

KAINAI ALTERNATE ACADEMY

STUDENT HANDBOOK

Principal's Message

Oki kiitsi iksimatsimmimpwa niisto nita'a'nikkoo Matsoikitopi, Hello I am happy to welcome you, my Blackfoot name is Good Rider, my English name is Byron Bruised Head. This is my fifth year as the Principal at the Kainai Alternate Academy (KAA). KAA has been a registered school with Alberta Education since 1996. Since its inception there have been several moves for the Academy, we were relocated from several buildings in Standoff, Cardston, Lavern, Middle School and now back in Standoff. We now have a permanent home in the new addition at the Saipoyi Elementary School.

Our programs within the KAA program, first and foremost, are to have a safe and healthy environment for both students and staff here at the KAA School. We are striving to promote respectable committed students within our program so the students attending are able to take more ownership of their educational endeavours. This process encourages students to engage in ownership strategies that create commitment rather than mere compliance.

As the Kainai Alternate Academy is a school of parental and student choice, the Academy works with parents/caregivers in developing Individual Programs Plans (IPP's) to promote the commitment from each student. The Academy offers programs within the Alberta Curriculum to ensure that the students attending obtain the required education necessary to complete their high school diplomas and advance to the post-secondary level.

This handbook provides information about procedures and policies, the daily routines and expectations, including services and programs within the Kainai Alternate Academy. Monthly newsletters and other information packages are also circulated to inform the community of events and programs which the Academy offers.

We thank you beforehand for your support, and please feel free to drop by the Academy to share ideas or concerns regarding programs and student activities.

Thank you,

Matsokitopi (Byron Bruised Head)

VISION

At Kainai Alternative Academy and Outreach Center, we strive to create and sustain a sense of community, and we focus on making learning engaging. Our school organizational structure and our decision making strategies are geared towards strengthening these two important aspects of our culture.

MISSION STATEMENT

Students at Kainai Alternative Academy and Outreach Center, working together with faculty and parents, in a spirit of unity and diversity, pursue creative learning experiences to develop the skills needed to achieve academic and behavior goals.

Basic Goals of the Alternative/Outreach philosophy:

- Cooperation and teamwork rather than an emphasis on competition
- Commitment to innovative and individualized approaches to learning
- A balance between student-directed and teacher/facilitator-directed learning
- Family centered environment encouraging parental and community volunteerism
- Assessment and evaluation that is on-going and uses multiple strategies including self-evaluation
- Interaction among children of different ages and at different stages of development
- Integrated curriculum delivery, providing a natural progression from whole to parts and stressing the interrelation of all learning and subjects

General Information

Kainai Alternate Academy offers basic skills in a Language Arts and Math curriculum for students in grades 7-12. Module courses will be offered on an individual need and will follow the Alberta Program of Studies recommendations.

Parents who choose to send their children to KAA are choosing to be actively involved in their child's education and are committing to guide their child at home and at school to become creative thinkers, who are self-directed and self-motivated learners, with strong personal management skills.

We expect our students to demonstrate courtesy, respect and effort in all areas of school life. We pride ourselves on being a safe and happy school, where we support each other's roles and responsibilities as a community of learners.

Kainai Alternate Academy

Guiding Principles for Admission

1. Students who are age 14 through 18 as of September 1st. More senior students up to age 21 will be considered on an individual basis.
2. Students who have not attended school for a significant period, who wish to transition into mainstream education.
3. Students who feel they are not ready to interact in the social setting of regular school program.
4. Home-schooling students who wish to transition back to mainstream schooling.
5. Consideration will be given to teenage parents to allow them to continue their education.
6. A transition for students whose attendance has fallen behind, to provide a step back to mainstream education.
7. We will consider on a case by case basis students who have been suspended for drug or alcohol issues and who have completed a recognized rehabilitation program.

Response to Intervention (RTI)

At the academy we use the 3-tiered RTI approach to remedial education. Students are assessed academically at the start of the school year on their entry date. The assessment results are used to place them at the appropriate academic levels to build their skills. Their progress in the core subjects of mathematics and language arts are monitored daily using computer generated scores. Formal re-testing is also completed at mid-year and at the end to verify their progress.

In addition to regular academic programming we offer cultural project based learning, computer guided remedial programming, attendance incentives, one-on-one instruction, elder visits, presentations from other blood tribe entities, individual esteem and team building activities, along with educational indoor and outdoor experiences.

