

PP.ED.2403



## Tsuut'ina Nation Education Policies and Procedures

### **Mission Statement**

The Tsuut'ina Nation Department of Education is committed to providing lifelong educational opportunities for citizens of all ages. Through these educational opportunities, we shall preserve our language, culture and traditions thereby enhancing the quality of life for our citizens and ensuring the ongoing strength of our Nation.



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## 1 Interpretations

### Definitions

1.1. Unless indicated otherwise, words in these policies have the same meaning as words used in the *Tsuut'ina Nation Education Act*:

- (a) **"Accredited"** means schools that are publicly accredited and are recognized through the Government of Canada eligibility list. The program of choice would need to be transferrable (credits) to a recognized post-secondary school;
- (b) **"Active Employment Insurance Claimant"** means individuals currently receiving employment insurance benefits (formerly known as unemployment insurance) from the Government of Canada;
- (c) **"Administrative Overhead"** means one of the three (3) funding areas of the Contribution Agreement;
- (d) **"ISETS Program"** means any labour-market related program described in the Contribution Agreement, such as Target Wage Subsidy, Self-Employment, Job Creation Partnerships, Employment Assistance, Youth Initiatives;
- (e) **"Capacity Building"** means the professional development of staff members;
- (f) **"Client of ISETS"** means First Nation's members meeting the residency requirements;
- (g) **"Contribution Agreement"** means the Agreement set out by Community Futures Treaty Seven (CFT7) with Human Resource Development Canada and to Treaty Seven Sub-Agreement Holders;
- (h) **"Diverse Learning"** means teaching to the unique students' needs pertaining to the coding criteria Mild/Moderate, Severe, Gifted, and Talented;
- (i) **"Excursions"** are mandatory educational activities undertaken by a teacher with their students that take place off campus, and which form part of the classroom experience;
- (j) **"Executive Director"** means those who administer Portfolio departments and programs according to Tsuut'ina Nation Head Chief and Minor Chiefs mandate, budget availability and applicable legislation;
- (k) **"Extracurricular Activities"** are activities that are not part of the school curriculum, but which are optional student activities provided by the school such as a sports team;
- (l) **"Fiscal Year"** means the one-year period ending March 31<sup>st</sup> of each year;
- (m) **"Individualized Program Plan (IPP)"** means a concise plan of action designed to address students' special education needs and is based on diagnostic information which provides the basis for intervention strategies;

- (n) **“Parent Teacher Association”** means a local organization of parents and teachers for promoting closer relations and improving Tsuut’ina Nation educational facilities and services;
- (o) **“Labour Market Skill Development”** means improving marketable skills enabling clients to compete confidently in the local and national labour market;
- (p) **“Non-Accredited”** means schools that are privately funded and have higher tuition fees and are not recognized or transferrable to mainstream public post-secondary institutions. Diploma/Degrees obtained may not be accepted by certain employers;
- (q) **“Outreach Students”** means a returning non-funded Tsuut’ina Nation Citizen student over the age of 16 years;
- (r) **“Program Administration Costs”** means costs related to the administrative operations of the ISETS delivery;
- (s) **“Program Assistance”** means one of the three funding areas of the Contribution Agreement;
- (t) **“Quarterly Funding Period”** means the four (4) financial quarters of the fiscal year – April to June, July to September, October to December, and January to March;
- (u) **“Required Extracurricular Hours”** means participation in school events such as, but not limited to, graduation, sports, clubs, after school activities, extracurricular activities, any activity affiliated with Education;
- (v) **“School Administration”** means the school principal or, in the principal’s absence, the vice principal;
- (w) **“Sub-Agreement”** means the agreement set out by Community Futures Treaty Seven (CFT7) and Treaty Seven Sub-Agreement Holders;
- (x) **“Treaty 7 ISETS Technician”** means the Manager or Coordinator responsible for overseeing the ISETS on each of the Treaty 7 First Nation’s;
- (y) **“Tsuut’ina Nation Children”** in accordance with the Tsuut’ina Nation Citizenship List;
- (z) **“Urban Centers”** means those centers designated in the contribution agreement; and
- (aa) **“Youth Programs”** means one of the three funding areas of the contribution agreement.

### **Gender and Plurality**

1.2. Wherever the singular or the masculine are used in these policies, the same shall be construed as meaning the plural or the feminine or two-spirited as the context requires.

### **Culture and Tradition**

1.3. The structures, organizations and procedures established by or under these policies shall be interpreted in accordance with the culture, traditions, and customs of the Tsuut’ina Nation.

**Language**

1.4. The language of the Tsuut'ina Nation may be used to clarify the meaning of any provision in these policies if the meaning of that provision is not clear in English.

**Authority**

1.5. The power and jurisdiction of the Tsuut'ina Nation to govern and administer its educational system flows from the Creator to the people of the Tsuut'ina Nation, and from the people to their Nation's Head Chief and Minor Chiefs according to the custom, traditions, and laws of our Nation.

**Applicable**

Education Act, A.E.1804:

*38. The Board shall carry out its mandate to govern the Tsuut'ina Education system in accordance with this Act and any applicable legislation as well as all policies established by the Board and Tsuut'ina Nation, including but not limited to the Tsuut'ina Human Resources Policy and Procedures Manual.*

## 2 Vision, and Fundamentals Values

### Vision

2.1. Our vision is to foster the development of competent 21<sup>st</sup> century learners who are literate, ethical, entrepreneurial, and engaged.

### Fundamental Values

2.2. The Tsuut'ina Nation Board of Education believes that each of the following fundamental values is of equal worth and are mutually compatible. These fundamental values guide the Board, the Tsuut'ina Nation Department of Education, its employees, and students in all aspects and activities of the department.

- (a) respect - we are respectful of ourselves, our Board, our Nation, our children, and our partners in education;
- (b) integrity - we are honest, true, and ethical to ourselves and our Nation;
- (c) equality - we are fair and unbiased in our decisions and actions;
- (d) accountability - we are accountable to each other, the Tsuut'ina Nation, our children, and our future generations; and
- (e) trauma-informed - we will operate from a trauma-informed lens and be mindful of the impact of Residential Schools and Day Schools and other colonial policies that resulted in intergenerational trauma.

### Traditional Values

2.3. The Tsuut'ina Nation Board of Education also believes in and is guided by the following eight (8) traditional values:

- (a) collectivity – we intend that the collective rights of Tsuut'ina supersede individual rights;
- (b) kindness - a capacity for caring and desire for harmony and well-being in interpersonal relationships;
- (c) honesty - a necessity to act with the utmost honesty and integrity in all relationships recognizing the inviolable and inherent autonomy, dignity and freedom of oneself and others;
- (d) sharing - a willingness to relate to one another with an ethic of sharing, generosity and communal consciousness and cooperation, while recognizing the interdependence and interrelatedness of all life;
- (e) strength – a consciousness of the need for kindness and respect for the integrity of oneself and others, to exercise strength of character, fortitude, and self-mastery in order to generate and maintain peace, harmony, and well-being within oneself and in the collective community;

- (f) bravery - the exercise of courage and bravery on the part of the individual so that the quality of life and inherent autonomy of oneself and others can be exercised in an atmosphere of security, peace, dignity, and freedom;
- (g) wisdom - the respect for that quality of knowing and gift of vision in others (and striving for the same within oneself) that encompasses the holistic view, possesses spiritual quality, and is expressed in the experiential breadth and depth of life; and
- (h) humility - the recognition of oneself as a sacred and equal part of the creation, and the honoring of all life, which is endowed with the same inherent autonomy, dignity, freedom, and equality.

### 3 Board of Trustees Policies

#### Statement of Principle

- 3.1. Trustees are accountable to the Tsuut'ina Nation Citizens and to the Tsuut'ina Nation Head Chief and Minor Chiefs for their conduct and decisions. It is the responsibility of each Trustee and of the Board as a whole to act in the best interests of the students, the schools, the adult education programs, the Department, and the Tsuut'ina Nation. Trustees have a responsibility to be informed about Board and the Tsuut'ina Nation Department of Education policies and procedures as well as all applicable Tsuut'ina Nation laws and policies and other relevant legislation.

#### Mandate

- 3.2. The Board represents the Tsuut'ina Nation Citizenship in matters concerning the educational goals, plans, and directions of Tsuut'ina Nation for both the children and adults of the Nation.

#### Duties and Responsibilities of Trustees

- 3.3. Attend all regular meetings, special meetings, and emergency meetings;
- 3.4. Inform the Chairperson and/or Co-Chairperson if unable to attend meeting;
- 3.5. Support lifelong learning from kindergarten through adulthood by speaking with an informed voice on behalf of the Tsuut'ina Education system;
- 3.6. Establish a clear vision and mission for the department and the Tsuut'ina education system through consultation with Parents, Elders, the Tsuut'ina community, other school districts, and the provincial Department of Education regarding the values and aspirations of Tsuut'ina Nation;
- 3.7. Foster a positive and productive environment within the Tsuut'ina Education system;
- 3.8. Support innovation and growth through policy development, resource allocation, relationship building, and sustained initiatives;
- 3.9. Make policy and governance decisions required for the efficient and effective operations of the Department;
- 3.10. Ensure that policies of the Board are consistent with the Department's contractual obligations with federal and provincial counterparts;
- 3.11. Monitor the implementation of its policies, goals, and plans;
- 3.12. Ensure that the mandate of the Department is met;
- 3.13. Hold the Education Director accountable for meeting the goals of the Department;
- 3.14. Fulfil its budgetary responsibilities including reviewing, approving, and monitoring the annual operating budget in accordance with the timelines under the *Tsuut'ina Finance and Administration Act*;

- 3.15. Monitor the overall quality of student learning experiences and student achievement;
- 3.16. Evaluate the levels of confidence and satisfaction held by Parents, Citizens, and the community in the results achieved by the students attending Tsuut'ina schools and participating in adult learning programs;
- 3.17. Support and supplement Citizens receiving education programs off-reserve in accordance with the applicable funding policy;
- 3.18. Monitor and evaluate its own performance and report on its performance to Head Chief and Minor Chiefs;
- 3.19. Perform any duty of function delegated to it by Head Chief and Minor Chiefs in accordance with terms of the delegation; and
- 3.20. The Chair may, in consultation with the Director of Education, Executive Director and the Board, delegate Trustees to attend Nation or other education functions to represent the Board and Department subject to available funding.

### **Duties and Responsibilities of Chairperson**

- 3.21. Call Board meetings to order and preside at all Board meetings;
- 3.22. Facilitate an atmosphere of friendliness, respect, and safety at all Board meetings encouraging all members to actively participate;
- 3.23. Ensure the perspectives and opinions all of Trustees are given an equal voice;
- 3.24. Control order of the Board meeting;
- 3.25. In collaboration with the Education Director encourage Trustees to forward agenda items to the Executive Secretary for upcoming meetings;
- 3.26. Ensure the agenda is agreed to by Trustees, that the agenda is followed, and that the discussion does not stray from agenda items;
- 3.27. Ensure that the time frame set out in the agenda is maintained;
- 3.28. Be the official spokesperson for the Board and the Department faithfully representing the opinions and decisions of the Board as a whole;
- 3.29. Ensure that the resolutions and policies of the Board are carried into effect;
- 3.30. Convey to the Education Director such concerns as are relayed to him by Trustees, parents, students, or employees which may affect the administration of the Department,
- 3.31. Provide counsel, when requested, to the Education Director when a course of action may be necessary, the substance of which is not within the parameters of Existing Board policy;
- 3.32. Report regularly to Council regarding the operation of the Board and the Departments;
- 3.33. Report to Council regarding any major decision, issues, or concerns arising in the Department.

- 3.34. Where Council Members have concerns, questions, ideas, or any other input regarding the Board, the Department, and its functioning, Council Members shall take those questions, ideas and input to the Chair and shall not interfere in the functioning of the Board or Department;
- 3.35. Work with the Executive Assistant, Director of Education, and Executive Director to ensure minutes are complete prior to each meeting;
- 3.36. Ensure meeting agendas and supporting documents are sent to board members in a reasonable timeframe; and
- 3.37. Collaborate with Tsuut'ina Education Leadership Team and Tsuut'ina Legislative Procedures Technical Services Department to prepare annual policy review workshop agenda.

### **Duties and Responsibilities of Elder Trustee**

- 3.38. Serve as a liaison between the Board and the Elder group and bring information to the Elder group;
- 3.39. Facilitate mediation where appropriate;
- 3.40. Act as an advisor to the Board and the Department;
- 3.41. Act as an interpreter when required;
- 3.42. Ensure that spiritual and traditional values are incorporated at the Board and education program level;
- 3.43. Play a listening and supportive role to the Board, staff, and community in relation to the Department;
- 3.44. Offer wisdom of their life experience to the Board;
- 3.45. Offer commitment to the Department; and
- 3.46. Act as a role model for, and of, the Department and help the program earn respect of the community.

### **New Trustee Orientation**

- 3.47. All new Trustees will undergo a Trustee orientation meeting with the Director of Education, the Executive Director of Education, and the Chair prior to the first Board meeting at which the Trustee is entitled to vote.
- 3.48. All new trustees are required to complete current Oaths of Confidentiality and Criminal and Vulnerable sector checks annually.
- 3.49. At the Trustee orientation meeting, the Trustee will be given a Trustee orientation binder which shall include:
  - (a) the Tsuut'ina Nation Education Act;
  - (b) the Education Policies and Procedures;

- (c) the Tsuut'ina Nation Accountability Code;
- (d) the Tsuut'ina Gunaha Institute Workplace Handbook;
- (e) the conflict-of-interest provisions of the Human Resources Policies and Procedures Manual;
- (f) any other material considered relevant to the role of Trustee; and
- (g) any other applicable Tsuut'ina Nation Legislation.

3.50. The following will be reviewed at the Trustee orientation meeting:

- (a) the Board's mandate, roles, and responsibilities as a governance Board;
- (b) the processes and procedures for making Board decisions;
- (c) the processes and procedures for communicating Board and Department information and decisions including the appropriate and inappropriate uses of all forms of social media;
- (d) the importance of maintaining confidentiality;
- (e) the Department dispute resolution process; and
- (f) any other matters deemed relevant by the Director of Education, the Executive Director, or the Chair.

### **Regular Meetings**

3.51. The Board of Trustees shall hold a duly convened meeting at least once (1) per month throughout the school year;

- (a) The Board may establish a specific day each month for regular meetings.

3.52. Notice of all regular meetings of the Board shall be emailed, delivered, mailed, faxed, texted, or telephoned to each Trustee not less than five (5) business days before the meeting is to take place by the Executive Assistant.

### **Special Meetings**

3.53. In addition to regular monthly Board meetings, the Board may hold a special meeting when there is a single issue of significant magnitude that requires a full meeting to address it.

3.54. There shall be a maximum of two (2) special meetings per month.

3.55. Notice of all special meetings of the Board shall be emailed, delivered, mailed, faxed, texted, or telephoned to each Trustee not less than five (5) business days before the meeting is to take place by the Executive Assistant.

### **Emergency Meetings**

- 3.56. The Board may hold an emergency meeting where:
  - (a) there is a single-issue agenda;
  - (b) the issue is of significant magnitude that a full meeting is required to address it; and
  - (c) a decision is required prior to the next monthly Board meeting.
- 3.57. Notice of emergency meetings shall be emailed, telephoned, or texted to each Trustee not less than twenty-four (24) hours prior to the emergency meeting by the Executive Assistant.

### **Policy Review**

- 3.58. Once (1) per year, the Board shall review its policies and update them as required in accordance with the Tsuut'ina Legislative Process.
- 3.59. All notifications of policy amendments shall be made by the Director of Education who will:
  - (a) ensure that all outdated versions of the policy manual are removed from circulation within Tsuut'ina Education facilities;
  - (b) provide current and approved versions of policy manual to school Principals who shall be responsible for sharing with school-based staff; and
  - (c) provide a memo to education stakeholders highlighting changes to the policy manual based on the current amendment report.

### **Strategic Planning**

- 3.60. Once (1) per year, the Board shall review its strategic and operational plans and update them as required.

### **Record of Meetings**

- 3.61. The Executive Assistant shall be responsible for keeping meetings minutes for all regular, special, and emergency board meetings and shall ensure that:
  - (a) meeting minutes are complete prior to each regular board meeting;
  - (b) meeting minutes are accurate and grammatically correct;
  - (c) trustees have reasonable time to review meeting minutes prior to regular board meetings; and
  - (d) they maintain effective record keeping of all Board of Trustee Minutes, Motions, and other documentation; and
  - (e) if the Executive Assistant is unable to attend a meeting due to any circumstance, the Executive Director shall ensure that a minute taker or recording device is available.

### **Trustee Remuneration**

- 3.62. Trustees will receive an honorarium in the amount of \$400.00 per month for attending regular Board meetings and other Board functions.
- 3.63. Trustees will receive an honorarium per special meeting and emergency meeting;
  - (a) Payments will be made available after meeting attendance is confirmed.
  - (b) Payments shall be \$250.00 for meetings under 3.5 hours.
  - (c) Payments shall be \$400.00 for meetings over 3.5 hours to a full day.
- 3.64. If a trustee receives payment prior to attending a regular, special, or emergency meeting and does not attend the meeting, the payment will be applied towards the following meeting the trustee attends.

## 4 Roles, Responsibilities, and Conduct

### Tsuut'ina Nation Department of Education

#### Statement of Principle

4.1. The Tsuut'ina Nation Department of Education, its employees and the Board of Trustees are committed to achieving standards of excellence through the programs, services and supports that we offer as a Department to our students both on and off the Tsuut'ina Nation.

#### Executive Director's Roles and Responsibilities

4.2. Head Chief and Minor Chiefs shall assign an Executive Director as a non-voting member of the Tsuut'ina Education Board of Trustees.

4.3. The Executive Director shall:

- (a) attend all Board of Trustee meetings unless otherwise determined by the Board of Trustees;
- (b) carry out duties as defined in the *Tsuut'ina Education Act, Tsuut'ina Nation Finance and Administration Act, Tsuut'ina Accountability Code*, and other applicable legislation and policy;
- (c) collaborate with and provide recommendations to the Tsuut'ina Director of Education and Board of Trustees in a manner that produces new innovative programs/services to better meet citizen needs, produces operational savings, and better utilizes existing Tsuut'ina Nation resources;
- (d) coordinate, research, and locate grant and other funding opportunities to support Tsuut'ina Nation Education Department and Board of Trustees;
- (e) inform the Director of Education and Board of Trustees of any concerns arising from community or administration and assist in facilitating solutions as directed by Board;
- (f) be responsible for completing tasks as determined by the Tsuut'ina Education Strategic and Operational Plan;
- (g) maintain effective communication between the Education Director, Board Chairperson, Co-Chair, Trustees, Tsuut'ina Nation CEO, Senior Management, Tsuut'ina Nation Head Chief and Minor Chiefs and all other education stakeholders; and
- (h) provide administrative support to the Director of Education as required in order to ensure all legal, administrative, and contract requirements of the Education Department are being met.

#### Education Director

4.4. The Board shall hire an Education Director to manage the Department.

- 4.5. The Education Director is accountable to the Board for the proper conduct and management of the Department.
- 4.6. The Executive Director oversees the Education Director through the Tsuut'ina Nation and Finance Administration Act.

### **Education Director's Role**

- 4.7. The Education Director shall carry out all duties assigned to him or her by the Board including:
  - (a) supervising the delivery of education programs;
  - (b) supervising the administration of the Department including human resources and the financial systems of the Department in accordance with the *Tsuut'ina Nation Human Resources Policy* and the *Tsuut'ina Nation Finance and Administration Act*;
  - (c) implementing education policies established by the Board and other applicable policies established by Council;
  - (d) implementing strategic plans and directives made by the Board;
  - (e) ensuring that students attending Tsuut'ina schools have the opportunity to meet the standards of education set by the Board and the Minister of Education;
  - (f) ensuring that adult students attending adult learning programs have the opportunity to meet the standards of education set by Council, the Board, and the Minister of Advanced Education;
  - (g) advocating on behalf of Tsuut'ina Citizens attending off-reserve schools, skill training programs, and post-secondary programs;
  - (h) establishing the budget for the Department including honorariums for Board members; and
  - (i) providing leadership in all matters relating to Education as per current job description and Education Act.

### **Education Director's Absence**

- 4.8. The Education Director shall appoint the Director of Learning or one (1) of the school principals to act in his or her absence.
- 4.9. If the Education Director's absence continues for more than three (3) consecutive months, the Executive Director shall act as an Interim Education Director.

### **Principal's Roles and Responsibilities**

- 4.10. The principals at Tsuut'ina Nation schools are responsible for the overall administration and management of their school.

4.11. The principals at Tsuut'ina Nation schools shall:

- (a) carry out all leadership, instructional, supervisory, managerial, and administrative duties ordinarily associated with the role of principal including those set out:
  - i. in the contract of employment between the principal and the Tsuut'ina Nation Department of Education;
  - ii. in the policies, guidelines, and directives of the Board; and
  - iii. as required by the Director of Education.
- (b) supervise all teachers and support staff, including but not limited to:
  - i. lesson plans;
  - ii. unit plans;
  - iii. professional growth plans; and
  - iv. long range plans.
- (c) evaluate or provide for the evaluation of teachers and support staff, using the appropriate designated forms;
- (d) maintain appropriate records for the presence and absence of teachers, guest teachers, and all staff;
- (e) implement quality curricular and extra-curricular programs;
- (f) ensure, in conjunction with the Gunaha Institute, that the Tsuut'ina Nation Language and Cultural Program is carried out in the school for the benefit of all students;
- (g) ensure that students have the opportunity to meet the standards of education set by the Board, and adopted and adapted from Alberta Education;
- (h) supervise the evaluation and advancement of students;
- (i) promote co-operation and develop partnerships between the school, Elders, community leaders, parents, and the Tsuut'ina Nation community in furtherance of the delivery of education services and to raise the profile of education in the Tsuut'ina Nation community;
- (j) manage and account for expenditures including school-generated funds and material resources;
- (k) develop a strategic and operational plan in consultation with the Director of Education, staff, and the Board;
- (l) provide for the coordination of services to students in cooperation with community and regional services;
- (m) develop and implement school-parent/guardian and school-community communications programs;

- (n) report annually to the Tsuut'ina Nation community the results achieved by the school in its strategic and operational plan;
- (o) ensure that registered students participate and receive ongoing career counseling;
- (p) fulfill all reporting requirements as specified by Alberta Education and Aboriginal Affairs and Northern Development Canada, Indigenous and Northern Affairs Canada, including submitting the Nominal Roll and registration of students on the Student Information System;
- (q) prepare annual school budget submissions in collaboration with the Director of Education and the Board of Trustees and in accordance with the Finance and Administration Act; and
- (r) provide leadership in all matters relating to Education as per current job description and Education Act.

### **Vice Principal Roles and Responsibilities**

- 4.12. The vice principals at Tsuut'ina Nation schools are responsible for assisting the principal with the administration of the school and assisting teachers where required including with the discipline of students.
- 4.13. The vice principals of Tsuut'ina Nation schools shall:
  - (a) carry out all duties ordinarily associated with the role of vice principal including those set out:
    - i. in the contract of employment between the vice principal and the Tsuut'ina Nation Department of Education;
    - ii. in the policies, guidelines, and directives of the Board; and
    - iii. as required by the Director of Education or Principal.
  - (b) implement student behaviour policy as set by the Principal, Director of Education, and the Board;
  - (c) assist the Principal with preparing timetables, school handbooks, forms, contracts, and agreements as required;
  - (d) assist in planning and organizing all school functions and activities;
  - (e) coordinate and attend parent/guardian advisory council meetings once per month;
  - (f) arrange guest teachers for those staff that are unable to attend work on any given day;
  - (g) ensure that rules, guidelines, and policies as specified by the Principal, Director of Education and Board for the school are being followed;
  - (h) provide, in conjunction with the Gunaha Institute, instructional and administrative support for the promotion of the Tsuut'ina Nation Language and Culture Program; and

- (i) where the principal is absent, act in the role of Principal; and
- (j) provide leadership in all matters relating to Education as per current job description and Education Act.

