriate written and oral language
- Assisting the teacher(s) in implementing student(s) programs as documented in an Individual Program Plan (IPP)
- Communicating effectively on a regular basis with teacher(s) and school staff
- Reinforcing skills taught by the teacher(s)
- Providing individual assistance to help all student(s) complete assignments
- Accompanying student(s) with diverse needs on field trips
- Assisting with communication development under the direction of the teacher(s) and/or Speech Language Pathologist Safe and Caring Environment for Students
- Helping to ensure a safe environment through supervision of student(s) during arrivals and departures, lunches, recesses, and in the classroom
- Promoting inclusion of ALL students(s) through effective communication and

involvement with all staff and student(s)
- Encouraging an atmosphere that respects others' needs
- Encouraging the student(s) and provide strategies to successfully participate in classroom and extracurricular activities
- Helping each child to become aware of his/her role as an integral member of a group - establishing a sense of belonging
- Using consistent, systematic, and effective routines with student(s)
- Managing difficult situations with a minimum of disruption
- Reporting disclosures reported by students following the district procedures for reporting
- Ensuring that physical and emotional boundaries are respected

Behavioral Support for Students

- Reinforcing social and personal skills
- Effectively modeling the teacher(s) directed behavior system
- Providing positive feedback and reinforcement to student(s) to build self-esteem
- Anticipating and redirecting inappropriate student(s) behaviors in a positive manner
- Effectively monitoring student(s) behavior within and outside the classroom
- Effectively employing a variety of strategies that reinforce positive student(s) behavior
- Assisting the teacher(s) in the monitoring of student(s) progress using a daily logbook, checklists and/or other observational/recording instruments as required
- Assist the teacher(s) in gathering data to determine functions of behavior
- Implementing the strategies from a behavior support plan created by the teacher(s) and learning support teacher(s)

Medical Support for Students

- Assists with Occupational Therapy and Physical Therapy under the direction the teacher(s) and/or Occupational Therapist or Physical Therapist
- Attend to the physical needs of the student(s) by feeding, and toileting, providing medical care and promoting good personal hygiene as directed by the teacher(s) and health professionals
- Assist individual student(s) with physical or medical needs in accordance with a medical safety plan with appropriate training
- Administer medication and record data in accordance with a medical safety plan and with appropriate training
- Ensuring the safety of the student(s) by utilizing proper techniques for positioning equipment and wheelchairs, and for lifting student(s)
- Assisting with vision and hearing strategies under the direction of teacher(s) and/or service provider

Family School Liaison Counselors

Kainai Board of Education has 2 school counsellors on staff for each school. School counselors provide immediate support to students with minor behavioral and counseling needs.

The school counselors serve as a liaison between home, school, and community. The overall goal is to ensure that students attend school consistently to develop a positive attitude toward learning. The Counselor should be knowledgeable and promote "Kainaisinni". Along with other school personnel, the Counselor will promote and support KBE students, academic success by providing specialized services. The School Counselors are responsible for:

Attendance Support

- Assist with school registration processes in collaboration with other KBE staff ● Access daily student attendance records and continually monitor to
    support students in regular attendance
- Conduct home visits to encourage attendance

Counseling Support

- Provide counseling supports for personal, social, or behavioral concerns and communicate regularly with home and school
- Participate in Collaborative Team meetings, Intervention Team meetings and School Based meetings when required to contribute to discussions regarding student needs, maintaining the confidentiality of each student
- Assist in establishing and/or supervising peer counseling groups or tutoring programs in the school or other types of small group counseling sessions
- Routinely monitor student behavior and personal progress and provide support accordingly

Record Keeping

- Maintain appropriate daily notes and documentation regarding the supports and strategies provided to students (including date, description and areas of follow-up)
- Maintain appropriate daily notes and documentation regarding contact with home (including date, description and areas of follow-up)
- Maintain appropriate daily notes and documentation regarding contact with other service partners such as psychologists and behavioural therapists (including date, description and areas of follow-up)
- All records and documentation will be kept in locked filing cabinets to maintain confidentiality

Community Liaison

- Actively supporting and promoting school activities within the school system as well as throughout the community
- May assist with supervision and general support of activity programs both in and after school
  - Pending on future funding

Career Counseling (where applicable)

- Maintain a collection of information from various educational institutions to share with students as needed
- Share current information regarding educational institutions through school programs
- Maintain an awareness of grants and scholarships that may be possibilities for students
- Assist students in completing applications when needed
  - Begin Career Counseling at Grade 9 level.

Speech Language Pathologist and Occupational Therapy Assistant

Responsibilities of the Speech Language Pathologist and Occupational Therapy Assistant

There are speech language assistants and occupational therapy assistants in each of the elementary schools, who assist and implement the students' goals recommended by speech language pathologists and occupational therapists.

SLP Assistants and OT Assistants (both those employed by Alberta Health Services, and EAs employed by KBE assigned to the role of SLPA or OTA) carry out duties assigned by therapists (SLP, OT). These could include universal, targeted, or individualized supports.