To help with our programming we have acquired 20 new Chromebook laptops, along with a new high-speed internet connection to facilitate optimal student learning. In conjunction with this, we have implemented the success maker online remedial language arts and mathematics programs.

Staff Biographies

Raven Shade, Administrative/Educational Assistant

Raven has been at the Alternate Academy for three years now. Previously a rodeo secretary for two (2) years. Worked as an educational assistant for three years at Tatsikiisaapo'p Middle school. Former student of the University of Lethbridge.

Carol Day Chief, Bus Driver

Carol has been driving the bus for going on five years now for the Alternate Academy.

Eric Spencer, Teacher

Eric has been at the academy for the past eleven years. Previously he taught computers and mathematics at Kainai High School.

Terry Ivins, Student Counselor

Terry has extensive experience in the social work field, he has worked in the child protection/child welfare and addictions field for 18 years. Terry has been with the Alternate Academy for almost four years now.

Todd Soup, Security

Todd has been with the Alternate Academy for almost a year now. Todd was previously working security at the covid isolation unit.

Custodian – To be announced.

Matosikitopi, Byron Bruised Head, Principal

Byron has taught in almost all of the schools on the Blood Reserve. Taught at the Kainai High school, a stint at the Aahsopi with the grade ones (1), the Blood Tribe Youth Ranch and the Tatsikiisaapo'p Middle School. This will be his fifth year as the principal for KAA.

STUDENTS RESPONSIBILITIES

You are expected to come to school to get an education. Learning to read, write and do math are the minimum basics of an education. Learning about how things work, the many aspects of nature, laws of science and chemistry, as well as world geography are wonderful bits of information which make a person well rounded and better able to understand his/her own personal life. In order to succeed at getting an education there are a few simple rules of behavior and attitude that must be exercised. We ask for your Commitment to complete your Education it's not about Compliance.

You are responsible to:

- a) Come to school every day(90%attendance or better)
- b) Come to school on time
- c) Stay in school a full day
- d) Have all pens/pencils/binders/texts/assignments etc. with you
- e) Allow the teacher to begin the class by listening quietly to instructions and lessons
- f) Get down to work quickly, and stay down to work for the entire class period
- g) Allow your class peers to work without being distracted by you
- h) Ask questions when you are not sure of how to do an assignment
- i) Participate in class discussions(your opinion is of great value and you do have a responsibility to share your knowledge)
- j) Ignore poor behaviors that are going on by other students
- k) Support your teachers in their need to discipline and deal with rude students
- l) Follow all the rules in the discipline policy
- m) Tell the teachers or principal when you are in conflict with another student, allow them to help you solve the issue
- n) Take pride in your school and the value of getting an education
- o) Set goals for yourself in regards to your academic performance this year
- p) Set goals for your adult life, what is it you want to become? Where do you see yourself at age 25? What do you want to be doing at age 25?
- q) Achieve passing marks! Work to your very best ability!

Teacher Responsibilities

Teachers at Kainai Alternate Academy are very concerned that the students grasp the basic concepts of reading, writing and mathematics as well as the basic attitudes and behaviors that make a student a citizen. It is nearly impossible to succeed with a student who rarely comes to school, and never knows where their binder and pencils are, or takes no interest in learning the concepts being provided to him/her. Our goal is to firstly help these students understand what is required of them to be in the proper frame of mind and attitude to be able to learn. Once this is achieved we can begin to help them learn the many academic concepts necessary for them to succeed in the regular school program at the appropriate grade level for their age.

Teachers are responsible to:

- a) Follow all policies laid out by the Kainai Board of Education
- b) Enforce the discipline policy
- c) Make the expectations of the classroom very clear
- d) Encourage students to attend school 90%, keep track of all their equipment, listen to the lesson and instructions
- e) Be sure students are understanding the instructions and lesson concepts
- f) Allow students to express their opinion in class discussions
- g) Make sure all verbal discussions are well mannered and in the best interests of all students
- h) Keep the classroom a 'safe and caring' learning environment for all students
- i) Inform parents immediately of any concerns or conflicts that involve their child
- j) Mark student assignments in a timely manner so that any misunderstandings can be corrected sooner than later
- k) Come prepared to teach, start each day new, never hold a grudge, have integrity
- l) Set personal goals for improving their professional life and commitment as a teacher
- m) Listen to their students
- n) Take all parent concerns very seriously
- o) Try very hard to avoid conflicts with students and parents as well as colleagues

PARENT RESPONSIBILITIES

It is a proven fact that children do much better in school when there is an adult in their lives that tells them they want them to do well at school. Getting an education is one of the very best ways to defeat social problems like; poverty, substance abuse, vandalism and family violence. Your child needs to know that they are important to you, that they need to come to school daily and that you desire them to do well in school while they are there.