### Teachers' Roles and Responsibilities

- 4.14. Teachers at Tsuut'ina Nation schools are primarily responsible for the delivery of educational programs and for classroom and student management and discipline.
- 4.15. Teachers at Tsuut'ina Nation schools shall:
  - (a) carry out all duties ordinarily associated with the role of teacher including those set out:
    - i. in the contract of employment between the teacher and the Tsuut'ina Nation Department of Education;
    - ii. in the policies, guidelines, and directives of the Board; and
    - iii. as required by the Director of Education.
  - (b) adhere to the Code of Professional Conduct for teachers;
  - (c) develop and maintain, including but not limited to:
    - i. lesson plans;
    - ii. unit plans;
    - iii. professional growth plans; and
    - iv. long range plans, which must be submitted by September 30<sup>th</sup> of each school year.
  - (d) set reasonable performance expectations and instill in their students a desire to learn;
  - (e) provide adequate resource materials, information and experiences which will stimulate learning and development;
  - (f) be role models for students by setting good examples and providing students with the same respect and trust that is expected for themselves;
  - (g) be responsible for promoting learning, upgrading themselves professionally and participating in the activities and governance of the school;
  - (h) maintain, under the direction of the principal, proper order, and behavioural guidance in the classroom, while on duty in the school and on the school ground, and while attending or participating in activities;
  - (i) participate in and attend all staff meetings, professional activity days and workshops as mandated by the school Principal or Director of Education;
  - (j) regularly evaluate students and periodically report the results of the evaluation to the students, the student's parent/guardian, and the principal;

- (k) encourage the completion of up to one hundred (100) hours of the required school-related extracurricular hours set out at the discretion of the Principal in consultation with the Director of Education; and to submit extracurricular hours monthly to the school Principal;
- (l) follow the policies of the Board;
- (m) with the assistance of the Gunaha Institute, include the Tsuut'ina Nation Language, Culture, and traditional teachings in all aspects of the curriculum and program; and
- (n) provide leadership in all matters relating to Education as per current job description and Education Act.

### **Post-Secondary Coordinator Roles and Responsibilities**

- 4.16. The Post-Secondary Coordinator is responsible for the management and administration of the Post-secondary program.
- 4.17. The Post-Secondary Coordinator shall:
  - (a) carry out all duties ordinarily associated with their role including those set out:
    - i. in the contract of employment between the Post-Secondary coordinator and the Tsuut'ina Nation Department of Education;
    - ii. in the policies, guidelines, and directives of the Board; and
    - iii. as required by the Director of Education.
  - (b) perform all duties and responsibilities in accordance with Tsuut'ina Nation Administration and Department policies and procedures;
  - (c) receive, interview and process applications and ensure registration of students in the program;
  - (d) meet with the applicable Tsuut'ina Nation Financial Controller regularly to determine available funding to the programs;
  - (e) approve funded applications in conjunction with the Director of Education and in accordance with the applicable procedures, pursuant to available funding;
  - (f) meet and counsel students on-site, on a regular basis, who are attending a post-secondary institute regarding their basic needs and career goals related to their program of study;
  - (g) undertake Special Educational and Institutional Projects from time to time;
  - (h) promote post-secondary program information and support to Grade 12 students enrolled at the Tsuut'ina Nation Chief Big Belly Middle and Many Horses High school and off reserve schools;
  - (i) refer students to community caregiving and support agencies as appropriate;

- (j) create and maintain, under the supervision of the Director of Education, files on each student's program of study and other required confidential data;
- (k) provide information and support to students through the development of peer and other support groups;
- (l) develop data collection for statistics purposes;
- (m) partner with other agencies to identify market trends in the community;
- (n) provide student workshops on life skills and study skills such as financial management, home economics, time management, and personal development; and
- (o) provide leadership in all matters relating to Education as per current job description and Education Act.

### **The Bullhead Adult Education Centre Coordinator**

- 4.18. The Bullhead Adult Education Centre (BAEC) Coordinator is responsible for the management and administration of the Bullhead Adult Education Centre and its programs.
- 4.19. The Bullhead Adult Education Centre Coordinator shall:
  - (a) carry out all duties ordinarily associated with their role including those set out:
    - i. in the contract of employment between the Bullhead Adult Education Centre Coordinator and the Tsuut'ina Nation Department of Education;
    - ii. in the policies, guidelines, and directives of the Board; and
    - iii. as required by the Director of Education.
  - (b) perform all duties and responsibilities in accordance with Tsuut'ina Nation Administration and Department policies and procedures;
  - (c) provide administrative leadership at the BAEC;
  - (d) supervise and evaluate annually the performance of all BAEC administrative staff;
  - (e) promote Tsuut'ina Nation Language and Culture curriculum development in conjunction with the Gunaha Institute;
  - (f) ensure that rules and guidelines as specified by the Director of Education and Board for the BAEC are being followed;
  - (g) ensure that registered students participate and receive ongoing career counseling;
  - (h) ensure all reporting requirements as specified by Alberta Learning, and Aboriginal Affairs and Northern Development Canada, Indigenous and Northern Affairs Canada including submitting the Nominal Roll, and registration of students on PowerSchool;
  - (i) develop, create, and amend Department policies, procedures, forms, documents, contracts, and agreements as required;
  - (j) follow the directives of the Board; and

- (k) provide leadership in all matters relating to Education as per current job description and Education Act.

### **Director of Learning**

- 4.20. The Director of Learning is responsible for reviewing and analyzing the current learning and Tsuut'ina Board of Trustees and Director of Education priorities, make recommendations, and strategically plan with the team for continued growth and improvement.
- 4.21. The Director of Learning shall:
  - (a) carry out all duties ordinarily associated with their role including those set out:
    - i. in the contract of employment between the Director of Learning and the Tsuut'ina Nation Education Department policies and procedures;
    - ii. in the policies, guidelines, and directives of the Board; and
    - iii. as required by the Director of Education.
  - (b) perform all duties and responsibilities in accordance with Tsuut'ina Nation Administration and Department policies and procedures;
  - (c) promote and support the implementation of Tsuut'ina Board of Trustees policies and directives with staff and the public;
  - (d) support all areas of the Tsuut'ina Education Department with a specific focus on: Schools three (3) Year Learning Plans; and Implementation of Tsuut'ina Culture and Language Curriculum with infusion of Literacy, Numeracy, and Technology to support ALL Learners;
  - (e) continue to grow a collaborative culture where staff consistently meet to discuss student progress, review student learning data, and identify supports/interventions needed;
  - (f) support staff supervision and growth to build capacity in any identified areas;
  - (g) support all schools with programming requirements and options reflective of community needs, Tsuut'ina Education Department priorities and current realities;
  - (h) ensure accountability for achievement of approved learning outcomes in all schools;
  - (i) support Tsuut'ina Board of Trustees Strategic Plan as needed to enhance the Tsuut'ina Education Department priorities;
  - (j) continue to support implementation of the district-wide Literacy Strategy and the creation of a Numeracy Strategy;
  - (k) ensure the effective implementation of curriculum and provide support for initiatives to facilitate curricular outcomes;
  - (l) support the implementation of learning goals within the Schools three (3) Year Learning Plan;

- (m) where necessary, assist the Director of Education with reviewing and supporting the Schools Plans in the area of Learning and Student Achievement;
- (n) provide leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility. Supporting school level and system level PD planning;
- (o) work with system and school leaders to build staff capacity in all components of the learning agenda;
- (p) assist with Human Resources as required with the recruitment and selection of professional staff to support learning;
- (q) collaborate with Leadership to inform process of supervision and evaluation of school-based administrative staff, as requested;
- (r) make recommendations to the Leadership Team regarding possible actions to increase the effective and efficient operations of programs within the areas of responsibility;
- (s) oversee and complete student achievement reports on the PAT Assessment in Reading and Numeracy and High School Diplomas;
- (t) review K-9 student assessments and High School exam results and provide recommendations to the Superintendent and Board;
- (u) respond to community inquiries about schools, programs, and support services;
- (v) develop respectful working relationships and partnerships, as appropriate with community agencies and organizations; and
- (w) practice leadership in a manner that is viewed positively as they carry out the Director of Education's expectations.

### Other Education Department Staff

4.22. The Tsuut'ina Nation Department of Education also employs Provincial Liaisons, Teaching Assistants, Lead Custodians, Custodians, Kitchen Staff, School Counselors, Special Education Coordinator, Curriculum Coordinator, Systems Administrator, Accountant, Administrative Staff, and any other applicable Education Staff. All employees of the Tsuut'ina Nation Department of Education are governed by:

- (a) the terms of their contract of employment and job description with the Tsuut'ina Nation Department of Education;
- (b) the *Tsuut'ina Nation Human Resources Policy and Procedures*;
- (c) the policies and directives of the Tsuut'ina Nation Department of Education;
- (d) *Tsuut'ina Nation Education Act*;
- (e) applicable Tsuut'ina Nation laws and policies;

- (f) reviewing and adhering to the most current version of the Education Policy;
- (g) all other applicable legislation; and
- (h) providing leadership in all matters relating to Education as per current job description and the *Tsuut'ina Nation Education Act*.

### **Staff Disputes and Conflict Resolution**

- 4.23. All Tsuut'ina Education Department staff are expected to strive towards healthy working environments for the collective benefit of Tsuut'ina Nation Students and fellow colleagues.
- 4.24. Any conflict or dispute that may arise between members of the Tsuut'ina Education Department staff shall be handled in accordance with the *Tsuut'ina Human Resources Policy and Procedures*.

### **Parents/Guardians' Roles and Responsibilities**

#### **Statement of Principle**

- 4.25. Parents/Guardians play an integral role in their student's education. The Tsuut'ina Nation Department of Education and Board of Trustees believes that student success is enhanced when the school, Principals, Vice-Principals, teachers, and parents/guardians work together in an atmosphere of mutual cooperation and respect.

#### **Parents/Guardians' Roles and Responsibilities**

- 4.26. Parents/Guardians shall strive to support the educational success of their child(ren) by ensuring that:
  - (a) the student attends all regularly scheduled school days and all school-related activities except where the student is unable to attend for medical reasons;
  - (b) the student is on time for school;
  - (c) the student completes all assigned homework and school-related tasks in a timely manner;
  - (d) all forms or permission slips are returned to the school by the required dates; and
  - (e) the student adheres to the Student Code of Conduct.
- 4.27. Parents/Guardians shall also strive to support the school and their child(ren)'s teacher by:
  - (a) supporting the school curriculum including speaking the Tsuut'ina Nation language to the best of their ability with their child(ren);
  - (b) attending all parent/guardian-teacher interviews;
  - (c) attending class meetings scheduled by the teacher;
  - (d) reading all communications from the teacher or school to the parent/guardian;

- (e) bringing any concerns forward to the teacher or the school administration in a respectful and constructive manner;
- (f) following the proper channels for addressing issues and concerns;
- (g) supporting the school's discipline policy, Dispute Resolution Process; and
- (h) participating in school activities.

### **School Council**

- 4.28. The role of the School Councils is to support the school, its staff, and mandate through volunteering, assisting with organizing extracurricular activities, and fundraising. The School Council and its participants do not perform an advisory role.
- 4.29. The Board recognizes the importance of School Councils and will appoint one (1) or more Trustees to attend meetings or related functions. The Board also recognizes that the Trustees have no authority on these School Councils and otherwise act as a liaison between the School Council and the Board.

## **Students' Rights and Responsibilities Policy**

### **Statement of Principle**

- 4.30. In order to promote the safety of its students and staff, as well as the integrity of its programs and services, the Board and Department shall ensure that student rights, responsibilities and expectations are clearly understood and adhered to, and that consequences are imposed when responsibilities and expectations are not met.

### **Student Rights**

- 4.31. Students have a right to a positive learning experience in Tsuut'ina Nation Education programs and schools.
- 4.32. Students have a right to be treated in a friendly, fair, and consistent manner.
- 4.33. Students have a right to work and learn in a safe environment, free from prejudice and all forms of abuse, including but not limited to:
  - (a) verbal;
  - (b) mental;
  - (c) emotional;
  - (d) cyber;
  - (e) sexual;
  - (f) physical;
  - (g) cultural; or
  - (h) spiritual.

- 4.34. Students have a right to assistance regarding social, emotional, and academic problems, which may arise from time to time.
- 4.35. Students have a right to speak and be heard at the appropriate time.
- 4.36. Students have a right to be treated with dignity and respect.
- 4.37. Students have a right of privacy and to their own personal space.

### **Student Responsibilities**

- 4.38. Students have a responsibility to respect others and their point of view notwithstanding that it may be in conflict with their own.
- 4.39. Students have a responsibility to conduct themselves in an appropriate manner. No student shall be permitted to use physical force against any other person.
- 4.40. Students have a responsibility to respect the personal boundaries of others.
- 4.41. Students have a responsibility to abide by classroom rules, which shall be consistently applied to all students and fairly enforced.
- 4.42. Students have a responsibility to attend school regularly and complete all assigned work.
- 4.43. Students have a responsibility to speak respectfully and to refrain from using obscene or foul language at all times.
- 4.44. Students have a responsibility to treat other students, principals, teachers and school staff with dignity and respect.
- 4.45. Students attending Tsuut'ina Nation Schools have a responsibility to learn the Tsuut'ina Nation culture, history, and language.

## **Volunteers' Role Policy**

### **Statement of Principle**

4.46. Volunteers are a valuable part of the school community and can enhance educational services. The Board supports volunteers in Tsuut'ina Nation schools and encourages parents/guardians to volunteer in their student's classroom and school activities.

### **Volunteer Requirements**

4.47. The following must be completed before a Volunteer can participate in volunteer activities. Unless a current valid Vulnerable Sector Police Information Check is provided no volunteer will be permitted to participate in volunteer activities unless they:

- (a) undergo a volunteer orientation as required;
- (b) abide by the direction of the principal and teacher;
- (c) abide by the policies of the Board and the Tsuut'ina Nation;
- (d) swear an Oath of Confidentiality;
- (e) provide a current Police Information Check and Vulnerable Sector Police Information Check that is less than three (3) months old. If a Police Information Check or Vulnerable Sector Police Information Check indicates a positive result, which may pose a threat to the safety of a child or vulnerable population, then that person is ineligible to act as a Volunteer;
- (f) all Police Information Checks and Vulnerable Sector Police Information Checks shall be securely stored by the School Principals and shall be kept confidential, with no other staff members having access to these records;
- (g) school Principals shall be responsible for screening and maintaining records of all Police Information Checks and Vulnerable Sector Police Information Checks; and
- (h) all Police Information Checks and Vulnerable Sector Police Information Checks must be updated annually.

4.48. Volunteers who are accompanying students on an overnight trip or who may be in situation where they are alone with students without a staff member present are required to provide a confidential current vulnerable sector check and a Child Intervention Record Check to the school Principal to the satisfaction of the Principal.

4.49. Community members wishing to volunteer their services at Tsuut'ina Nation schools should contact the school principal.

## Dispute Resolution Policy

### Statement of Principle

4.50. The Board encourages resolution of conflicts through open, respectful, and solution-oriented communication. We strive to create an ongoing process of communication through which students, parents/guardians and staff can address issues as they arise. Even where there is disagreement, the Board strives to maintain this ongoing communication and dialogue. The Board and the Tsuut'ina Nation Department of Education do not tolerate verbal abuse, violence, or cyber bullying as methods of resolving conflicts.

### Parent/Guardian Concerns

4.51. If parents/guardians wish to give formal constructive input or express a concern to the school, the steps outlined below are in place to facilitate effective communication and resolution:

- (a) conflict and issues are best resolved at the level where they occur. When there is a conflict or an issue, parents/guardians should first arrange a meeting with the person with whom there is a conflict. If the parent/guardian is uncomfortable speaking alone to the other people involved, the Principal or Vice Principal can assist with the meeting;
- (b) when there is a conflict between two (2) or more parents, the Principal or Vice Principal will meet with each parent/guardian individually;
- (c) if a group of parents/guardians have a concern regarding a teacher, the Principal or Vice Principal will meet with each parent/guardian individually;
- (d) if the conflict or issue cannot be resolved at the level where it occurs, then the parent/guardian may take their concern to the Principal or Vice Principal;
- (e) if the Principal cannot assist in resolving the conflict or issue, then the parent/guardian may take the conflict or issue to the Director of Education for resolution;
- (f) where needed and applicable community resource referrals may be used to assist with the resolution of issues or conflicts, including but not limited to the Peacemakers process;
- (g) we strongly encourage parents/guardians not to use social media to air their conflicts or concerns; and
- (h) if there are physical or mental safety concerns, any and all steps deemed appropriate, including but not limited to removal and or banning from the premises, by the respective Principal and Director of Education, will be taken to ensure the safety of all parties involved.

### **Guidelines for Communication**

4.52. When discussing feedback or concerns, teachers, staff, and parents/guardians are asked to use the following principles of communication so that we maintain a mood of respect and positivity and can work through issues effectively:

- (a) bring issues in a timely way directly to the persons involved. Ask for help if you have difficulty approaching a person directly;
- (b) we encourage face to face resolution of conflicts. If face to face is not possible, phone, text and email can be used where appropriate. Our experience over the years has been that meeting in person or speaking on the telephone, rather than exchanging emails, generally leads to better outcomes for everyone;
- (c) avoid gossip or speaking negatively about another person to others;
- (d) act in good faith and with good will, trust, and hope that you can work together to find an answer that helps your student, your family, your student's class and the school and act with openness to the other person and speak with honesty; and
- (e) focus on looking to the future and creating a constructive solution that both parties can support and work with.

### **Department Responsibilities in Dispute Resolution**

4.53. All members of the Department share in the responsibility to ensure that concerns and disputes are addressed in a timely and respectful manner.

4.54. Where a member of the Department receives a concern, or is approached regarding a dispute or problem, the member of the Department shall:

- (a) contact the parent/guardian at the earliest opportunity to set up a meeting to discuss the concern;
- (b) document the concern in writing including the date the concern arose, the names of the parties involved, and any factual details about the concern;
- (c) document the steps taken to resolve the concern including the dates of the steps taken as well as the names of the people involved in resolving the concern;
- (d) where appropriate, inform their supervisor of the concern; and
- (e) utilize the Tsuut'ina Nation approved Incident Report Form.

### **Hostile Environment**

4.55. The Board aims to maintain a safe and educational atmosphere throughout the school day and at school activities. Any student, group of students, or parents/guardians, staff, volunteer, visitors, and Board who, by their words or actions, directly or indirectly threaten or intimidate others, making them feel fearful or unsafe, is contributing directly to the creation of a hostile environment and will be addressed in accordance with the Discipline Policy, and where appropriate Tsuut'ina Nation Tosguna will be involved.

4.56. A hostile environment is including but not limited to promoted by:

- (a) direct threats of a physically intimidating or humiliating nature;
- (b) written threats, such as notes or graffiti;
- (c) indirect intimidation or humiliation, such as rumor or gossip;
- (d) intimidating or threatening use of social media; and
- (e) lateral violence.

## **Student Code of Conduct Policy**

### **Statement of Principle**

4.57. The Student Code of Conduct sets out the standard of behaviour that is expected of all students at Tsuut'ina Nation schools. The Code of Conduct helps to ensure that students treat each other and staff with respect, compassion, and dignity. Where a student does not meet the expected standard of behaviour, the staff and school administration may discipline the student in accordance with the Discipline Policy.

### **Dress Code**

- 4.58. Parents/guardians are requested to make sure that their student is dressed appropriately for the prevailing weather conditions.
- 4.59. Clothing should be respectful and must not display disrespectful, obscene, or rude graphics.
- 4.60. Clothing should cover the body in an appropriate manner.
- 4.61. Indoor and outdoor footwear is necessary for all students.

### **Damage to or Theft of School Property**

- 4.62. The Tsuut'ina Nation Department of Education acknowledges that damage to school property beyond reasonable wear and tear does occur. Damage to school property by a student can be either accidental or willful. The Department will undertake whatever actions it considers necessary to determine the cause of damage to school property as well as to determine the people responsible for the damage.
- 4.63. Costs associated with the repair or cleanup of willful damage will be the responsibility of the students and the parents/guardians. Parents/guardians will be notified by phone or in writing of the damages and will be provided an opportunity to view it. Parents/guardians can also be shown documentation relating to repair and cleanup costs.
- 4.64. Where reasonable grounds exist to believe that damage to school property caused by a student was deliberate, the principal, reserves the right to consult with the Office of the Peacemaker or Tsuut'ina Nation Tosguna, if the matter cannot be satisfactorily resolved through other means.

- 4.65. Where a student steals school property, the parents/guardians shall pay for the costs of replacement of the property. In the event that a theft occurs, police will be contacted to investigate.
- 4.66. The school, the Department, and the Board are not responsible for the personal property of students. Each student is responsible for their personal property including but not limited to vehicles. Students are strongly discouraged from bringing valuables to school.

### **Tobacco, Alcohol and Drugs**

- 4.67. The illegal possession, sale or trafficking of illicit substances, and the use of alcohol, cannabis products, and illicit drugs compromises the safety and security of our schools.
- 4.68. School principals will support an educational, harm reduction and community-based approach to substance misuse by creating educational opportunities in collaboration with community service providers, elders, and other partners.
- 4.69. Students shall not smoke, chew tobacco, use e-cigarettes or vape, or drink, use, store, sell or be in possession of alcohol, cannabis products, or illegal drugs and substances while at school, within school facilities, on school grounds, at a school function, or whenever the student is under the control of the school except tobacco used for ceremonial purposes.
- 4.70. Any student found using, having used, exhibiting the evidence of use, or being in possession of vapes, cannabis products, chewing tobacco, drugs, alcoholic beverages, or intoxicants while at school, within school facilities, on school grounds, at a school function, school transportation or whenever the student is under the supervision, care, or representing the Tsuut'ina Nation schools shall be disciplined in accordance with the Discipline Policy.

### **Gambling**

- 4.71. No gambling of any kind will be tolerated on school grounds or during school activities or excursions except those gaming activities related to the school culture program or which are intended for fundraising. Such gaming activities must be pre-approved and properly supervised by the school culture program.
- 4.72. Students found gambling on a gaming device, computer, cell phone, tablet or other electronic device shall forfeit the device immediately and the device will be banned from the school property.
- 4.73. Any student found gambling on school grounds during the regular school day shall be disciplined in accordance with the Discipline Policy.

### **Motor Vehicle Use, Parking and Searches**

- 4.74. Within this policy:
  - (a) "motor vehicle" means any motorized vehicle as defined in the *Traffic Safety Act, R.S.A. 2000 c. T-6* and includes a car, truck, motorcycle, moped, ATV, or scooter;
  - (b) "contraband" means any illegal drugs or substances and any paraphernalia associated with illegal drugs or substances, alcohol, or weapons.