SLP and OT Assistants

In addition to the responsibilities of an educational assistant, SLPAs and OTAs will:
- Follow and implement supervising therapist's targeted group plan, under the supervision of the Supervising Therapist
- Prepare materials for targeted group; assists/plans activities for the group and collaborating/coaching partner

- Collaborate/coach and support practice partner by demonstrating and explaining activities and strategies used for practice.
- Provides strategies to practice partner so they can carry on practice outside of sessions with the SLPA or OTA.
- Provide regular update to school staff on student progress
- Provide regular updates to parents or guardians about sessions, when parents or guardians are not the primary practice partner
- may request the Supervising Therapist attend additional sessions for supervision/support
- Follow the timelines as required by the Learning Support Teachers (for example, IPPs goals and year end submitted on time)

Adapted from Central Alberta Regional Collaborative Service Delivery. Role of the SLP Assistant. Retrieved from https://carcsd.ca/what-we-do/rehabilitation/roles-and-responsibilities.

Elders

The Kainai Board of Education (KBE) honors the vital role that Elders play in sharing valuable skills and knowledge which help students shape their identity as members of the Kainai Nation.

An Elder's role in schools is to:

- Promote the learning of the Blackfoot language and culture by speaking in Blackfoot to students and teachers.
- Relate traditional stories relevant to the curricular topics in the school program.
- Explain Kainai traditions and values.
- Conduct specific ceremonies such as the sweet grass smudge, face painting and naming.
- Offer instruction on life skills such as how to pick berries, how to sew, how to prepare traditional food, how to make tipis.
- Offer instruction on traditional crafts.
- Present the Kainai world view and practices in courses such as social studies, science and language arts.
- Provide advice to students regarding respect and appropriate moral behavior.
- Offer welcoming and ending prayers in schools.

This role description was provided by Patrick Twigg, Blackfoot Studies Coordinator shared on May 7, 2020.

External Supports

Kainai Board of Education will access external support when additional consultation or expertise is required to best support the needs of a student. This support can be

accessed through private means, in partnership with Southwest Regional Collaborative Service Delivery or any of its associated partners such as Alberta Health, etc.

Additional external supports may include:
- Speech Language Pathologist
- Occupational Therapist
- Behavior Consulting
- Counseling (1:1)
- Psychological Services
- Physical Therapy
- Handi-bus Service

Southwest Collaborative Services

The SWRCSD is one of 17 regions throughout Alberta that features a partnership between:
- Alberta Children's Services
- Alberta Community and Social Services
- Alberta Education (public, separate, and independent schools)
- Alberta Health / Alberta Health Services
- First Nations (Blood Tribe and Piikani Nation)

The RCSD works together in support of children, youth and families in southwest Alberta. The service delivery model provides a consistent team of multidisciplinary professionals that share responsibility for supporting the development and delivery of universal, targeted, and individualized services. Regional multi-disciplinary services are directed towards, but not limited to, students with highly individualized and complex needs.

Key Connections Consulting
- Speech and Language therapy
- Counselling therapy
- Behavior Consulting

The School-Based Team may make a referral to SWRCSD or KCC. The Student Services Coordinator will assist the team with completing the referral process.

Funding Statement

Kainai Board of Education plays a vital role in the lives of students, parents and community members who live within the Community of Kainai. It is within the schools Kainai students learn the knowledge, skills, and values they need to become responsible and productive members of the Kainai community.

However, the frustration has become increasingly insurmountable and the ability to provide an adequate program for all students has been undermined by the lack of funding that has been provided for Kainai Board of Education. The lack of funding creates problems for all students, but the barriers are further compounded for students with special needs within the Kainai school system.

Within the Kainai community, inadequate funding affects the delivery of services to Inclusive Education students in many different areas.

The identification of Inclusive Ed students requires adequate financial and human resources to conduct individual assessment of a student presumed to be at risk.

The placement of Inclusive Education students in the environment most effective to the full development of their potential also requires funding for trained personnel, individualized programs, and specialized equipment.

The development and implementation of integrated programs for Inclusive Education students requires the provision of support and training to parents, families, teachers, and all individuals involved in the education of the students.

Please note the following chart addresses the long-term funding needed to address proper service delivery for the Kainai Inclusive Education students.

Services required
Certified Psychologists for assessment of students X 5 schools
Full time Occupational Therapists for each school X 5 Schools
Full time Physical Therapists for each school X 5 schools
Educational Assistants for each Severe and EOP student X 128 students. Wages need to reflect the increased cost of living.
Learning Support Teachers x 2 at each school x 5 schools
3 Full time Therapist counsellors at each school X 5 schools
Full time Addiction counsellor at each school X 5 schools
Full time nurse at each school X 5 schools
Retention Officers at each school x 5 schools
Specialized equipment for EOP students X 5 schools
2 Family School Liaison Counsellors at each school X 5 schools
Handicap Transportation bus for each school X 5 schools – 128 severe and EOP students
Full time Speech and Language Pathologists X 5 schools
Full time rotating Elders in Residence program X 5 schools.