You are responsible to:

- a) see that your child gets enough sleep each school night
- b) see that your child gets a healthy breakfast before coming to school
- c) see that your child does in fact come to school (90% attendance or better)
- d) make it clear that you expect your child to cooperate with the expectations of their teachers (behave themselves in school and do their school work)
- e) help the school staff solve serious issues that involve your child, rather than try to protect your child from the consequences of their actions
- f) advise the school of situations that may affect the attitude and emotional state of your child while at school on that day
- g) contact the school with any concerns, hear our side of the story before getting upset
- h) support the teachers and TA's and principal in their effort to discipline your child so that all students are safe and in a positive learning environment
- i) help your child with homework as much as possible
- j) Come to all report card days, parent teacher interviews, school suppers etc.
- k) Do a surprise drop in to the school and check on how your child is doing
- l) Use outside agencies to help you solve any family issues, medical issues, or psychological issues that are getting in the way of your child's ability to succeed at school
- m) Trust that your child's teacher and the principal always try to do the right thing and do have your child's best interests at the centre of all issues.

Kainai Alternate Academy Discipline Policy

'Treat all persons and their property as you would like them to treat you and your property'

ZERO TOLERANCE

- a) Drugs
- b) Alcohol
- c) Weapons(obvious items as well as anything used with intent as a weapon)
- d) Bullying / Cyber-Bullying
- e) Fighting
- f) Verbal and non-verbal threats to do physical harm
- g) Foul language with abusive intent
- h) Stealing
- i) Vandalism

Any of the above offences will result in immediate suspension for a minimum of five days. Before reinstatement can take place, a team meeting will be held to determine the appropriate action to be undertaken for resolution.

BEHAVIOR & ATTITUDE

- a) Aggressive gestures towards teachers or peers
- b) Defiance / non-compliance to teacher requests
- c) *talking back *talking smart *talking tough
- d) Skipping class
- e) Refusal to complete seat work
- f) Refusal to participate
- g) Failure to accept responsibility for actions

An incident report will be completed for any of the above offenses. The incident report will be submitted to the principal and a copy will be placed in the student's file. These offenses will be dealt with at the discretion of the supervising staff, with parents being notified as the situation warrants.

HEALING CIRCLES

Kainai Alternate Academy may request that a Healing Circle take place before the student can be reinstated to the school environment. The healing circle will involve the student, at least one KAA staff member, an Elder from the community, a representative from the Wellness Center or Children's Services, a Blood Tribe Police member, and significant family members as needed. In the healing circle each person is given an opportunity to speak. The intent is to bring peace of mind, body and spirit to the students who are having issues with making positive, healthy life choices.

Alberta High School Diploma

The chart below outlines one way of achieving Alberta High School Diploma Graduation Requirements, in English. Course sequencing and selection will vary for individual students. The complete chart, including footnotes, is available in the [Guide to Education: ECS to Grade 12](#).

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
SCIENCE – 20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM
<ul style="list-style-type: none">• Career and Technology Studies (CTS) courses• Fine Arts courses• Second Languages courses• Physical Education 20 and/or 30• Knowledge and Employability courses• Registered Apprenticeship Program courses• Locally developed courses in CTS, fine arts, second languages, or Knowledge and Employability occupational courses
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)
These courses may include
<ul style="list-style-type: none">• 30-level locally developed courses• Advanced level (3000 series) in Career and Technology Studies courses• 30-level Work Experience courses• 30-level Knowledge and Employability courses• 30-level Registered Apprenticeship Program courses• 30-level Green Certificate Specialization courses• Special Projects 30

- The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- See information on exemption from the physical education requirement.
- See information on exemption from the CALM requirement.
- Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements (Francophone).
- Mature students should consult the Mature Students section for applicable requirements.

Certificate of High School Achievement

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements as outlined in the chart below are awarded a Certificate of High School Achievement. The complete chart, including footnotes, is available in the *Guide to Education: ECS to Grade 12*.