- 4.75. Operating a motor vehicle without a valid driver's license is an offence under the law. Any student believed to have brought a motor vehicle onto school property without a valid driver's license will be asked to produce a driver's license. If the student cannot do so, the school administration will contact the parents/guardians to remove the vehicle.
- 4.76. Students and employees are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of school parking lots and inspections of the exterior of automobiles on school property. Whenever an authorized school official has reasonable suspicion that contraband is contained in the vehicle Tsuut'ina Nation Tosguna may be contacted.
- 4.77. The school administration is authorized to contact the police and request that the police utilize trained, certified dogs to aid in detecting contraband on school-owned property and automobiles parked on school property.
- 4.78. The principal has the discretion to determine when the police will be contacted. More minor offences may be investigated and resolved through the school dispute resolution policy and the discipline policy while more serious offences may be dealt with through the police. In exercising the discretion, the principal shall consider the nature of the alleged offence, the circumstances of the participants and any potential victims, as well as other factors relevant to the situation.
- 4.79. In exercising the discretion, the principal shall consult with the Director of Education and keep the Director of Education informed of the situation and any ongoing investigations and disciplinary action.

### **Personal Searches**

- 4.80. A student's person or personal effects may be searched whenever a school official has reasonable grounds to believe that the student is in possession of contraband.
- 4.81. A physical search of a student is a search of the student's pockets, possessions, locker, backpack or other bags, or desk but does not include touching of the student's body.

### **Sexual Harassment**

- 4.82. "Sexual harassment" means any unwelcome behaviour which is sexual in nature, whether direct, indirect, or electronic, including but not limited to:
  - (a) unwanted physical contact;
  - (b) unwelcome remarks or compromising invitations;
  - (c) verbal abuse;
  - (d) the display of suggestive pictures;
  - (e) leering, whistling, innuendoes, jokes or other behaviours or gestures of a sexual nature; or
  - (f) demands for sexual favours.

4.83. Sexual harassment of any kind is unacceptable and will be disciplined according to the Discipline Policy and Tsuut'ina Nation Tosguna will be contacted.

## **Student Discipline Policy**

### **Statement of Principle**

- 4.84. Students are responsible for their behaviour and are accountable to their fellow students, teachers, school staff, their parents/guardians, and the Tsuut'ina Nation. The Board believes that every student has the capacity to be a positive, constructive, and significant member of the school community. The Board believes that positive and appropriate student behaviours must be taught to students by both school staff and parents/guardians.
- 4.85. Where a student's behaviour is in violation of the Student Code of Conduct or is otherwise determined to be unacceptable, the school is entitled to discipline the student accordingly. Student discipline should be focused on addressing the underlying causes of the unacceptable behaviour and supporting the student to achieve positive outcomes. Situations requiring discipline are an opportunity to teach all students about how actions affect other people, how to have positive relationships, and how to behave appropriately both within the school setting and in the wider community.

### **Discipline as a Mode of Teaching**

- 4.86. "Discipline" can be defined as the practice of training people to follow a code of conduct. In this regard, one of the roles of the school staff is to teach our students appropriate behaviours in the classroom, the school, and the whole community.
- 4.87. Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to address the underlying causes of that behaviour. When inappropriate behaviour occurs, disciplinary measures should be applied in a manner that is not solely punitive but is both corrective and supportive.
- 4.88. The school will take all reasonable steps to avoid doing so, but may, as a final measure in response to chronic behaviour problems, place a student on indefinite suspension with home schooling or make recommendation for expulsion to the Tsuut'ina Nation Education Board of Trustees.

### **Unacceptable Student Behaviours**

- 4.89. Students are responsible and accountable to the Tsuut'ina Nation Board of Education, its employees, students, and parents/guardians for their behaviour and conduct while:
  - (a) they are involved in school-sponsored or related activities;
  - (b) on school board property;
  - (c) on recess or lunch periods whether on or off school property;
  - (d) traveling to and from school;
  - (e) on vehicles used for the transportation of students to and from school and school activities; and

(f) beyond the hours of school operation if the behaviour or conduct detrimentally affects the personal safety and well-being of individuals or the governance, the climate, or the efficient operation of the school.

4.90. Unacceptable student behaviour means that, in the opinion of a teacher or principal, the student has:

- (a) displayed an attitude of willful, blatant, and repeated refusal to be diligent in pursuing the student's studies;
- (b) failed to attend school regularly and punctually;
- (c) failed to co-operate fully with everyone authorized by the Board to provide education programs and other services;
- (d) breached the school's rules or the Student Code of Conduct;
- (e) failed to account to the student's teachers for the student's conduct; or
- (f) behaved in a manner that is injurious to the physical or mental well-being of others in the school.

4.91. Examples of unacceptable student behaviour include, but are not limited to:

- (a) violations of the Student Code of Conduct;
- (b) cheating;
- (c) use, possession, sale, distribution of, or active contact with, a weapon on a student's person, in a student's locker or desk, on school board property, or in a vehicle on school board property used by a student or occupied by a student as a passenger;
- (d) threats;
- (e) conduct which endangers others;
- (f) encouraging conduct which endangers or may endanger others;
- (g) encouraging unacceptable conduct;
- (h) the use or display of improper, obscene, or abusive language;
- (i) distribution or display of offensive messages or pictures;
- (j) the use, distribution, or display of pornographic messages or pictures;
- (k) theft, including identity theft;
- (l) assault;
- (m) willful damage to school or others' property;
- (n) use, possession, sale, distribution of, active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;

- (o) attending school or any school-related activity under the influence of illicit drugs, alcohol, or inhalants;
- (p) personal or sexual harassment;
- (q) hazing or initiation activities;
- (r) the formation or the operation of gangs;
- (s) extortion;
- (t) disruptive behaviour, willful disobedience, or defiance of authority;
- (u) interfering with the orderly conduct of classes or the school;
- (v) tampering with fire alarms and safety equipment;
- (w) criminal activity; and
- (x) bullying including cyber-bullying.

### **Discipline and Intervention**

4.92. When a student displays inappropriate behaviours, the teacher or principal has the discretion to discipline the student in the manner that is most constructive and appropriate given the nature of the behaviour and the circumstances of the student. The teacher or principal should consider all possible means of discipline including corrective and restorative approaches and not simply punitive measures. Disciplinary situations are an opportunity to teach the student or students involved as well as the broader student body about appropriate behaviour.

4.93. In exercising their discretion as to the most appropriate means of discipline, a teacher or principal must consider:

- (a) the effect of the student's behaviour upon other students, the staff, the school, and the community;
- (b) the nature of the action or incident that calls for disciplinary or alternative measures;
- (c) the student's previous conduct and previous interventions;
- (d) the student's age, maturity, and abilities;
- (e) the impact of proposed action on the student's future behaviour;
- (f) the student's learning needs; and
- (g) any other information that the teacher or Principal considers appropriate or relevant.

4.94. A teacher, Vice principal or Principal may use the following measures for student discipline:

- (a) assignment of a student whose behaviour is unacceptable, disruptive, or destructive to an alternate supervised location;
- (b) short term removal of privileges;

- (c) detention; or
- (d) use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others.

4.95. In addition, a principal may, in consultation with the Director of Education, use the following forms of discipline:

- (a) alternative interventions such as the Peacemaker Process or other forms of restorative justice;
- (b) suspension; and
- (c) expulsion.

4.96. Any use of force or restraint by a teacher or principal with a student must be documented immediately. A copy of the documentation must be provided to the school principal and parent/guardian as soon as possible after the incident and a copy of the documentation placed on the student's file.

4.97. The length of a detention on any school day may not exceed:

- (a) thirty (30) minutes in the case of elementary students; and
- (b) sixty (60) minutes in the case of secondary students.

4.98. Students who have been given a detention must be under the direct supervision of a teacher.

4.99. Detentions held at noon to accommodate special circumstances such as bussing must make provision for students to have lunch.

4.100. Where a detention may affect bussing, alternate means of transportation must be made by the school before giving the detention.

4.101. When disciplining a student, a teacher or principal must not use:

- (a) physical threats or attacks upon the student;
- (b) corporal punishment;
- (c) mass detention and mass punishment aimed at unspecified individuals or groups;
- (d) verbal attacks such as sarcasm, racial or personal references;
- (e) deliberate humiliation;
- (f) removal of the student's opportunity to eat lunch; or
- (g) removal of access to the program of studies except in the circumstances of suspension or expulsion.

### **Suspension, Expulsion, Re-instatement, and Re-enrolment**

4.102. The Board believes that suspension and expulsion should only be used as a form of discipline in the most severe cases of unacceptable behaviour and only as a last resort. However, the Board acknowledges that there may be occasions where suspension or expulsion is

appropriate given the nature of the behaviour and the circumstances of the student. Where suspension or expulsion is warranted, the following guidelines and processes will apply.

4.103. The principal must ensure that disciplinary measures including suspensions or recommendations for expulsion are documented with a written report setting out:

- (a) the date of the incident;
- (b) the date of the suspension or expulsion;
- (c) the circumstances respecting the suspension or expulsion;
- (d) the details concerning the action taken;
- (e) the names of persons involved in the action taken;
- (f) any relevant history;
- (g) contacts made with parents/guardians;
- (h) interventions which have been tried with the student;
- (i) information regarding review procedures;
- (j) expectations established for the student's conduct upon re-enrolment;
- (k) the duration of the suspension; and
- (l) any recommendations for expulsion.

4.104. A copy of the written report must be retained on the student file and provided to the student's parents/guardians.

4.105. A principal may suspend a student for unacceptable student behaviour:

- (a) from school up to, but no more than three (3) school days;
- (b) depending on the severity of the student behaviour and at the discretion of the principal in consultation with the Parents/Guardians, students may be suspended for more than three (3) school days;
- (c) from one (1) or more class periods, courses, or education programs, up to but no more than three (3) school days; or
- (d) from riding in a school bus for a period of ten (10) school days or less; or
- (e) in consultation with the Director of Education, suspend riding in a school bus indefinitely.

4.106. When the principal suspends a student, the principal must:

- (a) immediately inform the student's parent/guardian of the suspension;
- (b) make contact with the parent/guardian or emergency contact of a student if the student is sent home before the end of the school day;

- (c) provide the student's parent/guardian with a written report on all the circumstances respecting the suspension;
- (d) advise the student and the student's parents/guardians of the possible consequences of the student's behaviour; and
- (e) provide an opportunity to meet with the student's parent/guardian, and the student if the student is sixteen (16) years of age or younger, to discuss the reasonableness of the suspension.

4.107. The Principal may only expel a student with the approval of the Director of Education.

4.108. When a student is expelled, the Director of Education must immediately notify in writing, the student's parent/guardian, and the student, if the student is sixteen (16) years of age or younger of the decision.

4.109. A student's re-instatement from a suspension or re-enrolment after an expulsion may occur after corrective behaviour is obtained and after recommendations including but is not limited to:

- (a) a medical consultation;
- (b) enrolment by the student or the student's family in a treatment or counselling program designed to address the behaviour for which the student was suspended or expelled;
- (c) successful completion in the community Peacemaking process;
- (d) alternative interventions such as community conferencing and other restorative practices; or
- (e) any other action which the Director of Education or principal consider appropriate.

## 5 Educational and Student Programming: K5-Grade 12

### Curriculum Policy

#### Statement of Principle

- 5.1. Tsuut'ina Nation schools are integral to the Tsuut'ina Nation and the community and must be in a position to meet its needs. There is an emphasis on Tsuut'ina Nation content in school materials and the curriculum. The Tsuut'ina Nation Head Chief and Minor Chiefs have adopted a Tsuut'ina Nation-first approach, which shall be adhered to in the delivery of educational programs and services.
- 5.2. The Board shall ensure that the programs and curriculum being utilized in Tsuut'ina Nation schools are appropriate to the needs of the students and desires of the community.

#### School Declaration

- 5.3. The Board believes that it is important that our students can obtain a recognized high school diploma. Therefore, the Tsuut'ina Nation Department of Education is a signatory to a School Declaration with Alberta Education. The School Declaration states that the Tsuut'ina Nation Department of Education will provide the Alberta Education curriculum in Tsuut'ina Nation schools as adapted to meet the needs of the students and the community. By adhering to the Alberta Education curriculum, our students can obtain a recognized high school diploma that will allow them to pursue further educational and employment opportunities.

#### Locally Developed Curricula, Courses, and Program Materials

- 5.4. Principals, teachers, and program providers are encouraged to develop curricula, courses, and program materials that reflect and address the needs of the students and community as well as incorporate the Tsuut'ina Nation language and culture.
- 5.5. The Gunaha Institute will act as a resource and provide feedback on locally developed curricula, courses, and program materials to ensure that they accurately incorporate the language and reflect the culture, traditions, and history of the Tsuut'ina Nation.
- 5.6. Locally developed curricula, courses, and program materials shall:
  - (a) be free of bias and discrimination of any kind;
  - (b) have built-in evaluation procedures;
  - (c) be developed in collaboration with students, teachers, principals, the Department, the Gunaha Institute, and the community as appropriate; and
  - (d) be the property of the Board which retains copyright for all locally developed curriculum, courses, and program materials.
- 5.7. The Director of Education shall determine the availability and allocation of financial and personnel resources for the development and implementation of locally developed curricula, courses, and program materials.

5.8. Principals shall ensure that locally developed curricula, courses, and program materials, and community programs and curricula are evaluated and revised as necessary.

## **Diverse Learning Assessment Policy**

### **Statement of Principle**

5.9. The Board recognizes that each student has unique learning needs and strives to meet those needs in the best interests of the student. In some cases, the unique learning needs of a student may require specialized educational programming or supports. In these cases, the Tsuut'ina Nation Department of Education will strive to meet the needs of the student and, where it cannot, will provide funding for the student to attend an appropriate educational program off-reserve in accordance with the Financial Support of Students Attending Non-Tsuut'ina Nation Schools Policy.

### **Assessment**

5.10. Where a teacher or principal believes that a student may have unique and special diverse learning needs, the teacher or principal shall, in consultation with the Director of Education and the parents/guardians of the student, arrange for the student to be assessed in order to determine their educational needs.

5.11. The written permission of the parents/guardians must be obtained before arranging for and proceeding with the assessment.

5.12. The educational assessment may include, but is not limited to, assessments by:

- (a) a family doctor;
- (b) a registered psychologist or psychiatrist;
- (c) a behavioural expert;
- (d) an occupational, speech or physical therapist; or
- (e) any other applicable professional.

5.13. Any reports or communications created as a result of the assessments are privileged and confidential information will only be disclosed to:

- (a) the student's parents/guardians;
- (b) the necessary school staff;
- (c) the Director of Education.

5.14. The results of the student assessment will be used to determine appropriate educational supports, programs, or Individual Program Plan for the student.

5.15. Where the appropriate educational program, supports or Individual Program Plan for the student is available in Tsuut'ina schools, the student will be provided with that educational program, support, or Individual Program Plan.

5.16. Where the appropriate educational program for the student is not available in Tsuut'ina Nation schools, the student may attend a non-Tsuut'ina Nation school and funding will be provided through Aboriginal Affairs and Northern Development Canada, Indigenous and Northern Affairs Canada.

## **Tsuut'ina Language and Culture Policy**

### **Statement of Principle**

5.17. The revitalization and teaching of the Tsuut'ina language and culture is integral to the future of the Nation and its Citizens. Tsuut'ina language, culture, traditions, and history should be included wherever possible in all aspects of student life, the curricula, teaching methodology, and extracurricular school activities.

5.18. The Board will work with the Gunaha Institute to assist in providing Tsuut'ina Nation language instruction to the students. School staff will also incorporate the Tsuut'ina Nation language in their instruction and the daily functions of the school wherever possible.

### **Incorporation of Language and Culture in the Classroom**

5.19. The incorporation of the Tsuut'ina Nation language in the classroom is the most effective means of promoting language understanding and use. Tsuut'ina Nation language will be taught in the classroom by native language speakers.

5.20. Teachers will strive to include aspects of Tsuut'ina Nation culture, language, and history in all aspects of the curriculum. For example, a traditional game may be played in physical education, or a traditional story used as the basis for teaching math or grammar.

### **Bilingual Signage and Reception**

5.21. The Department and schools will work towards providing bilingual signage in schools and Department offices.

5.22. Administrative staff in schools and the Department will use Tsuut'ina Nation language greetings when answering the telephone, in emails, or when greeting people in the schools.

## **Educational Excursions and Extracurricular Activities Policy**

### **Statement of Principle**

5.23. The Board encourages and supports educational excursions and extracurricular activities that promote student development and enhance educational and cultural programs.

### **Participation in Extracurricular Activities**

5.24. Good attendance, good behaviour and success in classroom work as determined by the teacher are prerequisites for students who wish to participate in extracurricular activities.

5.25. The Student Code of Conduct and the Discipline Policy apply to students participating in extracurricular activities.

5.26. Extracurricular activities are provided for the benefit of the students. For extracurricular activities to be successful, it is very important that all participants attend regularly. Students who commit to participating in extracurricular activities are expected and required to attend all practices, games, and related activities, except when unable to do so for medical reasons or where specifically excused from attendance by the supervising staff member.

### **Educational Excursions**

5.27. The Board encourages and supports educational excursions and outdoor education activities by individual students, classes, or other school groups during or outside instructional hours when such excursions have demonstrable educational value and are an integral part of the planned program for the particular class or group.

### **Director of Education Approval of Educational Excursions**

5.28. The Board authorizes the Director of Education to approve, pending funding availability, specific educational excursions pursuant to this policy and any relevant regulations.

### **Requirements of Educational Excursions**

5.29. All educational excursions must meet one (1) or more of the following objectives:

- (a) provide students with a learning opportunity that otherwise would be unavailable within the normal in-school program;
- (b) provide incentive and enrichment through travel to those students who wish to achieve excellence in chosen curricular areas or performance skills;
- (c) provide students with an opportunity to represent their school, the Tsuut'ina Nation, city, province, or country in a curricular or performance-related activity;
- (d) provide students with an opportunity to complement the remainder of their educational program in all appropriate curriculum areas;
- (e) provide students with the opportunity through group planning and sharing of work experiences to learn both the responsibilities and privileges of Tsuut'ina Nation citizenship; or
- (f) provide students with the opportunity through school and community joint planning to obtain an understanding and sensitivity to the community in which they live.

5.30. All educational excursions shall be well planned and organized including:

- (a) identifying the group of students for whom the activity is planned;
- (b) setting out the reasons for the activity;
- (c) setting out a clear statement of the objectives of the educational excursion including the educational, social, or recreational objectives of the educational excursion;
- (d) identifying how the educational excursion will be funded;

- (e) identifying any potential risks or hazards associated with the educational excursion and establishing how those risks will be minimized or managed; and
- (f) detailing the anticipated student activities and experiences planned to achieve the objectives.

5.31. All excursions will be under the direct planning and supervision of at least one teacher, although parents/guardians and other volunteers may be considered as agents of the Board for liability purposes.

5.32. The supervising teacher shall prepare and provide to the principal a detailed description and form for the educational excursion including:

- (a) the student participant selection procedures;
- (b) the proposed means of transportation;
- (c) an estimated budget and sources of funds;
- (d) information on the manner and anticipated extent of parental/guardian or volunteer involvement;
- (e) the risks and hazards associated with the educational excursion and the steps taken to reduce and manage these risks; and,
- (f) the means and methods of evaluation to be used to measure the level of achievement of the stated objective.

5.33. The supervising teacher shall provide the principal with up-to-date progress of the planning and execution of an educational excursion.

5.34. At least fourteen (14) days prior to the date of project commencement, the supervising teacher shall provide a final statement of destination, dates, and program to the principal.

5.35. The principal of the school undertaking an educational excursion shall ensure that all proper forms of insurance protection are obtained prior to engaging in the travel activity.

5.36. There is a maximum student-teacher ratio for all educational excursions as follows:

- (a) HeadStart to grade 3 – 1:5;
- (b) Grades 4 to 6 - 1:10; and
- (c) Grades 7 to 12 – 1:10.

### **Joint Excursions**

5.37. The majority of students participating in an educational excursion must attend the sponsoring school at the time of departure. Joint sponsorship by both Tsuut'ina Nation schools is permitted, provided teacher sponsorship and supervision from each school is proportional to the students from each school participating.

## **Classification of Educational Excursions**

5.38. Educational excursions are classified as follows:

- (a) "A" Class Excursions: educational excursions which take place within Tsuut'ina Nation or the City of Calgary;
- (b) "B" Class Excursions: educational excursions which take place beyond the limits of Tsuut'ina Nation and the City of Calgary but within the Province of Alberta, and all overnight trips within Alberta;
- (c) "C" Class Excursions: educational excursions which take place beyond the province of Alberta but within Canada; and
- (d) "D" Class Excursions: educational excursions beyond the boundaries of Canada.

## **Eligibility for Educational Excursions**

5.39. Students from HeadStart through grade 12 are eligible to participate in "A" Class Excursions.

5.40. Students in grades 4 through 12 may participate in "A", "B" or "C" Class Excursions.

5.41. Students in grades 10-12 may participate in "A", "B", "C" and "D" Class Excursions.

5.42. In special circumstances and at the discretion of the Director of Education, students may participate in other classes of excursions.

## **Parental/Guardian Information Package and Consent**

5.43. At least fourteen (14) days prior to the educational excursion, the supervising teacher shall provide an information package to the parents/guardians of the student participants which shall set out:

- (a) the date or dates and times;
- (b) the location;
- (c) the mode of transportation;
- (d) the total cost of the excursion including the costs of the supervising teacher or other adult participants and whether those costs are being included in the parental/guardian costs;
- (e) the parental/guardian cost, if any;
- (f) the fundraising requirements of the students, if any;
- (g) the potential risks or hazards of the educational excursion and the steps taken to minimize these risks and hazards; and
- (h) a parental/guardian consent form pertaining to Section 5.38(b-d).

5.44. Written parental/guardian consent must be provided to the supervising teacher prior to a student participating in an educational excursion.

## **Funding of Educational Excursions**

- 5.45. In some cases, parents of eligible students will be requested to provide financial support for an educational excursion, but no eligible student may be denied participation solely on the basis of inability to pay the cost.
- 5.46. Students, and parents of students, participating in Class "B", Class "C", or Class "D" educational excursions are expected to make every effort to defray travel costs through individual or group fundraising efforts.

## **Student Behaviour**

- 5.47. Educational excursions are an extension of the school day and environment, and all school rules and policies apply to educational excursions including behavioural expectations. In particular, the Student Code of Conduct and the Discipline Policy apply to all students while participating in educational excursions.

## **Students Attending Non-Reserve Schools**

- 5.48. The Department will provide financial support to Tsuut'ina Nation students attending non-reserve schools for participation in educational excursions that take place outside of the Province of Alberta to a maximum of \$1,500.00, pending funding availability.

## **Student Health Policy**

### **Statement of Principle**

- 5.49. The Board believes that student health in spirit, emotion, mind, and body is essential to educational success. The Board, the Department and its staff will strive to promote and protect the spiritual, emotional, mental, and physical health of the students.

### **Parent/Guardian Responsibilities**

- 5.50. Parents/guardians are responsible for the overall health and well-being of their child(ren).

### **Health Information**

- 5.51. The parents/guardians of a student shall inform the school regarding:
  - (a) any relevant medical or health information including whether the student has a medical condition that may impact his participation in educational activities, or which may require treatment during school hours;
  - (b) any contagious medical conditions; and
  - (c) emergency contact information.
- 5.52. All health information provided to the school regarding a student shall be maintained in the strictest confidence and used only to ensure the student's medical needs and requirements are met.

**Contagious Conditions**

5.53. Students with contagious health conditions shall not be permitted to attend school until a physician provides a letter stating that the contagion is no longer present.