Reference List

Alberta Education (2009). Setting the Direction Framework. Edmonton, Alberta: Alberta Education.

Alberta Education (2013). Indicators of Inclusive Schools. Retrieved from https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf.

Alberta Teachers' Association (2000). Teachers and Educational Assistants: Roles and Responsibilities.

Alberta Treaty 7 Education (2014). Treaty 7 Management Corporation. Student Support Services Handbook.

Central Alberta Regional Collaborative Service Delivery. Role of the SLP Assistant. Retrieved from https://carcsd.ca/what-we-do/rehabilitation/roles-and-responsibilities.

Indigenous Services Canada (2019-2020). Special Education Guidelines.

Southwest Regional Collaborative Service Delivery. https://swrcsd.ca/

Appendices

Appendix A: Special Education Funding

Each year Indigenous Services Canada publishes the Special Education Guidelines; Intervention Program and Funding First Nation Schools in the Alberta Region. Timelines and application documents are provided and are the responsibility of the Student Services Coordinator. This document is provided annually to the Student Services Coordinator

For more information, contact the Student Services Coordinator or go to Indigenous Services Canada- Education website.

Appendix B: Glossary of Terms

Term	Description
Accomodation	An **accommodation** is a change or alteration to the. regular way a student is expected to learn, complete assignments or. participate in the classroom.
Assessment	**Assessment** is the gathering of information about what students know and can do in order to make decisions that will improve **teaching** and **learning**.
Assistive Technology	broad areas and equipment or strategies can fall within any of the following categories: ● Aids for Daily Living ● Augmentative Communication ● Computer Applications ● Environmental Control Systems ● Home Modifications ● Prosthetics and orthotics ● Seating and Positioning ● Vision Aids ● Sensory Aids for People who have a hearing impairment ● Wheelchair/Mobility Aids
Inclusion	**Inclusion** is a values-based approach to accepting responsibility for all children and students. **Inclusion** is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students.
Individual Program Plan (IPP)	Individualized Program Plan (**IPP**) An **IPP** is created for all students identified as having special **education** needs. It acts as a road map for how we support kids throughout the **school** year by helping us track their success and identify the transition supports they need as the move through their **educational** journey.

Intervention	**Interventions** are meant to effectively bridge a gap for students, provided in addition to regular classroom instruction. Three things identify an intervention: ● *Provide targeted assistance focused on teaching a skill* ● *Delivered by a highly qualified class teacher or another specialist* ● *Provides additional instruction for an individual or small group*
Level B Assessment	Level B Assessment includes a wide range of standardized, individualized tests often used in schools. Examples of such tests are the Woodcock-Johnson Achievement (WJPB-A), the Wechsler

	Individual Achievement Tests (WIAT), Kauffman Test of Educational Achievement, the Peabody Picture Vocabulary Test (PPVT), KeyMath Diagnostic Arithmetic Test and many others.
Level C Assessment	**Level C** is the most restricted category and includes tests and aids which require advanced training and experience in administration, scoring, and interpretation. Education Psychologists conduct Level C assessments.
Behavior Support Plan	A plan for students with **severe behavioral challenges** that is designed to articulate the supports required for the student to be successful. This plan is regularly reviewed and revised as changes happen for the student or in their environment.
Strategies	A myriad of effective, proven supports for students at the two level that ensures the greatest point of impact for students and is found in the classroom and in the hands of the classroom teacher.
Response to Intervention	A response to **intervention** approach is built on the premise that when universal supports are provided consistently for all students, the majority of students will thrive. The underlying goal of RtI is preventing academic struggles and challenging behaviors, so that all students are successful.

Appendix C: Annual Updates for the Student Services Handbook

Kainai Board of Education
Annual Updates for the Student Services Handbook

Each year the student services handbook will need to be updated and revised. The following list provides an ongoing checklist of items that may need attention each year. Print off this list and check off when items have been completed.

Completed	Page Number	Update	Notes
✓	Cover	Change the date on the front cover	
	Page 1	Update the Contact Information and Learning Support Teacher information	
	Page 6	Add any additional acknowledgements that may need to be added as the work proceeds	
	Page 11	Update the Board Priorities	
	Pages 13-18	Update examples from the schools on Inclusive Guidelines: ● Additional examples could be added ● School specific examples could be added ● Specific examples for elementary, junior high or senior high could be added	
	Pages 19-32	Over time, you might want to add school specific examples of Collaborative Team meetings and remove the general examples from Jigsaw Learning	
	Page 47-59	EAch year the roles and responsibilities should be reviewed as there may be changes in these roles	
	Page 62	Include the link to the current Special Education Guidelines from Indigenous Services Canada	
	Pages 36,37,41	Checklists should be reviewed after teams begin to use them so they are effective in the team meetings	
	Page 48-50	Timelines for Learning Support teachers could be added to be used as a checklist for each month	
	Page 63-64	Additional terms could be added to the glossary	