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)	
The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.	
80 CREDITS including the following:	
ENGLISH LANGUAGE ARTS 20-2 OR 30-4	
MATHEMATICS 10-3 OR 20-4	
SCIENCE 14 OR 20-4	
SOCIAL STUDIES 10-2 OR 20-4	
PHYSICAL EDUCATION 10 (3 CREDITS)	
CAREER AND LIFE MANAGEMENT (3 CREDITS)	
5 CREDITS IN	
<ul style="list-style-type: none"> • 30-level Knowledge and Employability occupational course, or • 30-level Career and Technology Studies (CTS) course, or • 30-level locally developed course with an occupational focus 	
AND	
5 CREDITS IN	
<ul style="list-style-type: none"> • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course, or • 30-level Green Certificate course, or • Special Projects 30 	
OR	
5 CREDITS IN	
<ul style="list-style-type: none"> • 30-level Registered Apprenticeship Program (RAP) course 	

- To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- See information on exemption from the physical education requirement.
- See information on exemption from the CALM requirement.
- Refer to the *Off-campus Education Handbook* for additional information.
- Refer to the Alberta Education website for additional Green Certificate information.
- Refer to the *Off-campus Education Handbook* for additional information.

DIPLOMA AND CERTIFICATE REQUIREMENTS

Introduction

Alberta Education diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction. A student who is awarded a diploma or certificate from the list below is a graduate.

This section outlines the requirements for being awarded the

- Alberta High School Diploma (English and Francophone)
- Certificate of High School Achievement (English and Francophone)
- Certificate of Achievement
- Certificate of School Completion
- Alberta High School Diploma as a Mature Student
- High School Equivalency Diploma (by two options).

Note: The possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

Students who meet the requirements as outlined in this section of the *Guide* are awarded an Alberta High School Diploma. Students who satisfy these requirements and study in French and take Français 30-1 or Français 30-2 are awarded an Alberta High School Diploma (Francophone).

Students who are enrolled in Knowledge and Employability courses and who satisfy the requirements are awarded a Certificate of High School Achievement.

Students who were enrolled in the Integrated Occupational Program before January 2006 and meet the requirements outlined in Appendix 3 are awarded a Certificate of Achievement.

The Certificate of School Completion can be awarded to students with a significant cognitive disability who meet the qualification criteria listed below. Certificates will be generated using student information in PASI upon nomination by the principal/assistant principal of the school.

Qualification Criteria

- The student, due to a significant cognitive disability, is not able to achieve any of the following certificates or diplomas:
 - Alberta High School Diploma
 - High School Equivalency Diploma
 - Certificate of High School Achievement (Knowledge and Employability)

MATURE STUDENT

A mature student may earn senior high school credits in non-diploma examination courses after successfully completing

- courses offered in a regular accredited school
- courses offered under extension programs
- courses offered by distance education providers.

A mature student may earn senior high school credits in diploma examination courses by successfully completing course instruction and the diploma examination, or by successfully challenging the diploma examination.

A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education for the prerequisites in that course sequence. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed, unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in

a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 10-2, 20-2, 30-2 and Social Studies 30-1 will receive 20 credits. See Waiver of Prerequisites and Credits for Waived

Prerequisite Courses, second example, in the Awarding Course Credits section.

The provision to automatically award credits to mature students does not apply to prerequisite courses in

- Career and Technology Studies (CTS)
- locally developed courses, with the exception of locally developed language courses
- Registered Apprenticeship Program 15–25–35
- Special Projects 10–20–30
- Work Experience 15–25–35.

Mature students are eligible to receive the Alberta High School Diploma or the Certificate of High School Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management (CALM).

Many school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enrol in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See Alberta High School Diploma Requirements in this section.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994–1995 may meet the current requirements or the requirements that were in effect the year they entered high school. Appendix 2 contains a chart that outlines the requirements for years prior to 1994–1995.

Principals will contact Student Records when a student requests programming to meet requirements for years prior to 1994–1995.

For more information, see Grade 10 Students in the Student Placement and Promotion section.

High School Equivalency Diploma

There are two options for achieving a High School Equivalency Diploma.

- The student has worked toward goals and objectives in their individualized program plan/instructional support plan.
- By the end of the current school year, the nominee has been a student for at least 12 years (and is 17 years of age by March 1 of the current year).
- The school year in which the nomination is being submitted is the student's last year of school programming.
- The student's registration in PASI usually includes one of the following special education codes at the time of school completion: 41, 43, 44, 52.

For further information regarding student eligibility for the certificate, contact Learner Services.

Note: Nominations for a Certificate of School Completion can be completed in PASI for up to six months after a student leaves the school. If a nomination for a Certificate of School Completion is submitted after this time frame, school authorities will not be able to nominate in PASI. If a student is nominated more than six months after leaving school, please contact Learner Services to complete the nomination.