**Inoculations**

5.54. Parents/guardians shall be advised of the date and nature of all school inoculations. No inoculation shall be provided to a student without parental consent.

**Pediculosis**

5.55. Pediculosis (lice and nits) screening is primarily the parents/guardians' responsibility. Parents/guardians are encouraged to perform weekly lice checks of their child(ren) and to take all necessary precautions to prevent the spread of pediculosis within the family and to other child(ren) at school.

5.56. School staff will perform occasional spot checks for pediculosis where there are reasonable grounds to believe that a child may have lice. Where a spot check determines that a child has pediculosis, the child will be sent home and shall not be permitted to return until the issue is resolved. All such identification shall be handled in a manner sensitive to the student and family.

5.57. In the case of a pediculosis outbreak, all families will be notified and will be provided with information about detecting and treating lice. Families will also be notified about any precautions or procedures to be followed at school to prevent the spread of pediculosis.

**Medical Treatment of Students**

5.58. No medical treatment or procedure of any kind will be provided to a student unless it is an emergency situation.

5.59. For providing relief from pains such as headaches and indigestion, education staff must first contact student parents/guardians or emergency contact for permission before administering any medication.

**Emergencies**

5.60. In case of an emergency, the teacher shall contact the parent/guardian of the student and, where necessary, the appropriate emergency personnel who may provide medical treatment to the student as they deem medically necessary without parental/guardian consent.

5.61. In a situation in which a student's health and safety is at risk or is compromised in any way, the school personnel shall contact a parent/guardian to arrange for the pickup of the student.

5.62. In cases of 911 emergencies, Emergency services will be contacted prior to Parent/Guardian contact.

## **Nation Schools Food Program Policy**

### **Statement of Principle**

5.63. The Board believes that adequate nutrition is vital to successful student learning and therefore offers a hot lunch to students.

### **Food Program Details**

5.64. The school's food program shall follow the recommendations of the Canada Food Guide when menu planning.

5.65. The school's food program shall work with outside resources for healthy menu planning such as, the Nation's Guja Program and Breakfast for Learning.

5.66. Where the Director of Education determines that it is appropriate, the school's food program shall encourage capacity-building and professional development with cooking staff at the schools.

5.67. The school lunch program will be provided to students at a cost determined by the Director of Education. Where adequate funding is not available, the Director of Education has the discretion to charge a fee for the school food program.

## **Student Fundraising Policy**

### **Statement of Principle**

5.68. The Board acknowledges that student fundraising activities are an important method by which funds can be generated for specific projects within the school system. The safety of students, and the financial implications for parents/guardians and the community must be considered prior to student fundraising activities being approved by the principal or the Director of Education.

### **Approved Fundraising Activities**

5.69. Fundraising which involves the student body or staff as potential donors must be directed toward the support of:

- an authorized school activity;
- a Board-approved capital project; or
- a recognized community charitable cause.

5.70. Acceptable forms of fundraising include:

- the sale of a usable or consumable product to the consumer;
- provision of a worthwhile service to the consumer; or
- the receipt of funds or services as provided under the conditions of charitable donations.

- 5.71. Individuals in a student fundraising activity shall not benefit financially from that activity.
- 5.72. All fundraising activities shall take place during non-instructional hours and shall not interfere with the regular operation of the school unless approved by the principal.
- 5.73. Funds raised shall be utilized for their intended purpose.
- 5.74. Should the fundraising activity be cancelled, the principal shall inform the Director of Education.

## 6 Administrative Policies

### Registration and Enrollment Policy

- 6.1. The following information package will be distributed annually at the end of August to parents/guardians of students:
  - (a) enrollment form;
  - (b) general consent;
  - (c) accountability acknowledgement form;
  - (d) parent/guardian responsibility form;
  - (e) volunteer form and Oath of Confidentiality;
  - (f) student handbook & agenda;
  - (g) letter of commitment;
  - (h) acceptable use Policy for networked resources;
  - (i) transportation registration form;
  - (j) medical information form;
  - (k) emergency contact information;
  - (l) immunization consent; and
  - (m) head lice checking form.
- 6.2. All forms must be completed and returned to the school by the end of the first week of classes.

### Student Records Policy

#### Statement of Principle

- 6.3. The Department is responsible for the creation and administration of student records. The Department will strive to protect the confidentiality of student records in accordance with all applicable legislation.
- 6.4. The Department will keep a student record for seven (7) years after the departure of the student from Tsuut'ina Nation schools:
  - (a) the Department will contact the former student if they want their student records prior to destruction.
- 6.5. Where a student leaves a Tsuut'ina Nation school, the receiving school must request the student record in writing.
- 6.6. Where a request has been made in writing from a receiving school, the Department shall provide the receiving school with the original student record.

## 7 Operational Policies

### Communication with Parents/Guardians Policy

#### Statement of Principle

7.1. The Board believes that open, respectful communication between the school, teachers and parents/guardians is essential to a strong school community and to the success of our students. The Board supports accountability to parents/guardians and expects regular reporting on student progress as well as general communication on school events and activities.

#### Annual General Meeting

7.2. Education will host one (1) general meeting every year.

#### Annual Report

7.3. Education will publish and release one (1) annual report every year.

#### Major Events Communication

7.4. Letters to parents/guardians will be sent home with students prior to any major event or scheduling changes in the school.

#### School Newsletter

7.5. A school newsletter will be sent home during the first week of every month. Newsletters are also available at the schools and the Chief Joseph Big Plume building, online on the schools' website and through email request.

#### Other Means of Communication

7.6. The school will also use PowerSchool, the schools' website, and electronic school signs to inform students, parents/guardians, and the Tsuut'ina Nation community of school events.

#### Report Cards

7.7. Report cards will be issued a minimum of three (3) times per school year.

#### Parent/Guardian Teacher-Student Led Conferences

7.8. Parent/Guardian Teacher-Student led conferences will take place based upon the school calendar year. Parents/guardians are strongly encouraged to meet with all their child(ren)'s teachers.

## Non-Tsuut'ina Nation Schools and Additional Financial Assistance

### Statement of Principle

- 7.9. The Board has a responsibility to students enrolled in elementary, middle, and high schools not located on Tsuut'ina Nation lands. The Board has an advocacy role to carry out either through its designated Board representatives, Director of Education, or the Tsuut'ina Nation Provincial School Liaison(s) to protect and promote the interests of off-reserve students.
- 7.10. The Board acknowledges that it has no authority over schools, school boards, or students outside of its jurisdiction.

### Education Services Agreements

- 7.11. In order for students residing on Tsuut'ina Nation lands to attend school in off-reserve school districts, the Tsuut'ina Education Department is required to enter into agreements with the respective school district such as the Calgary Catholic School District, Calgary Board of Education, Rocky View School District, and other public and private school districts. These agreements are called Education Service Agreements and outline student tuition rates, student support, language and culture expectations, and other provisions.
- 7.12. Education Services Agreements will be administered and reviewed in accordance with the provisions of the respective agreement.
- 7.13. All Tsuut'ina Education Services Agreements are subject to approval by the Tsuut'ina Education Board of Trustees who shall approve all agreements and amendments to agreements by way of motion.
  - (a) The Board of Education Trustee Chairperson in collaboration with the Director of Education shall bring the service agreements forward to the Education Board of Trustees.
  - (b) The Board of Education Trustee Chairperson shall report all agreements and amendments to agreements to Head Chief and Minor Chiefs upon approval in a duly convened meeting.

### Provincial School Liaisons

- 7.14. The Director of Education shall employ one (1) or more Provincial School Liaison(s) to address the needs of students attending all schools other than Tsuut'ina Nation schools.
- 7.15. The Provincial School Liaison(s) shall:
  - (a) facilitate communication between provincial school administration and teachers and parents/guardians and Tsuut'ina Nation programs or services;
  - (b) accompany provincial school administration and teachers on home visitations or consultations away from schools;
  - (c) attend parent/guardian teacher meetings when requested;

- (d) attend each school having Tsuut'ina students on an as-needs basis;
- (e) liaise with provincial school personnel on behalf of the Department;
- (f) support the ongoing development and implementation of Education Service Agreements;
- (g) coordinate cultural programming for provincial schools when requested; and
- (h) establish and maintain a working relationship with parents/guardians.

### **Funding Statement of Principle**

7.16. The Board respects that parents/guardians have the right to choose where their child(ren) attend school and recognize that some parents/guardians may choose to send their child(ren) to schools outside of the Tsuut'ina Nation school system.

- (a) The Department and Board strives to meet and balance the needs of all Tsuut'ina Nation students and must consider the needs of students in the Tsuut'ina Nation school system, those attending non-Tsuut'ina Nation schools, as well as the financial resources available to the Education system.
- (b) The Board believes that all Tsuut'ina Nation students should be treated fairly and equitably. All students who do not have diverse learning needs shall receive equal funding from the Tsuut'ina Nation for their educational programs. Students with diverse learning needs will receive priority funding to help address those needs through the necessary supports or programs.
- (c) The Board also recognizes that some students have diverse learning needs that require that they be enrolled in a unique and specialized educational program that is not available in the Tsuut'ina Nation school system.
- (d) Financial support for students attending non-Tsuut'ina Nation schools will be determined and given on a year-to-year basis depending on funding availability. No retroactive payments will be considered.
- (e) All financial support payments will be issued on behalf of the eligible student to the individual who the student resides with. Students under the age of eighteen (18) may receive payments directly as approved by the Director of Education on a case-by-case basis in consultation with Provincial School Liaisons.

7.17. Subject to funding availability and fairness and equality, Tsuut'ina Nation Citizen Students attending off-reserve schools may be eligible to receive:

- (a) Payment of mandatory school fees that are issued by the respective school/school district: supervision fees, mandatory supplies, course fees, and other fees that are mandatory for regular school programming and student success;
- (b) A lunch subsidy allowance payable directly to the off-reserve school if it has a hot lunch program and, if not, then payable to the parents/guardians of the student, based upon the days attended;

- i. no retroactive payments will be issued;
- ii. any disagreements regarding the payments of school lunch subsidy allowances shall be made in writing and provided to a Provincial School Liaison. The Provincial School Liaison shall forward all applicable documents and information to the Director of Education who shall exercise discretion and determine who the payment is issued to. The Director's decision shall be final.

- (c) Instrument rental fees/deposits and music program fees;
- (d) Accredited athletic student fees not including clothing and equipment up to a maximum of three-hundred dollars (\$300.00);
- (e) Optional programs where the Tsuut'ina student receives additional credits and/or dual credit programs;
- (f) Transportation allowance payable directly to the off-reserve school if it falls within the approved school boundaries, if it provides transportation services and, if not, payable to the parents/guardians of the student in accordance with the Parental Conveyance section of this policy;
- (g) Student bus passes if bus passes are not provided by respective school;
- (h) Parental conveyance for schools which fall outside of the approved school boundaries will be payable to the parents/guardians on a case-by-case basis upon the approval of the Director of Education, pending funding availability;
- (i) All parental conveyance payments will require proof of valid driver's licence, insurance, and registration;
- (j) A tutoring allowance payable directly to the off-reserve school if a fee-based tutoring service is provided, and if not, payable to the tutoring company or facility to a maximum of five-hundred dollars (\$500.00) per school year, pending funding availability;
- (k) An excursion allowance for school-sponsored excursions outside the Province of Alberta and outside of Canada to a maximum of fifteen-hundred dollars (\$1,500.00) pending funding availability;
- (l) The Education Department may provide a graduation cost incentive of a maximum of five-hundred dollars (\$500.00) to cover the costs of including but not limited to:
  - i. Banquet tickets;
  - ii. Graduation clothing;
  - iii. Transportation to graduation ceremony and Graduation photos and other memorabilia.

- (m) The Education Department may provide a diploma incentive of a maximum of one-thousand dollars (\$1000.00) upon proof of receipt of high school diploma or certificate of high school completion;
- (n) The Pre-University/Pre-College course or Pre-Degree course is an intermediate course. A person desiring admission to a university must pass this course, which can be considered as a degree bridge course to prepare students for university education. Requests for financial support will be based on funding availability.

7.18. The following costs are considered ineligible, and Parents/Guardians/Caregivers will be responsible for payments related to:

- (a) Replacement fees and forfeited deposits for any lost, stolen, or damaged property;
- (b) Non-mandatory school fees such as: yearbooks, school uniforms, locks, optional apparel, and other fees deemed not mandatory;
- (c) Optional non-accredited programs (ex: Driver's Education, babysitting courses, etc.);
- (d) Cellphone bills, home internet bills, and other personal household bills;
- (e) Unapproved transportation allowances such as: out-of-boundary, bus suspensions, bus cancellations due to inclement weather, and other unapproved costs; or
- (f) Athletic equipment, supplies, and non-mandatory gym strip.

**Financial Support for Students with Diverse Learning Needs**

7.19. Where a student has been assessed under the Diverse Learning Assessment Policy and/or a parent/guardian has provided assessments from qualified mental health professionals, teachers, and/or the current Special Education Coding Criteria released by Alberta Education, and the student has been found to require an educational program that is not available at Tsuut'ina schools and:

- (a) the educational program is available in a public provincial school and the student is enrolled in the public provincial school; the Board will provide financial support by paying the equivalent of the provincial per student grant to the provincial school.
- (b) the educational program is available in a public provincial school, but the parent/guardians choose to enroll the student in an accredited private school the Board will provide financial support by paying the equivalent of the provincial per student grant directly to the private school on proof of enrolment up to a maximum of fifteen thousand dollars (\$15,000.00) per school year.

7.20. The parents/guardians are responsible for all tuition and fees beyond the level of the provincial per child grant except as otherwise provided for in this policy.

7.21. Parents/guardians are encouraged to actively work and communicate with the Tsuut'ina Inclusive Education Lead for additional supports and connection to resources.

### **Tuition and Fees for Students Attending Accredited Private Schools**

7.22. Where a student does not have diverse learning needs, but the parent/guardians choose to enroll the student in an accredited private school, the Department and Board may provide financial support by paying the equivalent of the provincial per student grant directly to the private school on proof of enrolment up to a maximum of \$10,000.00, pending funding availability.

7.23. Parents/guardians are responsible for submitting the yearly funding application to Tsuut'ina Nation Education no later than January 15<sup>th</sup> each year and are responsible for all tuition and fees beyond the level of the provincial per child grant except as otherwise provided for in this policy.

7.24. If the number of eligible applicants exceeds the budget, then priority selection shall take place in the following order:

- (a) Students with diverse learning needs:  
Where a student has been assessed under the Diverse Learning Assessment Policy and/or a parent/guardian has provided assessments from qualified mental health professionals, teachers, and/or the current Special Education Coding Criteria released by Alberta Education.
- (b) Continuing students:  
A student presently enrolled in an accredited private school and who intends to continue in an accredited private school in the fall of that year shall have priority. Continuing students shall apply in the prescribed form and submit their required documents by funding deadlines in order to ensure uninterrupted funding;
- (c) Deferred Applicants:  
Students who met the requirements the previous year but were not approved because of funding limitations and were placed on a waiting list. Deferred applicants shall reapply for funding to maintain priority placement.
- (d) New applicants  
Students who were not enrolled in an accredited private school during the previous school year. This includes students who did not apply for funding during the previous school year.

7.25. Parents/guardians who choose to enroll their child(ren) in off-reserve accredited private schools are encouraged to access all available sources of funding including scholarships, bursaries, grants, and tuition assistance funds.

7.26. All requests for financial support must be submitted to the Director of Education in writing by February 1<sup>st</sup> in order to be considered for funding in the upcoming school year. The request for financial support includes the Tsuut'ina Nation Education Department application form which requires information regarding the student's academic record, attendance record, and parental financial support.

- 7.27. The Director of Education has the discretion to deny financial support where the student's grades or attendance are not satisfactory for successful completion of the school year.
- 7.28. The Director of Education has the discretion to place conditions on the provision of financial assistance including, but not limited to, the recipient must attend school regularly and must maintain a minimum grade standard.
- 7.29. Where students are enrolled in an accredited private school, written proof of enrollment, acceptance, and tuition fees must be provided to the Director of Education by February 1<sup>st</sup> for the following school year. Funding will not be provided until this requirement is met.
- 7.30. All funding will be paid directly to the Independent school.
- 7.31. Where a student attends an accredited private school and receives Tsuut'ina Nation funding, the parents/guardians shall provide written proof of attendance at the school on a monthly basis or as requested by the Tsuut'ina Nation School Coordinator or the Director of Education.
- 7.32. Where a student fails to attend school regularly as required, the Director of Education may terminate financial support in which case, the parents/guardians are responsible for any outstanding fees including tuition.
- 7.33. Where a student withdraws from a private school, no additional funding shall be provided to that student for two (2) years.
- 7.34. The Department shall not provide funding for students attending unaccredited private schools.

### **Back-to-School Clothing Registration Passing Incentive**

- 7.35. The Board may provide a Back-to-School clothing registration passing incentive to all Tsuut'ina Nation Children upon proof that they are registered in K4 to Grade 12, excluding adult schooling, by December 30<sup>th</sup> of each year and the registration passing incentive will be released mid-October. Late registration will result in a delayed release of the registration incentive.
- 7.36. The Back-to-School clothing registration passing incentive may be provided annually with the amount of the allowance being fixed pending funding availability.

### **Parental Conveyance**

- 7.37. Where a parent/guardian transports a Tsuut'ina Nation Citizen student to school, the Director of Education may provide the parent/guardian with monetary reimbursement in lieu of bus transportation, for only the months included in the school calendar.
- 7.38. Where a Parent/guardian live in the city and their Tsuut'ina Nation Citizen student(s) are attending school in the city, the student should attend the nearest designated school in that district. If the parent/guardian chooses to not have their student(s) attend the nearest designated school, they will not qualify for Parental Conveyance.
- 7.39. Parents/guardians must apply annually, in writing, at the beginning of the school year for the Parental Conveyance subsidy.

- 7.40. The rate of reimbursement for Parental Conveyance depends on the reason for the parent/guardian-provided transportation.
- 7.41. Where, in the discretion of the Director of Education, there is a special circumstance that gives rise to a need for Parental Conveyance, the Director of Education will authorize reimbursement for the Parental Conveyance.
- 7.42. The special circumstance may require either temporary or permanent Parental Conveyance. Where a student requires temporary Parental Conveyance due to special circumstances, the Director of Education will authorize Parental Conveyance reimbursement during the temporary period.
- 7.43. School employees are not eligible for Parental Conveyance reimbursement if they transport their child(ren) to their place of employment.
- 7.44. Reimbursement of Parental Conveyance costs will be determined based on school record attendance. It is the responsibility of the parent/guardian to collect the attendance record from the school and submit it to the Provincial School Liaison and the Director of Education by the 10th day of the following month of service. If this is not done by the deadline the reimbursement will be paid at a later date.
- 7.45. Reimbursements for Parental Conveyance costs will be made to the parent/guardian on the 20th day of the following month of service and there will be no early releases or advance payments.
- 7.46. The parent/guardian shall notify the Bussing Coordinator of any residency or school changes that will affect the eligibility of the student to receive transportation.
- 7.47. Families are not entitled to receive both a Parental Conveyance reimbursement and a bus pass.
- 7.48. Where a family uses more than one (1) car to convey students to school, the family is entitled to only one (1) Parental Conveyance reimbursement.

### **Additional Financial Assistance**

- 7.49. Any additional financial assistance requests will be at the discretion of the Director of Education and will be based on funding availability and equal opportunity.
- 7.50. Financial assistance under this policy will only be provided to current Tsuut'ina Nation citizens who appear on the Tsuut'ina Nation citizenship list. No retroactive payments will be issued.

## **Networked Resources Acceptable Use Policy**

### **Statement of Principle**

- 7.51. Students in all educational departments are provided access to the Internet using the Wide Area Network. The Internet allows our students to interact with hundreds of thousands of networks and computers. Within our schools and libraries, the Internet and e-mail may be used by our students for educational purposes. There is no intent that students use Internet

access from computers for personal use. The Internet is similar to other student learning resources such as books, magazines, videos, CD-ROMS and encyclopedias.

### **Conditions and Rules for Use**

- 7.52. The Department reserves the right to access, audit and monitor use of all supplied Information Technology (IT) resources for non-compliance to this policy, without prior notice to the user. There is no expectation of privacy on behalf of the user with regard to information technology resources.
- 7.53. All computers used through the network are to be used in a responsible, efficient, ethical, and legal manner.
- 7.54. All users are expected to abide by the generally accepted rules of network etiquette including:
  - (a) being polite in all of your communications to others;
  - (b) using appropriate language;
  - (c) being compliant with municipal, provincial, federal, or international law;
  - (d) maintaining the confidentiality of your personal address and phone numbers and those of students and colleagues;
  - (e) using the network without disrupting the use of the network by others; and
  - (f) assuming that all communications and information accessible via the Internet are the private property of those who put it on the Internet.
- 7.55. Unacceptable uses of the network include, but are not limited to:
  - (a) using the network for any illegal activity, including violation of copyright or other laws;
  - (b) using the network in ways which violate school policies and behavior standards;
  - (c) using the network for financial or commercial gain;
  - (d) degrading or disrupting equipment or system performances;
  - (e) invading the privacy of other individuals by accessing and/or vandalizing their computerized data;
  - (f) wasting technology resources, including bandwidth, file space, and printers by downloading music or video files, except for those identified as legitimate curriculum resources;
  - (g) gaining unauthorized access to resources or entities;
  - (h) using an account owned by other users with or without their permission;
  - (i) posting personal communications, including photos of another person, without that other person's consent; and
  - (j) giving one's account and password information to other users.

7.56. Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Harassment is defined as the persistent annoyance of another user or the interference of another user's work. "Harassment" is further defined as any unwelcome behavior, conduct or communication, directed at an individual that is offensive and/or annoying to that individual.

### **Unacceptable Material**

7.57. Because access to the Internet provides connections to the other computer systems located all over the world, students (and parents/guardians) must understand that neither Tsuut'ina Nation Education nor any Tsuut'ina Nation staff member controls the content of the information available on these other systems. Some sites accessible via the Internet may contain material that is inappropriate for educational use in a HeadStart to K-12 setting, such as hate literature, pornography, and information related to immoral or illegal activities. Tsuut'ina Nation Education does not condone the use of such materials and does not permit usage of such materials in the school environment. Tsuut'ina Nation Education uses Internet filtering software in addition to teacher supervision to reduce the likelihood of students accessing inappropriate Internet sites. In the event a student inadvertently accesses an inappropriate Internet site, he/she must advise the supervising teacher of the inadvertent access.

### **Discipline**

7.58. Violation of Tsuut'ina Nation Education's Acceptable Use Policy is punishable according to the Discipline Policy. In addition, the violation of the Acceptable Use Policy may result in:

- (a) restricted network access;
- (b) loss of network access; and
- (c) legal action.

## **School Bus Transportation Policy**

### **Statement of Principle**

7.59. The Board provides bussing services for students to assist families in ensuring that children arrive to school safely and on time.

### **Eligible Students**

7.60. Students, who are Nation citizens and who reside on-reserve are eligible for bus transportation to and from Tsuut'ina Nation schools, and to and from off-reserve schools situated within the transportation boundaries set by the Board. HeadStart students are excluded.

7.61. Students who are Tsuut'ina Nation citizens and who live off the reserve but within the transportation boundaries set by the Board are eligible for bus transportation to and from Tsuut'ina Nation schools, and to and from non-Tsuut'ina Nation schools situated within the transportation boundaries of the Tsuut'ina Nation.

7.62. Students who are Tsuut'ina Nation citizens, who live off the reserve, and who live outside the transportation boundaries are eligible for either a bus pass or a parent/guardian conveyance allowance, but not both.

7.63. Students who are not Tsuut'ina Nation citizens but who attend a Tsuut'ina Nation school are eligible for bus transportation provided that:

- (a) the non-resident student transports themselves to an existing stop on an existing school bus route; and
- (b) there is room on the bus.

### **Bus Routes**

7.64. The Director of Education will establish bus routes at the beginning of each school year and may adjust or eliminate bus routes at any time during the school year as needed, including transferring students from one route to another.

7.65. The Director of Education will ensure that students will be on the bus for less than sixty (60) minutes each direction.

### **Inclement Weather**

7.66. The Director of Education, in consultation with the bussing company and the Executive Director (only if the Director of Education is unavailable), may cancel bus service during inclement weather and shall cancel bus service if the temperature reaches -32 degrees Celsius including wind chill.

7.67. Where bus service is cancelled due to inclement weather,

- (a) the Director of Education shall notify the principals and the Executive Assistant of the Department; and
- (b) the principals will notify all school staff.

### **Gate Service and Door Service**

- 7.68. Where the Director of Education determines that it is financially feasible, all eligible students will be provided with door-to-door bus services.
- 7.69. If, at any time, financial resources are not available or it is not financially feasible to provide door- to-door service for all eligible students, the Director of Education may determine that eligible students will be provided with only gate service.
- 7.70. "Gate service" is the point of intersection of a private driveway and a graveled or paved main thoroughfare.
- 7.71. Where gate service is provided and there is a wildlife sighting that endangers the children, door service will be provided for three (3) days subsequent to the wildlife sighting and gate service will resume after three (3) days should no further sightings occur.

### **Parental Supervision**

- 7.72. Parents/guardians are responsible for the supervision of their child(ren) before the bus arrives and after the students are dropped off at the end of the day.
- 7.73. Safety and proper behaviour while riding the school bus is a responsibility which is shared by students, parents/guardians, bus operators, and school administrators. Parents/guardians shall instruct the students within their care to obey the Bus Code of Conduct and discourage students from breaching the Bus Code of Conduct.

### **Bus Code of Conduct**

- 7.74. The Student Code of Conduct and the Discipline Policy apply while students are riding the bus.
- 7.75. In addition, the following actions are prohibited while riding the bus:
  - (a) eating or drinking;
  - (b) scuffling, fighting or other physical aggression, whether playful or not;
  - (c) using profane, obscene, or hurtful language;
  - (d) adjusting windows or extending body parts out of windows;
  - (e) standing or walking while the bus is in motion;
  - (f) cluttering the aisles or emergency exit door with books, gym bags, or other articles;
  - (g) vandalizing the bus or personal property of others;
  - (h) endangering the health, safety, or welfare of other students;
  - (i) distracting the bus driver or interfering with the safe operation of the bus, including making noise at railway or other crossings; and
  - (j) any other behaviour that is potentially harmful to other riders, the operator, or interferes with the safe operation of the bus.

**Disciplinary Action**

7.76. A student who breaches the Bus Code of Conduct is subject to disciplinary action by the principal in accordance with the Discipline Policy including termination of the bus transportation privileges either temporarily or permanently.

**School Calendar, Instructional Hours, and Teaching days Policy****Statement of Principle**

7.77. Pursuant to the School Declaration, the Board has adopted the instructional hours and teaching days requirements as set out by Alberta Education.

**School Calendar**

7.78. The school calendar is set by the Director of Education and approved by the Board.

**Instructional Hours and Teaching Days**

7.79. In accordance with the Schools Declaration, the Director of Education will set the instructional hours for the students and will ensure that:

- (a) kindergarten students receive a minimum of 475 instructional hours over a minimum of 180 teaching days;
- (b) students in grades 1-9 receive a minimum of 950 instructional hours over a minimum of 180 teaching days;
- (c) students in grades 10-12 receive a minimum of 1000 instructional hours over a minimum of 180 teaching days.

## **School Safety and Disaster Plan**

### **Statement of Principle**

7.80. The safety and security of the students, staff and Tsuut'ina Nation Citizens is of the utmost importance and priority.

### **Safety and Disaster Plan**

7.81. The Director of Education, in consultation with the Executive Director and with the assistance of the Tsuut'ina Nation Fire and Police Departments, will develop a School Safety and Disaster Plan by the month of August annually, in accordance with the Disaster Services Branch "Disaster Services Plan".

7.82. The School Safety and Disaster Plan will address:

- (a) fire safety including fire drills;
- (b) bomb or terrorist threat safety including sheltering in place drills and evacuation drills;
- (c) natural disaster response procedures;
- (d) a general emergency plan to be used in other emergencies or disasters such as a chemical spill or a gas leak; and,
- (e) emergency reception center procedures.

7.83. The Director of Education will coordinate with Tsuut'ina Nation Fire and Police Departments to ensure additional emergency resources are available for all schools when a Disaster Plan is activated.

7.84. The Director of Education will coordinate with the Nation emergency services to determine the conditions for use of schools as Reception Centers in case of an emergency on Tsuut'ina Nation lands.

7.85. The Director of Education, in cooperation with the principal of each school, shall ensure that staff and students receive emergency preparedness education and training.

7.86. The Director of Education, in cooperation with the principal of each school, shall conduct regular exercises to test the Safety and Disaster Plan.

7.87. The Director of Education, in cooperation with the principal of each school, shall ensure that parent/guardian notification procedures are established and followed.

### **School Evacuation**

7.88. In the event of an emergency which requires the evacuation of students and staff to a safe external holding area, students and staff will be evacuated as follows:

- (a) in the case of an evacuation of Chiila Elementary School, to the Chief Big Belly Middle and Many Horses High school;
- (b) in the case of an evacuation of the Chief Big Belly Middle and Many Horses High School, to Chiila Elementary School;

- (c) in the case of an evacuation of both Chiila and the Chief Big Belly Middle and Many Horses High School, the Agriplex;
- (d) in the case of the BAEC, to the Chief Joseph Big Plume Administration Building.

7.89. Parents/guardians will be informed to pick up their child(ren) at the above evacuation locations.

### **In-Place Sheltering**

7.90. In some situations, emergency response agencies may determine that "in-place sheltering" is safer than an evacuation of the school building. Recommendations from the emergency response agencies may include:

- (a) keep everyone indoors until advised otherwise;
- (b) close and seal all doors and windows; and,
- (c) turn off heating, ventilation, and air conditioning systems.

7.91. The Director of Education, in consultation with emergency services, will develop "In-place sheltering" instructions.

### **Reception Centers**

7.92. Tsuut'ina Nation schools may be used as reception centers for Citizens who are evacuated from their homes due to an emergency or disaster.

7.93. Use of Tsuut'ina Nation schools as reception centers shall be in accordance with the Tsuut'ina Nation emergency and disaster plan.

### **Off-Site Emergencies and Disasters**

7.94. The Director of Education, in conjunction with Emergency Services, will develop a plan to respond when the health and safety of students and staff are endangered because of an off-site emergency or disaster event such as:

- (a) road closures which prevent students, staff, or the bussing company from safely accessing the schools or transporting students and staff home;
- (b) winter storms (e.g., blizzard conditions); or
- (c) natural disaster (e.g., tornado, flooding).

### **Lockdown Procedure**

7.95. The Director of Education shall work with the school principals Nation, the Safety Officer, and Emergency Services Representative to ensure school lockdown procedures are reviewed and updated annually.

## 8 Vehicle and Facility Use Policies

### Use of Department-Owned Vehicles Policy

#### Statement of Principle

- 8.1. Department-owned vehicles are to be used only for approved school activities, as authorized by the Director of Education.

#### Use of Department-Owned Vehicles

- 8.2. The principal shall supervise the use of school vehicles.

- 8.3. An operator of a school van carrying students shall:

- (a) be an employee of the Department;
- (b) must have safety endorsement;
- (c) possess a valid "Class 4" Operator's Certificate provided annually;
- (d) provide a copy of the Class 4 Operator's Certificate and a driver abstract to the principal prior to operating the vehicle provided annually; and
- (e) if the vehicle carries twenty-five (25) or more passengers, possess a valid "Class 2" Operator's certificate.

- 8.4. The principal shall ensure that each school van contains:

- (a) proof of insurance;
- (b) registration;
- (c) a full fire extinguisher;
- (d) a full first aid kit;
- (e) reflectors;
- (f) safety fitness certificate; and
- (g) survival and safety kit.

- 8.5. Department-owned vehicles shall always bear the name or logo of the Board on the exterior of the vehicle.

- 8.6. Department vehicles shall be kept clean inside and out.

- 8.7. Department vehicles must have a safety inspection every six (6) months.

- 8.8. Principals shall submit mileage logs to the Director of Education or his designate at the commencement of each month.

## **Facilities Operation Policy**

### **Statement of Principle**

8.9. The Education facilities are community facilities owned by the Tsuut'ina Nation for the use and benefit of the students, teachers, and community as a whole and shall be operated at all times in a safe, clean, and orderly fashion in order that they be maintained for use by future generations. In an effort to provide an exceptional student experience, Tsuut'ina Nation educational and extra-curricular programming and events will be prioritized over all other facility usage during the school year.

### **School Maintenance**

8.10. Custodians shall provide interior and exterior maintenance at Tsuut'ina Nation schools including:

- (a) Regular and systematic maintenance of the interior of the schools by trained and qualified maintenance personnel;
- (b) daily general janitorial service including complete disinfection of common surface areas and sanitization;
- (c) visual inspection of the schools and grounds at least twice each year to identify repair and maintenance needs;
- (d) regular inspection and maintenance of exterior facilities, playgrounds, play areas and sports facilities and inform principal of any maintenance needed;
- (e) inspection and maintenance of curbs, walkways and paved areas including repairing cracks and removing obstructions as necessary;
- (f) additional inspections as may be requested by the Director of Education or the principal;
- (g) regular exterior maintenance and repair of exterior walls, foundations, and footings as necessary;
- (h) regular grass cutting, weed control and maintenance of existing landscaping on the schools' grounds in summer and snow and ice removal in winter;
- (i) regular maintenance of general exterior aesthetics of the schools;
- (j) identifying and responding to safety issues of the grounds and facilities;
- (k) identifying and responding to issues of building longevity;
- (l) identifying and responding to building security requirements throughout the year;
- (m) arranging for routine fire, health, and safety inspections at least once (1) per year; and
- (n) scheduling routine fire drills, lockdowns, and evacuations in consultation with the principal at least four (4) times per year.

### **Emergency Contact Information**

- 8.11. A list of emergency response telephone contact numbers shall be posted on the interior and exterior of the Tsuut'ina Education buildings including:
  - (a) 9-1-1;
  - (b) Tsuut'ina Nation Tosguna Service;
  - (c) Tsuut'ina Nation Fire Department;
  - (d) Tsuut'ina Nation Child and Family Services; and
  - (e) Maintenance.

### **Gym and Facility Rental**

#### **Facility Usage by Community Member**

- 8.12. Tsuut'ina Educational Facilities are available for community use by Tsuut'ina Nation Community members during the school year outside of instructional hours for celebrations.
- 8.13. Bookings for use of the school facility must be approved by the school Principal and/or building manager or designate no less than fifteen (15) days prior to the event taking place.
- 8.14. All Tsuut'ina Nation community members who wish to utilize Tsuut'ina Educational Facilities will be required to sign an agreement with the respective school Principal prior to usage. Refer to Appendix for Agreement template.
- 8.15. Community members may request to use a particular school facility. However, the Education Department has the discretion to determine which facility is used based on the needs of the group using the facility and the needs of the schools.
- 8.16. A two-hundred dollar (\$200.00) refundable deposit is required prior to use of the school facilities by a Tsuut'ina community member. The deposit will only be returned after the event if no expense was incurred to clean, replace, or repair the facilities or any school property.
- 8.17. Acceptable forms of payment include Certified cheque made out to the Tsuut'ina Education Department (or through electronic money transfer via [etransfer@tsuutina.com](mailto:etransfer@tsuutina.com)).
- 8.18. Community Members using the school facilities are expected to treat education department staff with kindness and respect. Abusive behavior will not be tolerated and may result in loss of future facility usage for a period of time as determined by the Director of Education. Proper care must be exercised when utilizing education facilities.

#### **Facility Usage by Tsuut'ina Nation Program**

- 8.19. Tsuut'ina Educational Facilities may be made available for usage for Tsuut'ina Nation community programs and departments if the usage benefits Tsuut'ina Nation students and citizens.

- 8.20. Bookings for use of educational facilities by Tsuut'ina Nation programs and departments must be approved by the respective Director of Education no less than thirty (30) days prior to the event taking place.
- 8.21. All programs and departments will be required to sign an agreement with the Education Department prior to the event taking place. Refer to Appendix for Agreement template.
- 8.22. Programs may be charged a fee based on the nature of the event and budget availability on a case-by-case basis.
- 8.23. A five hundred dollar (\$500.00) refundable deposit is required prior to use of the school facilities by a Tsuut'ina Nation Program and/or Department. The deposit will only be returned after the event if no expense has been incurred to clean, replace, or repair the facilities or any school property. Acceptable forms of payment include certified cheque made out to the Tsuut'ina Education Department (or through electronic money transfer via [etransfer@tsuutina.com](mailto:etransfer@tsuutina.com) payable to the Tsuut'ina Education Department).
- 8.24. Tsuut'ina Nation programs and departments using the educational facilities are expected to treat education department staff with kindness and respect. Abusive behavior will not be tolerated and may result in loss of future facility usage for a period of time as determined by the Tsuut'ina Education Board of Trustees and reported to Human Resources as per Tsuut'ina Nation Human Resources Policies and Procedures Manual. Proper care must be exercised when utilizing education facilities.
- 8.25. All departments with current Partnership Agreements in place would be exempt from this section and administered by the terms therein.

### **Facility Rental by Outside Program/Company/Entity and Market-type Events**

- 8.26. School facilities may be made available for usage by external programs, companies, and entities if the usage has benefits to Tsuut'ina Nation students and citizens.
- 8.27. Bookings for use of school facilities by groups external to the Tsuut'ina Nation and/or for market-type events must be approved by the Tsuut'ina Education Board of Trustees no less than forty-five (45) days prior to the event taking place.
- 8.28. All requests made to utilize facilities by groups external to the Tsuut'ina Nation and/or for market-type events shall be forwarded to the Director of Education who will bring the matter to the attention of the Board of Trustees at a duly convened regular meeting.
- 8.29. The Tsuut'ina Education Board of Trustees shall communicate their decision within five (5) days of the regular meeting in writing and the decision shall be final.
- 8.30. If the Tsuut'ina Education Board approves the event, the event lead will be required to sign an agreement with the Tsuut'ina Education Department prior to the event taking place.
  - (a) All agreements must be reviewed by the Tsuut'ina Legal Department prior to execution of agreement.

- 8.31. A one-thousand dollar (\$1000.00) non-refundable deposit is required prior to use of the school facilities by an external group. Acceptable forms of payment include certified cheque made out to the Tsuut'ina Education Department (or through electronic money transfer via [etransfer@tsuutina.com](mailto:etransfer@tsuutina.com) with payable to Tsuut'ina Education Department).
- 8.32. Abusive behavior will not be tolerated and may result in loss of future facility usage for a period of time as determined by Tsuut'ina Education Board of Trustees and loss of deposit. Proper care must be exercised when utilizing education facilities.

### **School Maintenance Fee**

- 8.33. The Tsuut'ina Education Department may choose to charge a minimum of twenty-five dollars (\$25.00) per hour/per maintenance staff for facility usage to cover the costs of cleaning during event.

### **Commercial Kitchen Usage**

- 8.34. All requests to utilize commercial kitchens must be approved by the Head Cook.
- 8.35. The Head Cook or designate must provide the group with an overview of how to use the equipment.

### **Education Director Discretion**

- 8.36. The Tsuut'ina Education Director can approve facility usage under special circumstances on a case-by-case basis or upon directive from Tsuut'ina Head Chief and Minor Chiefs.
  - (a) If the Director approves usage, he/she shall communicate the detailed decision to the Board of Trustees through email within five (5) days of approval.

## 9 Post-Secondary Program

### General Funding Guidelines

#### Statement of Principle

- 9.1. The Tsuut'ina Nation, the Board, and the Department support Tsuut'ina Nation members in adjusting to a changing world by pursuing higher education and marketable skills. In order to ensure an equitable distribution of funds, as well as the most efficient use of available money, the following policies and guidelines will direct the funding decisions made by the Department.

#### Eligibility for Funding

- 9.2. Students are eligible for post-secondary funding if they are citizens of the Tsuut'ina Nation and have been accepted by a recognized, accredited post-secondary institution for a specific program of study for a minimum of one (1) year.

#### Guidelines

- 9.3. All post-secondary funding applications are subject to funding availability.
- 9.4. Funding is available for the Fall and Winter semesters (eight (8) months total).
- 9.5. Funding for Spring and Summer semesters may be obtained by special approval from the Post-Secondary Coordinator. Circumstances that may warrant this approval include near completion of a program, or a required course that is only offered at this time.
- 9.6. Funding for University College Entrance Preparation (UCEP) Programs will be eligible for funding for a one (1) year term based on funding availability for September to April.
- 9.7. Distance education students and online students are not eligible for travel assistance.
- 9.8. Travel Assistance may be prorated at the Post-Secondary Coordinators discretion if a student is taking a course at another location.
- 9.9. Students may be referred to the BAEC for upgrading before being provided funding to upgrade at other institutions.
- 9.10. Students enrolled in distance learning programs are required to check in with the Post-Secondary team monthly to update academic status to ensure they are on track. If post-secondary students are granted an extension on their course, they must notify the Post-Secondary team of the extension.
- 9.11. Extensions on funding support can only be obtained with special approval from the Post-Secondary Coordinator upon demonstration of extenuating circumstances. Time limits for funding support will not apply in case of sponsorship for part-time studies.
- 9.12. Students can expect financial support to continue for the duration of the program unless a student withdraws or otherwise terminates prior to completion.

- 9.13. Students who have completed a Level II program are not eligible for support in a Level I Program.
- 9.14. Students who have completed a Level III Program are not eligible for support in Level I or Level II.
- 9.15. Students are required to complete the program of study for which they are funded, before being funded for any further or other programs of study.
- 9.16. Funding for out-of-province schools will be subject to approval and all funds paid to that student will remain in Canadian funds.
- 9.17. Full-time Tsuut'ina Nation employees will be considered part-time post-secondary students and are required to inform their managers if they plan on attending post-secondary so they can receive the support within their educational endeavors.

### **Priority Selection**

- 9.18. If the number of eligible applicants exceeds the budget, then priority selection shall take place in the following order:
  - (a) Continuing students:
    - i. a student presently enrolled in a post-secondary program and who intends to continue in a post-secondary program in the fall of that year shall have first priority. Continuing students shall apply in the prescribed form and submit their course outlines at the beginning of each semester to ensure uninterrupted funding;  
Deadline for Course Schedule Submission  
Fall semester: August 1  
Winter semester: December 1  
Spring semester: April 1\*  
Summer semester: June 1\*
  - (b) Grade 12 Graduates:
    - i. students who graduated from High School in June of the year they are applying to post-secondary programs;
  - (c) Deferred applicants:
    - i. students who met the requirements the previous year but were not approved because of funding limitations and were placed on a waiting list. Deferred applicants shall reapply for funding on a third-priority basis. This also includes those previously funded students who were forced to withdraw from their programs of study due to extenuating personal circumstances with prior approval from the post-secondary coordinator;

- (d) New applicants:
  - i. Students who were not enrolled in a High School or an accredited post-secondary program during the previous academic year. This includes students who did not apply for funding with the Tsuut'ina Nation post-secondary department in the previous year;
- (e) Post graduate students:
  - i. students who have already earned a first degree and intend to continue to post graduate studies, Masters, Doctorate, and special designated programs at a post-secondary institution;
- (f) Returning to study applicants:
  - i. students who were withdrawn from their program due to lack of attendance or poor academic performance. This includes students who voluntarily withdraw from a program for reasons unacceptable to the Post-Secondary Counsellor. In either circumstance, the student will not be eligible to reapply for sponsorship for one academic year from the withdrawal date.

9.19. Other factors that will be considered in making funding decisions that apply to all of the above include:

- (a) academic performance;
- (b) demonstrated attendance and dedication to program of studies; and
- (c) funding availability.

### **Funding Categories**

9.20. Post-secondary students will be funded based on their status as either full-time or part-time students. Status as a full-time or part-time student depends on the number of accredited courses a student is taking.

9.21. Full-Time Students: in order to be accorded full-time status, students must be registered in a minimum of three (3) accredited courses at a post-secondary institution, per term.

9.22. Part-Time Students: students enrolled in two (2) or fewer courses will be accorded part-time status, per term.

### **Categories of Financial Support**

9.23. Support will be provided for three (3) levels of post-secondary degree programs:

- (a) **Level I** Community College and Diploma or Certificate Programs. Funding support for such programs shall not exceed three (3) years;
- (b) **Level II** Undergraduate Programs (First Degree) includes a first undergraduate degree, as well as those degrees that have as a prerequisite another undergraduate degree not to exceed six (6) years;

- (c) **Level III** Professional Degrees, Graduate studies including Masters and Doctoral Programs. Funding will be at the discretion of the Post-Secondary Coordinator, pending funding availability.
- 9.24. Should a student exceed the length of time allotted for their initial program they will need to obtain approval for continued funding from the Post-Secondary Coordinator and the Director of Education.

### **Non-Accredited Post-Secondary Schools**

- 9.25. Funding for Non-Accredited Post-Secondary Schools will be subject to approval with a cap of nine-thousand dollars (\$9000.00) Canadian funds paid towards tuition per academic year, based on funding availability.

## **Post-Secondary Funding – Specific Categories**

### **General Financial Assistance – Full-Time and Part-Time Students**

9.26. Financial support for both full-time and part-time students shall cover the cost of registration, tuition, and initial professional certification.

### **Travel Assistance – Full-Time Students Only**

9.27. Where a student is required to live away from their permanent residence, travel assistance may be provided for travel to and from the post-secondary institution. Travel assistance is provided for the student only and not for family members.

9.28. Travel assistance will be provided in the form of one (1) round trip per year based on the most cost-effective rates possible, pending funding availability.

9.29. Exceptions will be made for family emergencies at the discretion of the Post-Secondary Coordinator. If funds are not available to assist with the request, students are encouraged to inquire with the Contingency Program.

9.30. Full-time students who attend post-secondary courses in a classroom setting are eligible for a mileage and parking allowance in the amount of three-hundred and fifty dollars (\$350.00) per month for gas and parking, which is included in their student allowance.

9.31. Students enrolled in distance learning programs are not eligible for travel assistance unless the student is also enrolled in a course in another location. If the student is enrolled in a course at another location, pro-rated travel assistance may be provided at the Post-Secondary Coordinators discretion.

### **Student Allowances – Full-Time Students Only**

9.32. Full-time students may be eligible for monthly living allowances on a case-by-case basis. Students are expected to cover all their expenses with this amount and therefore must budget accordingly. Rates are set out in Appendix A and are subject to change at the discretion of the Education board.

### **Books and Supplies – Full-Time and Part-Time Students**

9.33. Students shall be provided with assistance in the amount of one-hundred dollars (\$100.00) per course for books and seventy-five dollars (\$75.00) per semester for supplies.

9.34. If the cost of books and supplies exceeds the above amount, the student shall be reimbursed the extra costs upon submission of original receipts.