In order for students who have achieved a Certificate of School Completion to receive their certificate at the end of their last school year, please submit nominations in PASI after March 31. If a student requires a certificate earlier, contact tad@gov.ab.ca.

A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is

- 19 years of age or older; or

- the holder of a previously awarded high school diploma from the province of Alberta, or an equivalent high school diploma from a jurisdiction acceptable to the Minister.

Mature student status is granted effective September 1 for the subsequent school year. The above criteria are to be satisfied prior to September 1.

The privileges afforded by the granting of mature student status are not applied retroactively to a student's completed coursework on file with Alberta Education. The application of mature student status is conditional upon the completion of new coursework subsequent to September 1 of the school year in which the status becomes effective.

If a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Special Cases and Accommodations Team. If the matter cannot be resolved by the Special Cases and Accommodations Team, the student may appeal to the Special Cases Committee by writing to the Executive Secretary, Special Cases Committee, Provincial Assessment Sector, Alberta Education. Mature students enrolled in credit courses must be registered with Student Records. A mature student is eligible to enrol in any course at the senior high school level or to write a diploma examination without having completed the required prerequisite courses.

Option 1

A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma and who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma should apply to the principal of a senior high school in the community. The principal will forward the High School Equivalency Diploma Application Form, available under Forms, Tools and Software on the secured Education site, to Alberta Education (PASI and Student Records), indicating that the following requirements have been met. Copies of all necessary documents should be retained by the principal in accordance with school authority requirements. The candidate shall obtain 100 school credits as described below:

- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, please refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- additional high school courses (42 credits).

- Additional credits which, when added to those gained according to the above, total at least 100, as follows:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
 - o age 21–24 (inclusive) 5 credits
 - o age 25–29 (inclusive) 10 credits
 - o age 30 and over 15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading.

Note: The credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

For more information about Option 1, contact Student Records or the Special Cases and Accommodations Team.

Option 2

A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

For more information about Option 2 and the GED program, contact the Provincial Assessment Sector.

Violence/Threat Risk Assessment (VTRA) - Fair Notice and Process

KH Rev 07/20

Kainai Board of Education is committed to creating and maintaining safe and caring school environments in which students, staff, parents, and others feel safe. Any threat of violence will not be tolerated by Kainai Board of Education schools. All those involved with the District including trustees, employees, students, parents, volunteers, contractors, and visitors must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board does not condone bullying, harassment, discriminatory, or violent behaviors, and expects allegations of such behaviors to be investigated in a timely and respectful manner.

The Board is further committed to protect all students from harassment, discrimination, and violence during the District's school-related activities. This also covers any school-related activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. This applies whether contact is face-to-face, by phone, fax, e-mail, internet or intranet, or by any other means of communication. This policy also covers threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings.

A Student Threat Assessment will be initiated when behaviors include, but are not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet website/Social Media threats to harm/kill others, possession of weapons (any object that is used, or intended to be used, to threaten or harm another person, including replicas), bomb threats and fire setting.

When a situation arises involving a threat to student, staff or community safety, Kainai Board of Education School Division activates the local Threat Assessment Team, typically comprised of the Clinical Team Lead Consultant, Family School Liaison Counsellor(s), Police and other community resource partners, employing a process called Violence Threat Risk Assessment (VTRA) to determine if a threat-maker poses a legitimate risk to a target or targets they have threatened. VTRA Teams also assess students who have a history of violence with concern for further and/or more serious violence potential.

Training for VTRA is conducted through the Canadian Centre for Threat Assessment and Trauma Response CCTATR. To date, many Kainai School Division Staff members including principals, family school liaison counselors, administrators and others have received Level 1 and/or also Level 2 VTRA training.

The purpose of a Student Threat Assessment is to:

- Ensure the safety of students, staff, parents and others.
- Ensure a full understanding of the context of the threat
- Begin to understand the factors that contribute to the threat makers' behavior.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- Promote the emotional and physical safety of all.

What happens in a Student Threat Assessment?

- All threat making behavior(s) by a student(s) shall be reported to the Clinical Team Lead, who, in consultation with other VTRA team members, will activate the protocol for the initial response.
- Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident.
- Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to be a part of the Student Threat Assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring learning environment for all. If you have further questions, please contact the School Board Division Board Office: P.O. Box 240, Stand Off, AB T0L 1Y0 Phone 403-737-3966 Fax 403-737-2361