### **Graduation Fee Assistance – Full-Time and Part-Time Students**

9.35. A **onetime** flat rate graduation fee assistance in the amount of three-hundred dollars (\$300.00) shall be granted per student upon confirmation of graduation at the discretion of the Post-Secondary Coordinator, pending funding availability.

**Professional Apparel Assistance – Full-Time and Part-Time Students**

- 9.36. A **onetime** professional apparel fee in the amount of three-hundred dollars (\$300.00) will be granted to a student during the course of their program where the student must undertake a practicum to enter into a professional workplace. This includes medical scrubs or interview apparel.
- 9.37. Prior to receiving professional apparel assistance, the student must provide proof that the attire is a mandatory or necessary part of their curriculum.

**Learning Aides**

- 9.38. All students are encouraged to utilize the free tutoring services provided by their post-secondary institution.
- 9.39. Students with diverse learning needs are encouraged to utilize the Disability Resources Centre of their institution.
- 9.40. Additional funding for learning aides is at the discretion of the Post-Secondary Coordinator.
- 9.41. Individual tutoring needs shall be assessed between the student and the Post-Secondary Coordinator and the amounts for funding are as follows:
  - (a) up to twenty dollars (\$20.00) per hour for a non-certified tutor; and
  - (b) up to fifty dollars (\$50.00) per hour for tutoring service of a certified tutor.
- 9.42. Tutoring payments shall be made directly to the tutor.
- 9.43. All students that have continuously applied for tutoring assistance will go through a program plan re-assessment with the Post-Secondary Coordinator.
- 9.44. Laptop computers are available to the students and are to be returned to the Post-Secondary Coordinator at the end of the students' program. A signed agreement is to be executed between the Coordinator and the student setting out that ownership of the computer remains with the Tsuut'ina Nation and setting out the student's obligations regarding the use of the computer. A three-hundred dollar (\$300.00) deposit is required prior to a student being loaned a computer. When the computer is returned at the end of the academic year in good condition, the deposit will be returned.
- 9.45. If the computer is not returned, the deposit is kept, and a theft report will be filed with the police.

**Daycare Fees – Full-Time Students Only**

- 9.46. Daycare fees will be covered for children ages 0 – 6 years, pending funding availability.
- 9.47. Daycare fees will be paid only to accredited childcare programs.
- 9.48. On-reserve daycare fees will be paid at the set rate of the Tsuut'ina Nation Early Learning Centre.

- 9.49. Off-reserve fees will be subsidized at a rate of three-hundred and fifty dollars (\$350.00) per child per month. Parents/guardians are responsible for any off-reserve daycare fees above three-hundred and fifty dollars (\$350.00).
- 9.50. Parents/guardians must provide proof of registration and monthly proof of attendance at off-reserve childcare.
- 9.51. Off-reserve childcare fees will be paid directly to the childcare program.
- 9.52. Before and after childcare fees will be the responsibility of the student.

### **On-Campus Residency Fees – Full-Time Students Only**

- 9.53. Where a full-time student is living on-campus, the student may apply to the Post-Secondary Coordinator for an on-campus residency fee allowance, should they be ineligible or denied off-reserve Residency funding.
- 9.54. On-campus residency fees will be subsidized at a rate of eight-hundred and fifty dollars (\$850.00) per month and may be increased at the discretion of the Post-Secondary Coordinator, pending funding availability. This subsidy does not include other living expenses as outlined in Appendix 1, such as meal plans etc.
- 9.55. On-campus residency fees will be subsidized for the Fall and Winter semesters only.
- 9.56. If a student requires Spring/Summer funding, it will be at the Post-Secondary Coordinator's discretion pending funding availability.
- 9.57. The student shall provide copies of all residency documentation to the Post-Secondary Coordinator.
- 9.58. Any required security deposit is the responsibility of the student.

### **Off-Campus Residency – Full-Time Students Only**

- 9.59. Full-time students who are attending school outside the Tsuut'ina Nation or Calgary area will be eligible for a fifteen-hundred dollars (\$1,500.00) per month residency subsidy year-round or until completion of their studies or until they qualify for off-reserve Residency funding, in which they must apply for prior to approval.
- 9.60. Where the full-time student has dependents who live with them, there is an additional off-campus residency allowance of one-hundred and fifty (\$150.00) per child.
- 9.61. Any required security deposit is the responsibility of the student.
- 9.62. The off-campus residency allowance must be pre-approved by the Post-Secondary Coordinator pending funding availability.
- 9.63. Full-time students who are not in compliance with all applicable policies will not be funded.

## **Post-Secondary Funding - Application Procedures**

- 9.64. The application deadline for all types of post-secondary funding is June 1<sup>st</sup> of each year for the following academic year.
- 9.65. Both prospective and continuing students are required to submit a funding application along with all supporting documentation.
- 9.66. Applications received after June 1<sup>st</sup> may not be processed in time for the commencement of the Fall semester.
- 9.67. Late applications will be accepted but will be placed on a waitlist to determine funding availability for up to six (6) months. After the six (6) month period, the applicant will have to reapply.
- 9.68. Incomplete applications will not be considered.
- 9.69. Students shall provide the following documentation with their funding application:
  - (a) acceptance letter from an accredited post-secondary institution or proof of application;
  - (b) proof of registration for the upcoming academic year;
  - (c) completed funding application form;
  - (d) a copy of most recent academic transcripts;
  - (e) proof of dependents; and,
  - (f) Individual Program Plans.
- 9.70. All students shall sign a transcript release document and cheque release waiver.
- 9.71. Students approved for funding shall complete and return the required registration documentation.
- 9.72. Students approved for funding will be reimbursed up to a maximum of three (3) post-secondary institute application fees with original receipts.

### **Payment Arrangements**

- 9.73. Students shall be notified of their acceptance for funding in writing and shall be provided with a schedule containing amounts, method, and date of payments.
- 9.74. Advances and other unscheduled payments are strictly prohibited.

## Post-Secondary Student Responsibilities

- 9.75. To maintain financial support throughout a program, students are required to:
  - (a) achieve a minimum of a 2.0 Grade Point Average (GPA);
  - (b) be in good academic standing and maintain respectful relations with their attending institution;
  - (c) conduct themselves in a respectful, responsible manner;
  - (d) treat Education and Post-Secondary Staff in a respectful, professional manner;
  - (e) attend a Tsuut'ina Post-Secondary student orientation, and are encouraged to attend their institution's student orientation;
  - (f) attend mandatory student meetings with Tsuut'ina Post-Secondary;
  - (g) submit final grades after every semester and failure to do so will result in suspension of funding;
  - (h) directly and independently communicate with the Post-Secondary team regarding their academic status and must provide written confirmation if they require a third party to communicate on their behalf;
  - (i) monitor their student account status regarding all fees; and
  - (j) confirm institution is aware of third-party sponsorship.
- 9.76. Where a student does not achieve a 2.0 GPA, they will be put on academic probation for a semester. If the student does not achieve a 2.0 GPA during that time, then funding assistance will be suspended for twelve (12) months. After twelve (12) months, the student may reapply for funding but will be considered a returning-to-study student. The student will be required to send in monthly progress reports on academic probation to ensure they are on track with their studies.
- 9.77. Full-time students shall maintain enrolment in a minimum of three (3) courses. Students who withdraw from one (1) or more courses, thereby reducing the course work to two (2) courses, shall be reclassified as part-time.
- 9.78. Students who fail a required course due to poor academic performance must utilize the appropriate academic advisory department within their post-secondary institution. Failure to do so will result in the student having to cover the course costs independently.

### Voluntary Withdrawals

- 9.79. Students who withdraw from a class shall be permitted to continue with the program of study without default, as long as the student continues to maintain full-time status.
- 9.80. A student shall be responsible for payment of all course fees associated with a class from which the student has withdrawn. Repayment shall be taken out of their monthly student allowance.

This section does not apply to changes to a program made within the drop/add period permitted by the post-secondary institution.

- 9.81. Students shall take responsibility for any difficulties they may have in meeting course requirements and are expected to seek the support they need.
- 9.82. Notice of course or program withdrawal must be provided to the post-secondary department in writing within three (3) business days before the withdrawal date.

### **Mandatory Withdrawals**

- 9.83. A student who withdraws or is forced to withdraw from a program of study because of inadequate performance shall lose their funding for a minimum of one (1) academic year.
- 9.84. A student shall be responsible for payment of all course fees associated with a class from which the student has withdrawn. Repayment shall be taken out of their monthly student allowance.

### **Appeal Process**

- 9.85. Any students wishing to dispute a decision made by the Post-Secondary Coordinator shall follow the appeal process set out herein:
  - (a) The Director of Education; or
  - (b) Tsuut'ina Nation Board of Education.

## 10 Bullhead Adult Education Centre Policies

### Vision and Values

#### Statement of Principle

- 10.1. The Bullhead Adult Education Centre (BAEC) is an adult learning and educational facility, which offers accredited and quality education and training programs for adults. This alternative learning environment provides opportunities for individualized student program development and advancement. The purpose of BAEC is to assist adult students in enhancing their education and employment skills in a way which helps them to contribute fully to the Tsuut'ina Nation community of which they are an integral part.
- 10.2. As a service program, we are committed to enhancing marketable skills that allow our participants entry into the labour market. This will be accomplished by purchasing skill development program for individuals or groups as well as offering services that encourage permanent employment.

#### BAEC Foundational Values

- 10.3. The delivery of the Tsuut'ina Nation Bullhead Adult Education Centre program will be rooted in the following values:
  - (a) We emphasize and promote respect, fairness, honesty, and integrity in our interactions with students, clientele, and their families;
  - (b) We promote programming that will advance the common good for the Tsuut'ina Nation community, maintain family unity and be reflective of the ancestral value system of the Tsuut'ina Nation way of life; and
  - (c) We encourage open communication based on knowledge, wisdom and equity when dealing with agencies whose vested interest is also human and community development.

#### BAEC Educational Mandate

- 10.4. The learning and training opportunities at BAEC shall include:
  - (a) life management training;
  - (b) academic upgrading to Alberta High School Diploma, Certificate of High School Achievement, and post-secondary preparation for programs of choice using the Alberta Education curriculum from grades 9-12;
  - (c) improve literacy;
  - (d) post-secondary preparation;
  - (e) skills-based training including technology training;
  - (f) apprenticeships;

- (g) short-term training;
- (h) entrepreneurship;
- (i) outreach; E-Learning (Online Training);
- (j) youth summer work experience; and
- (k) mentoring program.

10.5. In addition to academic programs, BAEC will offer:

- (a) tutorials;
- (b) drug and alcohol counseling may be referred to Healthy Living;
- (c) student support groups;
- (d) career and academic counseling; and
- (e) cultural guidance and language may be referred to Gunaha Institute.

### **Relationship with other Tsuut'ina Nation Departments**

10.6. The Tsuut'ina Nation BAEC Principal will maintain a positive working relationship with other Tsuut'ina Nation agencies, including:

- (a) arranging cost-sharing agreements for qualifying students;
- (b) participating in a student support network through case conferencing;
- (c) contributing to a community development plan that assures students are feasible and correspond to current local industry activity and future economic prospects (i.e., Grey Eagle Casino, Sarcee Gravel Products, Apprenticeship Trades, computer technology).

### **BAEC Academic Upgrading**

10.7. The BAEC Adult Academic Upgrading Program is a Skill Development Program with specific terms of funding source compliance.

10.8. The BAEC Academic Upgrading Program includes:

- (a) High School Diploma completion;
- (b) Certificate of High School completion;
- (c) Knowledge and Employability Program;
- (d) Basic Literacy Program;
- (e) Health and Wellness Program; and,
- (f) GED counseling and tutoring.

### **Student Applications**

10.9. The BAEC shall maintain a standard and fair process for application and intake of all new and returning full-time and part-time students.

10.10. New Applicants and Continuing Students shall complete and submit a BAEC Student Application Form prior to a designated deadline date for the upcoming school year:

- (a) the Fall semester commences during the first week of September of each new school year. The deadline for all student applications under the age of twenty (20) shall be on September 30<sup>th</sup> of that school year;
- (b) for students over the age of twenty (20) the deadline shall be September 15<sup>th</sup> of that year;
- (c) the deadline for applications for the Winter semester shall be on February 15<sup>th</sup> of each school year for all applicants; and
- (d) in the event that the deadline falls on a weekend, the following Monday shall be the final date for deadline application.

10.11. New Applicants and Continuing Students shall attend an interview and intake process with BAEC Principal and/or Academic Counselor, to include but not limited to, the following types of provincial program assessments:

- (a) Canadian Achievement Test;
- (b) Student interview;
- (c) Post-Secondary Assessment; and
- (d) Any other applicable tests that may be required.

10.12. New applicants shall submit a personal career and academic plan.

10.13. All accepted student applicants will be notified via email of their formal admission to BAEC.

10.14. All BAEC student applications and any information gathered about that student shall be held in complete confidence.

### **Eligibility Requirements**

10.15. All new students shall be at least eighteen (18) years of age at the commencement of the school year for which admission is sought (unless otherwise authorized by the Director of Education).

10.16. Tsuut'ina Nation Citizens will be given priority for admission to BAEC.

10.17. All students must be mature, responsible, and willing to attend school regularly.

10.18. All students are required to have an Alberta Health Care number and a Social Insurance Number.

### **Registration Procedure**

10.19. Upon full admission to BAEC, all new and returning students shall meet with BAEC Academic Counselor to determine which courses they shall register in and which student funding programs are available.

- 10.20. Individual course registration shall depend on academic transcripts, assessment interview and personal career goals of the student.
- 10.21. In order to be given full-time BAEC student status, all students are required to register in a fully designated minimum 3 (three) 5-credit course load.
- 10.22. All full-time students will then be directed to either the Alberta Works student funding program, Income Support program, or to the BAEC Principal for eligible student living allowance, tuition, and book fees.

### **Funding**

- 10.23. BAEC students may receive funding in accordance with the Guidelines of available funding sources.
- 10.24. Tsuut'ina Nation Citizens who are wanting to apply to BAEC must exhaust Alberta Works and Income Support funding before Charities funding.
- 10.25. All funding applications are subject to funding availability.
- 10.26. Both prospective and continuing students are required to submit a funding application along with all supporting documentation prior to the designated deadline date, as set out in sections 10.35 and 10.36 for the upcoming school year.
- 10.27. All eligible students should apply for Alberta Works funding.
- 10.28. While the eligible Tsuut'ina Nation students are waiting for the Decision letter from Alberta Works, they will be qualified to receive funding from the BAEC students' allowance until notified by Alberta Works of acceptance.
- 10.29. Once students receive the Funding Decision letter from Alberta Works, the students must agree to provide these letters to the BAEC.
- 10.30. If the eligible Tsuut'ina Nation students do not qualify for funding from the Alberta Works, the school will continue funding them following the Guidelines set for Charities funding.
- 10.31. Before the students are considered for funding in this situation, students must sign the form provided and agree to pay back the Alberta Works portion of living allowance funding to the Tsuut'ina Nation.
- 10.32. Students shall provide the following documentation with their funding application:
  - (a) completed funding application form;
  - (b) schedule of classes and Individual Program Plans from the BAEC principal; and
  - (c) proof of dependents.
- 10.33. Late applications will be accepted but will be placed on a waitlist to determine funding availability.
- 10.34. Incomplete applications may not be considered.

- 10.35. The Fall semester commences during the first week of September of each new school year. The deadline for all student's applications for **funding** shall be **June 30<sup>th</sup>** of the previous school year.
- 10.36. The Spring semester commences in the first week of February of each school year. The deadline for all student applications for **funding** shall be on **January 30<sup>th</sup>** of the previous semester.
- 10.37. In the event that the deadline falls on a weekend, the following Monday shall be the final date for deadline applications.
- 10.38. Applications received after **June 30<sup>th</sup>** may not be processed in time for the commencement of the Fall semester, pending funding availability.
- 10.39. Applications received after **January 30<sup>th</sup>** may not be processed in time for the commencement of the Spring semester, pending funding availability.

### **Priority Selection**

- 10.40. If the number of eligible applicants exceeds the budget, then priority selection shall take place in the following order:
  - (a) continuing students;
  - (b) new applicants;
  - (c) students who have already earned their diploma and intend to upgrade; and
  - (d) students who have been withdrawn from their program due to lack of attendance or poor academic performance. The student will not be eligible to reapply for sponsorship for one semester from the withdrawal date.
- 10.41. Other factors that will be considered in making funding decisions that apply to all of the above includes:
  - (a) academic performance;
  - (b) demonstrated attendance and dedication to the program of studies; and
  - (c) funding availability.

### **Eligibility for funding from Charities**

- 10.42. Applicant must be a Citizen of the Tsuut'ina Nation.
- 10.43. Applicant must be eighteen (18) years and older and have been outside the school system for at least one (1) school year.
- 10.44. Accepted with a full academic plan by BAEC as a full-time regular student.
- 10.45. Outreach students may be eligible for funding from BAEC if they are unemployed and upon evidence that funding was denied from all outside sources. All outreach applications for

funding will be reviewed on a case-by-case basis with the BAEC Principal, and the Director of Education, and is pending funding availability.

- 10.46. Outreach students must meet full-time funding criteria.
- 10.47. BAEC full-time status students must register with a minimum of 3 (three) 5-credit courses with fifteen (15) credits per semester.
- 10.48. Have good academic performance from the previous year if they are a continuing student.
- 10.49. Students who did not pass their 3 (three) 5-credit courses from the previous semester will be put on academic probation for one (1) semester. If the student does not achieve a passing grade in all 3 (three) 5-credit courses in the academic probationary period (i.e., counselling, extra tutoring hours, monthly and bi-weekly follow up on marks and attendance, etc.,) they will be deemed ineligible for funding for the next full semester.
- 10.50. If a student does not adhere to the student success plan and student agreement, their student allowance will be withheld.
- 10.51. Student success plan and student agreement must be adhered to before receiving student allowance.
- 10.52. Students who did not pass their 3 (three) 5-credit courses from the previous semester will be put on academic probation without funding eligibility for one (1) full semester. If a student:
  - (a) achieves a passing grade in all 3 (three) 5-credit courses in the academic probationary period, they then will be eligible for funding for one (1) full semester; or
  - (b) does not achieve a passing grade in all 3 (three) 5-credit courses in the academic probationary period, they then are not eligible for funding for one (1) full semester.
- 10.53. Students must continue to demonstrate accountability for their academic commitment, attendance, dedication, and effort to the program of studies of the semester if they are a continuous student in order to continue to receive funding throughout the semester.
- 10.54. Students must continue to have a passing mark for all 3 (three) 5-credit courses each semester.
- 10.55. Students must have at least 70% attendance or funding will be withheld until a verbal agreement and student success plan is completed in consultation with the BAEC Teacher and Principal. Once the student has satisfied the requirements of the student success plan the funding will be released.
- 10.56. Funding will be determined based on consultation between the BAEC staff and the BAEC Principal, pending funding availability.
- 10.57. Duplication of living allowance funding is prohibited, no exceptions.
- 10.58. A student may be funded according to their educational student success plan for a maximum of four (4) semesters, at the discretion of the BAEC Principal and student success plan and student agreement.

### **Funding Appeal Process**

- 10.59. Any eligible student wishing to dispute a decision made by the BAEC staff should submit a letter of appeal, including the reason for the appeal request, to the Principal.
- 10.60. The Principal will review the appeal letter based on the Education Policies and Procedures and then make a decision.
- 10.61. Any eligible student wishing to dispute a decision made by the BAEC Principal should submit a letter of appeal to the Tsuut'ina Education Director. The Education Director will review the appeal letter and any additional documents submitted by the Principal.
- 10.62. The Education Director will decide on the appeal based on the Education Policies and Procedures, and that decision will be considered final.

### **Indigenous Skill and Employment Training Strategy Policy**

#### **Statement of Principle**

- 10.63. The Indigenous Skill and Employment Training Strategy (ISETS) was developed through negotiations between Human Services Canada and representatives from national Aboriginal organizations. ISETS are currently delivered in urban centres and First Nation communities.
- 10.64. The major objectives of the ISETS include the following:
  - (a) to reduce the number of Aboriginal clients currently receiving social assistance/income support or employment insurance by providing training programs and employment opportunities that will result in savings to the income support program and employment insurance funds issued to Aboriginal people;
  - (b) to service on-reserve First Nation members who are underemployed, unemployed, and unskilled with certificate and trades-related training programs;
  - (c) to service community members who are underemployed, unemployed, and unskilled with trades-related training programs;
  - (d) to provide clients with support services that will promote entry into the labour market; and,
  - (e) to ensure the Tsuut'ina Nation BAEC is complying with the reporting requirements as stated in the contribution agreement.

#### **Relationship between Community Futures Treaty Seven (CFT7) and the Tsuut'ina Nation**

- 10.65. The CFT7 will maintain a supervisory and supportive relationship with the Tsuut'ina Nation as with other Treaty 7 First Nations with the following objectives:
  - (a) to transfer the allocated funding for the human resource development program in a timely manner;

- (b) to ensure two-way communication between CFT7 and the Tsuut'ina Nation;
- (c) to maintain clarity in the roles and responsibilities of CFT7 staff and Board of Directors;
- (d) to ensure a direct information flow between CFT7 Board of Directors and the Tsuut'ina Nation; and
- (e) to advocate on behalf of the Tsuut'ina Nation at the regional, provincial, and national levels.

### **Responsibilities of Community Futures Treaty Seven to Tsuut'ina Nation**

10.66. The CFT7 will ensure that the following responsibilities are met with the Tsuut'ina Nation as with other Treaty 7 First Nations:

- (a) provide program and technical assistance to the Tsuut'ina Nation BAEC staff;
- (b) strengthen staff and program development through capacity enhancement efforts;
- (c) ensure compliance with the contribution agreements by assisting in identifying and reaching targets;
- (d) disperse quarterly funding in a timely manner as it arrives at CFT7;
- (e) to act as the liaison agent between CFT7 Board of Directors and the Tsuut'ina Nation;
- (f) update Tsuut'ina Nation on all issues concerning their contribution agreement; and
- (g) arrange meetings for the Treaty 7 technicians with Service Canada representatives as the need arises.

### **Termination of Agreement with Services Canada**

10.67. The following may constitute termination of the sub-agreement between Tsuut'ina Nation and Services Canada:

- (a) the CFT7 goes into bankruptcy, insolvency, or any form of receivership;
- (b) a resolution is passed, with just cause, by the Treaty Seven Chiefs to dissolve CFT7;
- (c) the CFT7 is in breach of performance regarding the terms of the agreement and Service Canada terminates the agreement with CFT7; or
- (d) Tsuut'ina Nation BAEC is in non-compliance with the sub-agreement.

### **Policy and Procedure Review**

10.68. The BAEC Policy and Procedure Section will be reviewed annually in order to ensure these policies and procedures meet the varying needs of the clientele and the specific terms of the contribution agreement.

10.69. The BAEC Principal along with the Board will meet at least annually for the purpose of reviewing the policy and procedure manual.

10.70. The review for policy revision will include a strategic planning session.

- 10.71. Any policy and/or procedure revisions will be in accordance with Amendments to the Tsuut'ina Nation Education Policy and Procedure Manual.

## **BAEC Student Code of Conduct**

### **Statement of Principle**

10.72. The BAEC is a professional learning environment, and all students are expected to maintain personal decorum which respect to this learning environment.

### **Dress Guidelines**

10.73. Students' clothing shall be respectful and shall not display explicit logos or vulgarity.

10.74. Students' clothing shall always cover the body in an appropriate manner.

10.75. Staff are required to dress in a professional manner with the exception of casual days allowed by the Education Department.

### **Damage to BAEC Property**

10.76. All students shall respect the value of school property (including classroom furniture, computer labs, classrooms, etc.,).

10.77. Damage to property may either be accidental or willful.

10.78. In the event of willful damage, costs associated with the repair or cleanup of willful damage will be the responsibility of the student.

10.79. The student will be notified in writing of the cost of damages incurred.

10.80. When there are grounds that exist for the belief that damage caused by a student was willful or deliberate, the BAEC staff will meet with the student to arrange a plan for restitution.

10.81. If there are no positive outcomes from this meeting, the BAEC staff may consult the Office of the Peacemaker and/or the Tsuut'ina Nation Police.

### **Smoking, Alcohol, and Illegal Substances**

10.82. Smoking (including vaping and e-cigarettes) is not permitted within school facilities or on school grounds except in designated areas.

10.83. BAEC will practice zero tolerance of any student under the influence of alcohol or drugs on school grounds or during school hours.

10.84. Any student found guilty of using, having used, or exhibiting the evidence of use, or in possession of drugs, alcoholic beverages, or other intoxicants on school grounds during the regular school day shall be disciplined:

- (a) first offence resulting in a suspension of one (1) day and an action plan shall be developed;
- (b) second offence resulting in a suspension of two (2) days; and
- (c) third offence resulting in expulsion.

10.85. An action plan shall be developed after the first offence between the student and/or the Principal or the BAEC Principal, in order for the student to return to school.

## **Theft**

- 10.86. BAEC will practice zero tolerance of any incidents of theft or vandalism to school property.
- 10.87. The care of personal property is the responsibility of the student.
- 10.88. Students are discouraged from bringing valuables to school.
- 10.89. In the event that a theft occurs, the police will be contacted to investigate.
- 10.90. The school will not be responsible for items that a student brings to school.

## **Expulsion**

- 10.91. BAEC will take all possible steps to avoid doing so, but may, as a final measure in response to chronic behavior problems, place a student on indefinite suspension or make recommendation for expulsion to the Board.
- 10.92. Any student has the right to appeal any decision made by BAEC school staff.
- 10.93. A written request for appeal stating the grounds for appeal can be submitted to the BAEC Principal for consideration.
- 10.94. Written appeals must be submitted in a timely manner.
- 10.95. The ultimate authority for the purposes of making an appeal is the Education Board of Trustees.
- 10.96. Appeals may only be brought to the Board if they have followed the procedure.

## **Excused or Legitimate Absences**

- 10.97. Legitimate absences are limited to reasons of personal illness, grave family emergencies, medical appointments, alcohol treatment, childbirth, or any other absence previously authorized by the principal.
- 10.98. When a student plans to be absent from school, he/she shall notify BAEC staff the day before the absence or otherwise phone the school before 11:00 AM on the day of the absence.
- 10.99. If a student will be out of school for a lengthy period of time for any reason, the school must be informed so that the student's absence shall not be considered an inexcusable absence.
- 10.100. It will be the responsibility of the student and teacher to arrange for homework and missed assignments.
- 10.101. A student who nears childbirth shall notify school personnel and a learning plan shall be put in place to ensure the continued academic success of that student. The student may be placed on home study status for a specified duration.
- 10.102. Any student who elects or is mandated to attend a drug/alcohol treatment program during the school year shall be granted home study status.

## Health and Safety

### Statement of Principle

10.103. BAEC encourages and supports a safe and healthy learning environment.

### Guidelines

10.104. In a situation where a student's health and safety are at risk, the BAEC school personnel shall arrange for the safe removal of the student to a secure environment.

10.105. The BAEC staff may contact either the Office of the Peacemaker and Tsuut'ina Nation Police Services should the situation warrant it.

10.106. It is the responsibility of the student to advise the school office, on a confidential basis, if he/she has a contagious medical condition which may require treatment during school hours, e.g., flu.

10.107. Students who have contagious health problems shall not be permitted to attend school until a physician provides a letter stating that the contagion is no longer present.

10.108. Any student wishing to obtain a flu shot may request this from the Tsuut'ina Nation Health Center.

10.109. The BAEC is not responsible for accidents that may incur or personal injury to the student.

### Hostile Environment

10.110. The Board aims to maintain a safe and educational atmosphere throughout the school day and at school activities. Any student or group of students who, by their words or actions, directly or indirectly threatens or intimidates others, making them feel fearful or unsafe, is direct contribution to the creation of a Hostile Environment.

10.111. A "hostile environment" is defined as:

- (a) direct threats of physical intimidation or that of a humiliating nature;
- (b) written threats, such as notes or graffiti; or,
- (c) indirect intimidation or humiliation, such as rumor, gossip, or foul language.

10.112. Any student found to be involved in or contributes to the creation of a hostile environment shall be immediately required to leave.

10.113. Any student found to be involved in or contributing to the creation of a hostile environment shall be issued a Letter of Reprimand. The student may then be suspended for a period of one (1) day to full expulsion, depending on the severity of the offence.

10.114. Any student who has been issued a Letter of Reprimand shall not be allowed to continue at BAEC until a conflict resolution procedure has been put in place.

10.115. Students who repeatedly contribute to a hostile environment may be expelled indefinitely at the discretion of the BAEC staff.

- 10.116. All visitors (non-students) shall report directly to the main office.
- 10.117. No unauthorized individuals shall be allowed in the BAEC classrooms during designated school times.

### **Conflict Resolution**

- 10.118. The Board does not tolerate a hostile environment as a method of resolving conflict and thereby mandates BAEC staff to access the Office of the Peacemaker from time to time to assist in the development of appropriate programs.
- 10.119. Student Peacemaker Initiatives that promote a safe learning environment, free from physical, verbal, and mental intimidation, shall be planned throughout the year.
- 10.120. Disciplinary situations which would ordinarily involve indefinite suspension, expulsion, criminal charges, or other penalty shall be referred to the Office of the Peacemaker or Tsuut'ina Nation Police at the earliest opportunity.
- 10.121. Once a satisfactory resolution has been reached between the two conflicting parties, both sides will be expected to respect the final decision and outcome.

### **Confidentiality**

#### **Statement of Principle**

- 10.122. Staff and Tsuut'ina Nation Board of Trustees will respect the confidentiality of BAEC clientele and programming.

#### **Procedures**

- 10.123. Confidential information includes, but is not limited to, personal information about clients, financial activity information, and other personnel or departmental information acquired by any employee, coordinator, or board members pertaining to the business of BAEC.
- 10.124. Staff and committee discussions about clients will necessitate identifying them by name and a disclosure of their current situation. These discussions will only be used to facilitate appropriate decisions.
- 10.125. The Privacy Act will be adhered to ensure the privacy of clients and staff by agreeing to the Tsuut'ina Nation Legal Department's Oath of Confidentiality form.
- 10.126. Staff and committee discussions about the situation of the BAEC program with regards to finances, personnel or managerial concerns will occur only for the purpose to ensure an efficient and responsibly delivered program.
- 10.127. Confidential information will not be released to the general public unless authorized by the BAEC Principal and with the provision that release of such information will not cause harm to the department, staff, or its clients.

## Abuse of Staff and Clients

### Statement of Principle

10.128. Every employee and client are entitled to employment and training free of abuse.

### Procedures

10.129. Abuse means any conduct, comment, gesture, or context of a nature that is likely to offend, humiliate, or imitate any employee or client.

10.130. Any activity that causes the employee or client to feel insulted, embarrassed, or threatened will be deemed as abuse.

10.131. Abuse of any form will not be tolerated since such conduct or activity creates an intimidating environment and BAEC is committed to providing a safe working environment for its clients and employees.

10.132. The BAEC will take responsible steps to ensure no client or employee is subject to abuse.

10.133. If no security personnel are available, the Tsuut'ina Nation Police Department will be called to remove the individual harassing or disturbing the staff from performing their duties.

10.134. The staff member is then free to have Tsuut'ina Nation Police Department lay charges against the offending individual.

10.135. A poster will be displayed and posted in the reception area indicating that abuse of any kind will not be tolerated.

## Inventory of Office Content

### Statement of Principle

10.136. An inventory of office content for reporting will be maintained for Dit Onik Odza Charities Ltd.

### Procedures

10.137. An inventory list will be maintained to record all the items of office equipment and furniture owned by BAEC.

10.138. The inventory list will be updated annually between the time period of March 1<sup>st</sup> to 31<sup>st</sup>.

10.139. The updating of the inventory list will be responsibility of the Coordinator who can delegate the responsibility to a subordinate staff member.

10.140. The inventory list will be filed by the Coordinator.

10.141. It will be discouraged to loan out furnishing and equipment belonging to the facility at the discretion of the Coordinator. In the event that items are missing, it will be responsibility

of the Coordinator to attempt to have the items returned without delay from the parties involved.

### Telephone Use

- 10.142. Staff members will use the business telephone in proficient and cost-efficient ways.
- 10.143. A phone will be made available to clients for the purpose of seeking employment.
- 10.144. Clients will request permission to use the telephone for the purpose of seeking employment within the local sector.
- 10.145. Clients will not make any long-distance calls not first approved by the BAEC Administrative Assistant or the Coordinator.

### Student Applications

- 10.146. The BAEC shall maintain a standard and fair process for application and intake of all new and returning full-time and part-time students.
- 10.147. New Applicants and Continuing Students shall complete and submit a BAEC Student Application Form prior to a designated deadline date for the upcoming school year:
  - (a) the Fall semester commences during the first week of September of each new school year. The deadline for all student applications under the age of twenty (20) shall be on September 30th of that school year;
  - (b) for students over the age of twenty (20), the deadline shall be September 15th of that year;
  - (c) the deadline for applications for the Winter semester shall be on February 15th of each school year for all applicants; and
  - (d) in the event that the deadline falls on a weekend, the following Monday shall be the final date for deadline application.
- 10.148. New Applicants and Continuing Students shall attend an interview and intake process with the BAEC Principal and/or the Academic Counselor, to include but not limited to, the following types of provincial program assessments:
  - (a) Canadian Achievement Test;
  - (b) Student interview;
  - (c) Post-Secondary Assessment; and
  - (d) Any other applicable tests that may be required.
- 10.149. New applicants shall submit a personal career and academic plan.
- 10.150. All accepted student applicants will be notified via email of their formal admission to BAEC.

10.151. All BAEC student applications and any information gathered about that student shall be held in complete confidence.

### **Eligibility Requirements**

10.152. All new students shall be at least eighteen (18) years of age at the commencement of the school year for which admission is sought (unless otherwise authorized by the Director of Education).

10.153. Tsuut'ina Nation Citizens will be given priority for admission to BAEC.

10.154. All students must be mature, responsible, and willing to attend school regularly.

10.155. All students are required to have an Alberta Health Care number and a Social Insurance Number.

### **Registration Procedure**

10.156. Upon full admission to BAEC, all new and returning students shall meet with BAEC Academic Counselor to determine which courses they shall register in and which student funding programs are available.

10.157. Individual course registration shall depend on academic transcripts, assessment interview and personal career goals of the student.

10.158. In order to be given full-time BAEC student status, all students are required to register in a fully designated minimum 3 (three) 5-credit course load.

10.159. All full-time students will then be directed to either the Alberta Works student funding program, Income Support program, or to the BAEC Principal for eligible student living allowance, tuition, and book fees.

### **General School Hours**

10.160. The number of instructional hours shall be a minimum of 1000 hours for each semester as set out in the Alberta Education Program Declaration.

10.161. A semester course schedule shall be posted up for all students' information.

10.162. Each student shall be provided with a daily lunch period of no longer than 55 minutes.

### **Role of Teachers**

10.163. Teachers are those persons in possession of a valid permanent or interim professional teaching certificate issued by Alberta Education. Teachers are those individuals who are assigned by the Board to carry out the professional duties associated with classroom instruction and student supervision.

10.164. A teacher shall:

(a) contribute to the educational development of the students by setting reasonable performance expectations and instilling in their students a desire to learn;

- (b) provide adequate resource materials, information and experience that will stimulate learning and development;
- (c) complete weekly or monthly progress reports on both attendance and academic grades for their students which shall be submitted to the principal who will compile all submitted progress reports and evaluate each student on an individual basis;
- (d) be role models for students by setting good examples and providing students with the same respect and trust that is expected for themselves;
- (e) be responsible for promoting learning, upgrading themselves professionally and participating in designated community activities and governance of the school;
- (f) maintain, under the direction of the principal, proper order, and behavioral guidance in their classroom and while on duty in the school and on the school ground while they are attending or participating in activities sponsored or approved by the Board;
- (g) participate in and attend all staff meetings, professional activity days and workshops as mandated by the Board and Director; and,
- (h) promote and enhance the Tsuut'ina Nation Language and culture throughout the curriculum.

## Attendance

- 10.165. BAEC recognizes that attendance is an important factor in the outcome of course success. All BAEC students are required to attend school on a regular basis.
- 10.166. All full-time academic upgrading learners are required to attend scheduled classes. Attendance will be closely monitored by the teacher on a daily basis. Expectations for attendance will be at a 70% with the exception of the Outreach Students.
- 10.167. A daily attendance and absentee record will be maintained by the teachers and administrative assistant.
- 10.168. Any learner who is absent for more than five (5) consecutive unexcused days of classes may be withdrawn from BAEC.
- 10.169. Unless excused for health/medical reasons or any other reason authorized by the Principal, any learner who is absent for more than two (2) consecutive days shall be issued a Letter of Warning.
- 10.170. Any learner who accumulates more than three (3) Letters of Warning throughout the entire school year may be withdrawn from BAEC.
- 10.171. Learners who have been withdrawn from BAEC may only reapply for admission after one (1) full school year (or at the discretion of the BAEC principal).

### **Repeating Courses**

10.172. A learner who is repeating a course to improve their mark or because of failure in a previous attempt is not eligible for funding for that course. The learner can still take course, but it will go towards the minimum 3 (three) 5-credit courses needed for funding.

10.173. If a learner has taken a course previously (not funded through Skills Investment programs), but is not able to demonstrate the related competencies, funding through Skills Investment programs may be provided for the learner to repeat the course.

10.174. Students who have a High School Diploma must have a clear understanding of the prerequisites of the program they are pursuing at Post-Secondary level. Maximum funding will be available for two (2) semesters.

10.175. A learner who already has a Grade 12 Diploma usually is not eligible for funding from the Academic Foundations. There may be exceptions if the learner is not able to demonstrate the competencies necessary to obtain and maintain employment or does not have the prerequisites to pursue further studies.

## **Training and Skills Development Program**

### **Statement of Principle**

10.176. The Trade Skills Program is a Skill Development Program with specific terms of compliance.

### **Guidelines**

10.177. Eligible clients can be sponsored to attend trades-related skill development programs.

10.178. A client must be interviewed by the Training and Skills Development Career Counselor and complete all necessary application forms to be considered for the programs.

10.179. A client cannot be funded for more than one (1) trades-related skill development program in one (1) calendar year.

10.180. The skill development program being requested by the client must lead to employment in the southern Alberta region.

10.181. Where the skill development is short-term and offered on-reserve, the same funding arrangement will apply.

10.182. A client must be registered with the Alberta Apprenticeship Board if attending an Apprenticeship Program.

10.183. Funded applicants are expected to work in the field they were trained in for at least one (1) year prior to requesting more funding for a new trade's skills program.

### **Trade Skills and Development Funding Criteria**

10.184. Applicant must meet the conditions and parameters of the applicable programs:

- (a) CFT7 ISETS Operations Manual for sub-Agreement Holders (Schedule "B");
- (b) FNIYES ("Schedule C") – summer employment;
- (c) Charities; or
- (d) Outside funding source.

10.185. Applicant must be a resident of the Tsuut'ina Nation for a minimum of six (6) months.

10.186. Applicants must apply four (4) weeks before training program begins.

10.187. Funding for Trade Skills and Development will be subject to approval with a cap of ten-thousand dollars (\$10,000.00) Canadian funds per training program, based on funding availability.

### **Application Process/Procedure**

10.188. The application for clients attending training and skills is as follows:

- (a) Client meets with the Training and Skills Development Career Counselor;

- (b) Client assessment takes place;
- (c) Applicants are entered into CFT7 Database center;
- (d) Create action plan; and
- (e) Applicant must sign contract.

10.189. Application goes to Training and Skills Development Coordinator for review and approval or rejection.

10.190. Applicant must sign the program application form.

10.191. All applications are pending funding availability.

### **Funding Appeal Process**

10.192. Any eligible clients wishing to dispute a decision made by the Training and Skills Development Coordinator shall follow the appeal process set out herein:

- (a) Submit a letter of appeal to the Tsuut'ina Director of Education. The Director of Education will review the appeal letter and additional documents.

10.193. The Director of Education will make a decision on the appeal, and that decision will be considered final.

### **Approval of Labour Market Partnership Programs**

10.194. The Training and Skills Development Program undertakes to provide labour market programs and ensures they meet specific criteria to comply with the contribution agreement.

10.195. The description, criteria and eligibility requirements of Labour Market Programs will comply with the contribution agreement in that the Labour Market Partnerships will support employers, employee or employer associations, community groups and communities in developing and implementing strategies for dealing with labour force adjustments and meeting human resource requirements.

10.196. Within the context of this policy manual, the Labour Market Partnerships Program refers largely to the CFT7 agreement to partner with the organizations such as the Métis Association and Friendship Centres to ensure urban aboriginal client's career development needs are met.

10.197. It is also possible for the Training and Skills Development Program to partner with local community associations, such as the City of Calgary to promote labour market partnerships.

10.198. The creation of Labour Market Partnerships initiated by the Training and Skills Development Program will firstly consult with CFT7 to ensure that the partnership complies with the sub-agreement.

10.199. Although the labour market partnership program is more specifically designed for the CFT7 partnerships with urban organizations to deliver career development and labour market entry assistance programs it is possible for the Training and Skills Development Program to partner with local Tsuut'ina Nation organizations, provided that:

- (a) the local organization is not duplicating the services already provided by Tsuut'ina Nation BAEC; and
- (b) those strategies are developed and implemented that efficiently and effectively increase the clients' entry into the labour force.

10.200. Application for partnership will include a detailed proposal identifying all strategies and their implementation plan with a definite time frame.

## Youth Initiatives

### Statement of Principle

10.201. The Training and Skills Development Program receives funding specifically to service the youth population. According to the Aboriginal Human Resource Development Strategy, youth include those individuals between the ages of 15 and 30 years. "Youth-at-risk" are defined as aboriginal youth facing multiple barriers to employment, including youth with incomplete high school education, single parent/guardian youth, and street youth.

10.202. In addition, Aboriginal youth are also able to access the Youth Employment Strategy Program. Under the Federal Government's Youth Employment Strategy, there are also specific programs for First Nations and Inuit Youth through Aboriginal Affairs and Northern Development Canada. BAEC will submit proposals to attempt to gain these funds provided the staffing and related resources are available. These include:

- (a) the First Nation and Inuit Summer School Career Program Placement Program;
- (b) the First Nation and Inuit Youth Work Experience Program.

### Youth Initiatives Programs – Descriptions

10.203. There are four (4) types of Youth Initiative programs:

- (a) Internship Program to support internships and wage subsidies to youth who complete graduate studies and those who have not have any studies for a minimum of one (1) year with employers that provide youth with skill enhancement, work experience and entrepreneurial assistance to help them make a successful transition into the labour market;
- (b) Community Service Program to support the development of work opportunities for youth that face barriers to finding employment through participation in community service projects. The aim is to help young people develop the life skills and work experience necessary to enter the labour market;
- (c) Student Work Experience Program to help youth that are students to find summer work through a wage subsidy to employers who will be returning to studies in the following semester; and

(d) Labour Market Information Program to support activities that provide youth with labour market information they need to make decisions about their education and careers.

### **Approval Criteria for Youth Initiative Programs**

10.204. Youth Initiative programs can be applied to current projects funded by sources beyond CFT7 to extend the duration and/or expand the number of participants only when supplemental Training and Skills Development funding is available.

10.205. Individual funding must provide skill development that ensures immediate entry into the labour market.

10.206. Program funding will be charged against the youth initiative budget in each quarterly financial reporting process.

### **First Nation and Inuit Summer Work Experience Program**

10.207. The overall purpose of the program is to assist students in preparing for their future entry into the labour market. The program provides for wage contributions to create jobs for First Nations students.

10.208. Training and Skills Development Program will access funding sources to make wage contributions for the summer jobs.

10.209. The main funding sources are:

(a) Aboriginal Affairs and Northern Development Canada, Indian and Northern Affairs Canada, which accesses funding from the Skills Link Program. The wage contributions under this program are under the following constraints set by the Skills Link Program:

- i. the non-profit sector is eligible to receive up to 100% of the applicable provincial/territorial minimum wage where funds are available; and
- ii. the private sector is eligible to receive up to 50% of the wages paid, to a maximum of \$7.50/hour;

(b) other Funding Sources: Applications can be made to other funding agencies for summer student employment under this initiative as they become available; and

(c) the Indigenous and Northern Affairs Nation funds identify specific budget amounts that will be allocated for High School and post-secondary students.

10.210. Employers can request summer student employment positions by submitting to Training and Skills Development Program a proposal that will be assessed on the following criteria:

- (a) the ability of the job to provide the student with career-related experience. Job descriptions must agree with Section 4 of this policy;
- (b) the quality of the job, showing the ability of the job to prepare the student for future labour market participation;

- (c) the work-related skills derived by the student from doing the job and the usefulness of the work; and
- (d) the financial contribution the employer is prepared to make towards the proposed job.

10.211. The deadline for applications will be April 15<sup>th</sup> for post-secondary students and June 15<sup>th</sup> for High School upgrading/Bullhead students.

10.212. All employment positions will provide students with:

- (a) career-related work opportunities;
- (b) a minimum of thirty (30) hours and a maximum of forty (40) hours of subsidized employment per week; and
- (c) work terms that last for a minimum of four (4) weeks to a maximum of eighteen (18) weeks.

10.213. Eligible employees:

- (a) must be registered full-time students during the preceding academic school year;
- (b) must intend to return to school on a full-time basis in the next academic year;
- (c) be between the ages of 15 and 30; and
- (d) cannot have another full-time summer job.

10.214. The deadline for applications for summer students for department managers will be April 15<sup>th</sup> for post-secondary students and June 15<sup>th</sup> for High School students.

### **First Nations and Inuit Youth Work Experience Program**

10.215. A self-development and career development program proposal designed to assist high-risk community youth will access Aboriginal Affairs and Northern Development Canada, Indian and Northern Affairs Canada funds and co-funded Youth Aboriginal Human Resource Development Agreement (Canada) (AHRDA) funds.

10.216. Program availability will be based on approval of proposal submissions to Aboriginal Affairs and Northern Development Canada, Indigenous and Northern Affairs Canada.

10.217. Selection will give priority to school dropouts, single parents/guardians, and unemployed young adults and those that have not participated in this program in the previous one (1) year programs.

10.218. The Youth Project Coordinator will be hired, if one is not currently available on staff with the Training and Skills Development Program, that possesses strong group facilitation skills.

10.219. The delivery of the program must follow the format as described in the proposal that was approved for funding. Any additional funding to the program will be based on availability and prior approval of the Training and Skills Development Coordinator and Training and Skills Development Career Councillor.

10.220. The participants will receive a stipend with deductions for absences from the program.

## Program Assistance to Clients Overview

### Statement of Principle

10.221. The BAEC is responsible for the delivery of assistance to clients. Clients must be eligible for the funding by meeting the eligibility criteria stated in the policies. Sponsorship of eligible clients must reflect academic training programs that lead directly into the labour market, as well employment assistance must assist the client to maintain their employment.

### Client Eligibility

10.222. Eligibility for program funding will be based on meeting the following criteria:

- (a) resident of the Tsuut'ina Nation or a Tsuut'ina Nation member in an urban center for less than six (6) months;
- (b) over the age of eighteen (18) years, except for youth initiative funding which is determined by the specific program; and
- (c) currently either unemployed or on social assistance, an employment insurance claimant, or unemployed with reach-back status (was an EI claimant in the last three (3) years).

10.223. Funding for eligible clients must come from one the four (4) funding designations:

- (a) Employment Insurance (EI) claimants (or reach back status) for those clients that received employment insurance benefits in the last three (3) years;
- (b) Consolidated Revenue Fund (CRF) for those clients that are unemployed and do not qualify under Section 10.222 (a);
- (c) Youth Initiative Funding for clients who are participating in a Tsuut'ina Nation Training and Skills Development youth initiative program; or
- (d) Client Support Program sponsored through the Dit'onik'odza Charities Limited Guja Nats'iyini'hi Board (Charity/FNDF).

10.224. Training programs will consist of trades training or developmental skill programs that lead to immediate labour market entry.

10.225. Eligible programs for funding must be:

- (a) offered in the province of Alberta;
- (b) be certified and/or trades-related; and
- (c) must lead client directly into employment.

10.226. Where the training program is not offered in Alberta, funding may be available.

10.227. Where the eligible client is residing in another province or in an Alberta urban centre, the Aboriginal Service office closest to their place of residence will be contacted.

10.228. The BAEC will issue letters of decline to these clients to assist in expediting in their off-reserve funding request.

10.229. Information specific to the training request will consist of, while not limited to the following: applicable letters of decline, cost-sharing options, release forms, cost comparisons with other training institutions, employment insurance benefits and eligibility.

10.230. Also included must be letter of acceptance, cost of tuition, cost of book and supplies, debt history with the training institution, job prospects upon completion, and willingness to relocate for employment.

10.231. If it is felt to be necessary, the client can be requested to present price comparisons for similar programs from two (2) or more institutions with credentials.

10.232. Where a student requests Training and Skills Development Program funds to pay for their registration fee of a certificate program that leads to a 2-year diploma program, that request must accompany their application for admission in an academic institution, and if the student is awaiting full sponsorship from Tsuut'ina Nation Post-Secondary Program (TTPSP), the following must apply:

- (a) confirm sponsorship status of the student from TTPSP; and,
- (b) request the reimbursement of the registration fee from TTPSP as is it the initial cost of tuition if the student is approved for sponsorship within the 1st year. Invoice for reimbursement will be issued soon after the student's tuition is paid by TTPSP.

10.233. All registration and other holding fees will be paid by the Training and Skills Development funds that have attended and completed their educational plan through BAEC's Academic Foundations program.

### **Individual Application Process**

10.234. Eligible individuals requesting funding must provide specific personal, career and training information including:

- (a) a declaration of household income;
- (b) a declaration of dependents living with the applicant for the duration of the training program;
- (c) marital status;
- (d) a resume; and
- (e) confirmation of enrollment in the training program.

10.235. Eligible clients must complete all relevant application forms as required by the Training and Skills Development Program.

10.236. The onus is on the client to ensure all information for a sponsorship decision is made available.

- 10.237. Eligible clients must be interviewed by the Training and Skills Development Career Counselors to ensure application criteria are met.
- 10.238. Eligible clients must request funding for specific programs at least three (3) to four (4) weeks prior to the start date of the training program.
- 10.239. The interview process and the availability of funds along with other factors will determine the acceptance or decline of the client request.

### **Tuition Payment for Training Programs**

- 10.240. Tuition will be sent directly to the training institution.
- 10.241. Any approved book funding will be sent to the training institution's bookstore. The Training and Skills Development Program will request that the bookstore set up an account with an itemized list of required texts and supplies.
- 10.242. Where the applicant is a current on-reserve social assistance recipient, Tsuut'ina Nation Income Support will be contacted to request cost-sharing possibilities such as:
  - (a) safety work clothes;
  - (b) city transit tickets; and,
  - (c) work opportunity program placement.

### **Sponsored Client Follow-up**

- 10.243. A client that has been sponsored to attend skill development training will maintain a follow-up action plan.
- 10.244. The client must agree to maintain contact with the Training and Skills Development Career Counselor to ensure proper follow-up and updating to the Database occurs.
- 10.245. The institution will be requested to provide the Training and Skills Development Program with attendance and performance progress reports.
- 10.246. The client agrees to inform the department of any disruptions to the plan to complete the training program.
- 10.247. The client will provide a copy of the certification received at the completion of the program that will remain in their personal file along with a current resume.
- 10.248. The client agrees to inform the Training and Skills Development Program of their employment status for the six (6) months following the sponsorship into the training program.

### **Approval Criteria for Targeted Wage Subsidy**

- 10.249. Eligible clients must complete the application form and wage subsidy form for the targeted wage subsidy program.
- 10.250. The prospective employer must be interviewed by the Training and Skills Development Coordinator to confirm that the duration of the program is three (3) months and up to 60% of

the wage to be provided by the Training and Skills Development Program and the remaining amount provided by employer.

10.251. An additional three (3) months can be requested by the employer by letter and approved if funds are available. An additional 3-month letter of request must be submitted by the end of the 2<sup>nd</sup> month of the targeted wage subsidy program.

10.252. The prospective employer must complete the wage subsidy form for the targeted wage subsidy program.

10.253. Approval of the program is based on the guarantee that the employer will hire the client at the completion of the program.

### **Approval Criteria for Self-Employment Program**

10.254. The Training and Skills Development self-employment programs must meet specific criteria to comply with the contribution agreement in that the Self-employment Program will assist unemployed individuals in starting their business or becoming self-employed through Entrepreneurship training programs.

10.255. Eligible clients will prepare a business plan for the enterprise or self-employment for consideration by the Training and Skills Development Coordinator and/or Tsuut'ina Education Board of Trustees.

10.256. Approval will be based on potential for future self-sufficiency, available funding, partnerships, and other success-based factors.

### **Approval for Employment Assistance Services Programs**

10.257. Tsuut'ina Nation BAEC Employment Assistance Services Programs must meet specific criteria to comply with the contribution agreement in that the Employment Assistance Services Program will support individuals with services to enter or re-enter the labour market.

10.258. Depending on the nature of the job creation being pursued, the client can receive varying levels of Employment Assistance.

10.259. Confirmation must be received to confirm the legitimate need for employment assistance.

10.260. In consultation with the Tsuut'ina Nation Income Support Department, the client can receive work boots, work coveralls, fuel assistance or city transit tickets to attend a job interview.

10.261. A client is only eligible to claim the above-listed employment assistance items once (1) per year.

10.262. Consultation with other human service agencies in the community will ensure the client is not taking advantage of the system. As well, cost-sharing arrangements can also be discussed.

10.263. Consultation with other human service agencies in the community will ensure the client is acting with integrity. As well, cost-sharing arrangements will be discussed.

### Approval Criteria for Job Creation Programs

10.264. The Training and Skills Development Program job creation programs must meet specific criteria to comply with the contribution agreement in that the Job Creation Partnerships Program will provide unemployed individuals with employment opportunities through which they can gain long term employment prospects.

10.265. All supporting documentation must be received as part of the application process.

10.266. Work Opportunity Programs and Employment Insurance (eligibility in the *Employment Insurance Act S.C.1996, c.23*) will be considered as job creation partnerships.

10.267. An agreement will determine the duration of the Work Opportunity Program (WOP) and/or EI program that will be based on Tsuut'ina Nation Income Support's criteria and EI or Reach back eligibility.

10.268. The agreement will include details pertaining to:

- (a) detailing the job description and orientation;
- (b) submitting time sheets and pay rate;
- (c) stipulating advances or early release on wages are those followed by Tsuut'ina Nation's Employee Manual; and
- (d) defining flow of authority, discipline, termination, and probation of that by the Tsuut'ina Nation Employee Manual.

10.269. The requesting department will submit a proposal describing all aspects of the WOP or EI request.

- (a) Only those Tsuut'ina departments that offer programs and services that benefit the entire community will be considered for these programs;
- (b) It will be encouraged to have the requesting department share in partial cost of wages;
- (c) A selection process will determine the most suitable client for the WOP position.

10.270. The Training and Skills Development Coordinator and the Board will develop terms of reference for approved proposals:

- (a) the terms of reference will include start and completion dates, activities, objectives, and participants;
- (b) the budget must be realistic;
- (c) all financial activities of the project will be handled mainly by the Tsuut'ina Training and Skills Development Program; and
- (d) the project coordinator must submit written progress reports as directed.

## **Approval Criteria for Skills Development Programs**

10.271. Training and Skills Development skill development programs must meet specific criteria to comply with the contribution agreement in that the Skill Development Program will assist unemployed individuals to obtain skills ranging from basic to advanced skills.

10.272. Skill Development Programs must meet the criteria of increasing the employability of the clients and will include the following programs:

- (a) adult academic upgrading;
- (b) academic foundation;
- (c) certificate training; and
- (d) workplace safety certification programs.

10.273. The skills development programs will apply the following sponsorship criteria:

- (a) students who are sponsored by the Training and Skills Development Program will have their tuition costs and books and supply expenses paid;
- (b) students must sign a contract outlining the terms of attendance and progress; and
- (c) students who withdraw without a legitimate reason will not be re-considered for sponsorship for at least two (2) semesters or one (1) year.

10.274. Approval of all clients in any skill development program will include a debt history check with the delivering institution, as prior debt will negatively impact the current program sponsorship.

10.275. Approved clients will receive funding on the last day of the month prior to the start date of approved training. Clients/Students can request for a Bi-Monthly payment schedule which will be on the last day of the month prior to start of approved program and on the 15<sup>th</sup> day of the following month.

## **Special Programs for Persons with Disabilities**

### **Statement of Principle**

10.276. A client that self-identifies as being disabled and wishing to obtain and retain employment will be considered for eligibility for BAEC sponsored programs.

### **Procedures**

10.277. Considerations for approval will be contingent on availability of funds, accessibility to place of training or employment, and compliance to the contribution agreement.

10.278. The BAEC will refer those who self-identify as having a permanent physical or mental impairment that restricts their ability to perform daily activities and obtain and retain employment to the Treaty Seven Disabilities Coordinator at the CFT7 office if they are living in an urban centre.

10.279. The BAEC will assist those who self-identify as having a permanent physical or mental impairment that restricts their ability to perform daily activities and obtain and retain employment provided the client:

- (a) presents a plan that will realistically offer entry into the labour market; and,
- (b) provides income verification if they are requesting a training allowance.

10.280. The training allowance will consider any Assured Income for the Severely Handicapped (AISH) payments or other supplemental income as a deduction.

## **Termination of Funding for an Approved Program**

### **Statement of Principle**

10.281. Funding for approved programs can be terminated for justifiable reasons following an evaluation process.

### **Procedures**

10.282. The funded program will be terminated for justifiable reasons such as:

- (a) an abuse of the funding;
- (b) recurring loss of funding investment; or
- (c) obvious indicators that the client(s) will not successfully enter the labour market.

10.283. The program can also be terminated prior to completion for the following reasons:

- (a) non-compliance with terms of reference;
- (b) lack of available funding; or
- (c) mismanagement of the project funding by anyone involved in the project; or
- (d) program or participant activity that reflects unfavorably on Tsuut'ina BAEC, CFT7, or Services Canada.

### **Restrictions to Funding Requests**

10.284. Requests for funding can be refused for reasons that reflect present and prior abuse of the funding system, recurring loss of funding investment, and disallow the client to have partial investment in their own success.

10.285. A client who is dishonest or does not act in good faith will not be eligible for funding from BAEC for one (1) year. Examples of dishonesty will include such things as:

- (a) accepting a training allowance while no longer attending the training program;
- (b) abusing the book and supplies funds by acquiring items not related to the program;
- (c) accepting refundable dollars meant for the BAEC account;

- (d) indicating an inability to complete the training program within the advertised time frame due to unjustifiable reasons; and
- (e) accepting training allowance(s) and failing to attend the training program.

10.286. A client who does not complete a program funded by BAEC without a legitimate reason will not be sponsored for the same or another program for a period of one (1) year. Withdrawing from a program with cause will include personal illness, the death of an immediate family member, or illness of a dependent family member.

10.287. A client will not be issued funds as a form of reimbursement for costs they have incurred in a current or past program, nor will a client receive funds to clear an outstanding financial debt with an institution.

10.288. A client will be refused sponsorship if they have defaulted on agreements and contracts in previous funding arrangements and benefitted financially through sponsorship funds.

10.289. An eligible client will not be issued funds for the purpose of paying union dues or fees, as this is seen as employee maintenance costs and not job-readiness expenses.

10.290. An eligible client will be responsible for any course registration fee, holding fee, or application fee, which shall be reimbursed to the client by the BAEC and/or other agencies if funds are not available through BAEC.

10.291. An eligible client receiving a training allowance must complete the program within the duration stated at the time of application. If the student does not complete their program within the initial time frame, their training allowance will not be extended, and they will be encouraged to apply for a student loan.

10.292. An eligible client will not be considered for sponsorship to an American skill-development program where a similar Canadian program is available. This is due to the high cost of currency exchange, higher costs to travel and accommodation, and the feasibility of an American certification in an Alberta workplace setting.

10.293. Individuals currently employed full-time in a Tsuut'ina Nation department, or elsewhere, other than with BAEC and requesting funding for staff development will not be funded by the BAEC account as they do not fit the eligibility criteria. This will apply to employers to assist their employees to cover the cost to attend conferences or workshops with no assistance and the onus put on their respective full-time employers:

- (a) BAEC funds will not be used to save another department's staff development funds; and
- (b) Staff capacity enhancement is the responsibility of the employer and not Tsuut'ina Nation BAEC.

10.294. A client will not receive BAEC funds if they are in debt with CFT7.

10.295. BAEC will not provide funds for tutorial assistance beyond the on-reserve programs, notwithstanding the program can be provided if they are not available on-reserve.

### **Client Sponsorship Priority Categories**

10.296. The categories for considering approval of sponsorship will be identified as high, medium, and low and described as:

- (a) high-priority category requests will include those where employment is guaranteed at the completion of their training program;
- (b) medium-priority category requests will include those where employment is highly probable at the completion of their training program. Also included are requests where the training requested will enhance their present skill level and job security is increased at a part-time level and/or promotion is guaranteed;
- (c) low-priority category requests will include those where employment is not immediately guaranteed at the completion of their training program.

10.297. Major factors to be considered in defining priority status will include:

- (a) prior funding amounts issued to the client;
- (b) immediate demand for the training in the surrounding labour market;
- (c) history of employment success; and
- (d) success in previous training programs.

10.298. Additional factors to be considered in defining priority status will include:

- (a) the need for a driver's license;
- (b) access to reliable transportation;
- (c) academic level;
- (d) criminal record check;
- (e) personal level of motivation to meet career goals; and
- (f) level of reliability to complete the program.

### **Referral to Urban Programs and Services**

10.299. Clients will be referred to urban programs and services as the need arises.

10.300. BAEC will refer clients who have lived off the reserve for more than three (3) years to the appropriate Human Resource Development agency for urban programs and services:

- (a) Aboriginal Futures Career and Training Centre in Calgary; or
- (b) other Alberta career & employment centres.

10.301. To ensure prompt processing of application, urban clients will be issued a letter of decline from BAEC.

### **Issuing Client Training Allowance**

- 10.302. Clients approved to receive training allowance will be issued allowance payments from the Tsuut'ina BAEC Client Support program and/or Alberta Works and Aboriginal Affairs and Northern Development Canada Learner Benefit programs.
- 10.303. Clients receiving training allowance must be full-time students in training and cannot be students in programs lasting less than four (4) weeks.
- 10.304. The status of full-time or part-time students will be defined by the institution delivering the program.
- 10.305. The BAEC will prepare the cheques and have them mailed to students in a timely manner to ensure the student receives the mailed cheque prior to training start and by last working day of the subsequent following months.
- 10.306. There will be no advances, notwithstanding that of an emergency, issued on the training allowance cheque.
- 10.307. Training allowance will be issued, at present, in Aboriginal Futures-equivalent rates, regardless of where the client is in training.
- 10.308. Clients receiving training allowance cheques that they are not eligible for, whether by accident of the Training and Skills Development Program or while the client is no longer is training, will be responsible for returning the cheque amount to the Training and Skills Development Program by the first opportunity to do so. Failure to do so will be defined as fraud with legal action taken.
- 10.309. Training allowance is considered normal monthly expenses, where extraordinary expenses arise, such as travel to attend a funeral or severe illness of a family member being the responsibility of the client. An early release can be requested at this time.

### **Client Debt-Recovery**

- 10.310. Clients will be given a debt-recovery plan to pay back fraudulently accepted funds from the BAEC account.
- 10.311. When a client accepts funds from the BAEC account for funds issued for a specified purpose and spends the funds elsewhere, this action will constitute fraud and can be directed to the law, depending on the severity and the amount in question.
- 10.312. A debt-recovery plan can also be designed that will enable the client to remain in good standing with BAEC:
  - (a) If the client is currently in an ISETS sponsored program and receiving a training allowance, deductions can be made to the training allowance at a reasonable rate;
  - (b) If the client is currently receiving social assistance from Tsuut'ina Income Support, the amount of debt can be recorded as unclaimed income and deducted from their income support allowance and returned to the BAEC account;

(c) The client should be actively involved in creating the debt-recovery plan in order to remain in good standing with the BAEC program;

10.313. Staff of BAEC will assist the client in designing a debt-recovery plan where no plan is in place.

## Client Appeal Process

### Statement of Principle

10.314. Each Client and individual requesting funding for themselves or a family member has a right to appeal a non-decision of sponsorship made by the Coordinator or the Director of Education and/or the Education Board of Trustees.

### Procedure

10.315. Every client has the right to access the appeal process in a manner as outlined below.

10.316. The client must prepare a letter outlining the reason for the appeal and submit the letter to the Coordinator of BAEC.

10.317. The appeal request must occur within eight (8) business days of the notification of refusal.

10.318. The Coordinator will meet with the appellant either in person or through a telephone conversation to identify all items of the appeal. At this time, the Coordinator can offer alternate arrangements that may be more acceptable to the appellant.

10.319. The Coordinator will organize a rotating appeal committee consisting of:

- (a) two (2) members of the Tsuut'ina Education Board of Trustees;
- (b) one (1) Elder; and
- (c) one (1) representative from the Tsuut'ina Nation Human Resource Department.

10.320. The Elder on the appeal committee will receive an incentive compensation of a hundred dollars (\$100.00) per day as an honorarium.

10.321. Fairness for all individuals shall be ensured.

10.322. The student or client's name can be chosen (at the request of the client) to not be disclosed, but a file number will be used.

10.323. The individual funding request or proposal will be re-evaluated by the (Director of Education) Coordinator and the Appeal Committee.

10.324. The appeal committee will make a decision by vote.

10.325. A majority vote in favor of the client will approve the request.

10.326. All decisions of the Appeal Committee will be final and binding.

10.327. Notification of decision shall be made within five (5) days of the Appeals Committee's decision and mailed to the client.

PP.ED.2208



## Education Policies and Procedures Appendix

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## A. Student Allowance Guidelines (Post-Secondary)

(Full-time Students Monthly Rate)

	<b>RATES</b>
Single Student	\$1,625.00
Student with:	
1 dependent	\$1,995.00
2 dependents	\$2,205.00
3 dependents	\$2,355.00
4 dependents	\$2,405.00

Additional dependents are covered at the rate of \$25.00 per dependent\*. Rates subject to periodic change. Bi-monthly allowances shall be paid in accordance with the approved pay schedule for the academic year.

All rates will be reviewed annually.

\*Note - dependents must be Nation Members

**B. Student Allowance Guidelines (BAEC Upgrading)**

	<b>RATES</b>
Single Student	\$1,625.00
Student with:	
1 dependent	\$1,995.00
2 dependents	\$2,205.00
3 dependents	\$2,355.00
4 dependents	\$2,405.00

Additional dependents are covered at the rate of \$25.00 per dependent\*. Rates subject to periodic change. Bi-monthly allowances shall be paid in accordance with the approved pay schedule for the academic year.

All rates will be reviewed annually.

\*Note - dependents must be Nation Members

## C. Student Allowance Guidelines (Training and Skills Development)

	RATES
Single Student	\$1,625.00
Student with:	
1 dependent	\$1,995.00
2 dependents	\$2,205.00
3 dependents	\$2,355.00
Each additional dependent	\$200.00
	RATES
Married with employed spouse	\$1,200.00
Unemployed spouse counts as independent	

All rates will be reviewed annually

\*Alberta Futures Rates\*

\*Note - dependents must be Nation Members

**Board of Trustees Signatory Page**

THIS POLICY IS HEREBY approved at this duly convened meeting of the Education Policies and Procedures Board of Trustees this day of March 26, 2024. The Tsuut'ina Nation Head Chief and Minor Chiefs delegated the authority to this Board of Trustee to approve these Policies and Procedures.

Voting in favour of the Tsuut'ina Nation Education Policies and Procedures amendments, as evidenced by signatures, are the following members of the Tsuut'ina Nation Education Policies and Procedures Board of Trustees:



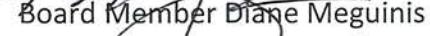
\_\_\_\_\_  
Board Member Tanisha Whitney



\_\_\_\_\_  
Board Member Stephanie Onespot



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Board Member Muriel Manywounds



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Board Member Diane Meginnis



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Board Member Coral Crowchild



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Board Member Jennifer Big Crow

## Head Chief and Minor Chiefs Signatory Page

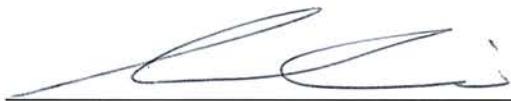
**THIS POLICY IS HEREBY** made at this duly convened meeting of the Head Chief and Minor Chiefs of the Tsuut'ina Nation this May 22, 2024, by Nation Council Resolution.

Voting in favour of the Tsuut'ina Nation Education Policies and Procedures amendments as evidenced by signatures, are the following members of the Head Chief and Minor Chiefs:



Tsuut'ina Nation Head Chief

Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief



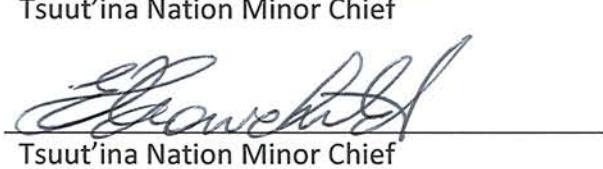
Tsuut'ina Nation Minor Chief



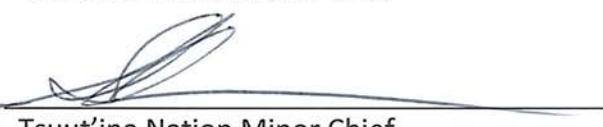
Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief



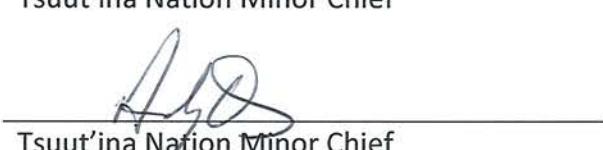
Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief



Tsuut'ina Nation Minor Chief