

Collaborative Response in the Calgary Board of Education (CBE)



learning | as unique | as every student



Calgary Board
of Education



Acknowledging the Land Where We Gather

Oki, Dadánast'áda, Âba Wathtec, Tâniisi, Taanishi, Bonjour, Hello

The Calgary Board of Education acknowledges the traditional territories and oral practices of the Treaty 7 Nations, including the Siksikaitsitapi, comprised of the Siksika, the Kainai, the Piikani, and the Amskapi Piikani Nations. We acknowledge the Tsuut'ina Nation, the Îyârhe Nakoda, comprised of the Chiniki, Bearspaw, and Goodstoney Nations, the Métis Nation within Alberta, and all people who make their homes in the Treaty 7 region of southern Alberta.

This land on which we gather is traditionally known as Moh'kinstsis (Blackfoot), Guts'ists'i (Tsuut'ina), Wichispa (Nakoda), and otôskwanihk (Northern Michif & Cree).

As a learning organization, we are committed to advancing the Truth and Reconciliation Calls to Action focused on Education for ReconciliACTION.



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Current awareness of Collaborative Response?

Name

Role

School Division or
Organization

Awareness of Collaborative
Response





As a result of participating in this session, participants will have the opportunity to:

- learn how CBE is implementing Collaborative Response across 251 schools.
- be introduced to *We Walk Together*, a relational holistic practice to know and support the well-being and achievement of self-identified Indigenous students.



The Calgary Board of Education

Our Context



142,400+ Students



44,000+
English as
Additional
Language (EAL)
Learners



25,900+
students with
special needs



24,500+ students
on 611 yellow bus
routes



4,650+ students
in Unique
Settings and
Specialized Classes



6,200+
self-identified
Indigenous
students



27,100+ students
in Language &
Alternative
programs



16,000+
employees



251
schools

*Sept. 30, 2024 figures



Our Why...



cbe.ab.ca

CBE Education Plan | 2021-2024



Mission | Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Values | Students come first - Learning is our central purpose - Public education serves the common good.



Calgary Board of Education



Learning Excellence

Create strong student achievement and well-being for lifelong success

Students access learning opportunities and supports that address their diverse learning needs and well-being

- Use a collaborative response at the school and system level that leverages the CBE continuum of supports and services aligned to student needs
- Enhance system and school-based collection and use of student data to monitor achievement and well-being for all students including students who self-identify as Indigenous, English language learners and students with identified special education needs
- Track, monitor and identify planned actions in schools to support student progress to achieving high school completion

Planting Seeds

Establishing a Common Foundation of Understanding Across the System

2022-2023

A CR Committee formed, and plan developed to include ALL schools beginning in 2023-24 school year

Formalized work in each of the seven areas with targeted divisions

2021-2022

Inclusive Education – structures and processes at the Area & System level; continued work with Indigenous Education and Various Areas

2020-2021

Indigenous Education – Family of Schools & CTM structure for ED Team; Various Areas

August 2020

Jigsaw Learning presentation to ED Team





Chief Superintendent, Joanne Pitman





CR System Plan 2023-24

Enhancing Professional Capital

First Year Considerations Introducing Phase (staggered start)	Second Year Considerations Establishing Phase	Third Year Considerations Refining Phase	High Schools (new session to be offered)
Schools new to CR 2023-24	Schools engaged 2022-23	Schools engaged 2021-22	
Overview session for all Staff Overview session for Admin Leadership Team Days: 1 or 2 full days in-person & 1 or 2 online packages (schools have choice to begin in September 2023 or March 2024)	Overview session for new staff to the school Overview session for new Admin to the school Leadership Team Days: 1 full day in-person & 2 online packages	Overview session for new staff to the school Overview session for new admin to the school Leadership Team Days: 2 half days	Based on feedback, this ½ day session is an opportunity for high schools to connect around their specific contexts, experiences and next steps in implementing Collaborative Response. We have a number of high schools in their third year that would be able to provide some leadership.
September 25 or 26 (in person @ Area 7) January 15 (online Zoom) February 26 or 27 (in person @ Area 7) May 17 (online Zoom)	October 24 or 26 (in person @ Lord Beaverbrook) January 15 (online Zoom) May 17 (online Zoom)	October 23 or 24 (in person @ Area 7) February 26 or 27 (in person @ Area 4)	February 12 AM or PM (in person @ Area 7)
March 12 (in person @ Area 7) May 17 (online Zoom)			

*Sessions are pre-recorded

Leadership Teams: consist of Principal, AP's, LL's



Ensuring System Sustainability

- **Collaborative Response Committee** (4 EDs) – gathering ongoing feedback, answer questions and provide continual system direction and updates
- Development of an internal **Insite page** for Collaborative Response
- Development of **self-reflection resource** and planning tools for schools
- **ED school visits** – focus on growth

School Self-Assessment Resource

Seed, Sprout, Sapling, Tree



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CBE Collaborative Response | School Self-Assessment Resource



Collaborative Response is a framework that consists of three fundamental components: Collaborative Structures & Processes, Data & Evidence, and Continuum of Supports. Using the School Self-Assessment Resource, identify your stage of growth in each of the "Focus Areas" within each component. The stages of growth have been inspired by the growth cycle of a plant: seed, sprout, sapling, and tree. We begin with planting seeds, then develop grounding roots, and through nurturing growth, we start branching out to our full potential.

- Seed represents **beginning** stage of learning and applying
- Sprout represents **developing** stage of learning and applying
- Sapling represents a **well-developed** stage of learning and applying
- Tree represents a **mastery** stage of learning and applying

Collaborative Structures and Processes				
Focus Area	 Seed	 Sprout	 Sapling	 Tree
Layers of collaboration articulated & communicated	☐ Team meetings occur across the school but the purpose & alignment are not yet clearly communicated to staff.	☐ Some team meetings occurring across the school are articulated to staff (purpose, participation, schedule, etc.).	☐ Team meetings occurring across the school are clearly articulated to staff (purpose, participation, schedule, etc.).	☐ Team meetings occurring across the school are clearly articulated to staff (purpose, participation, schedule, etc.). ☐ Team meetings are aligned to the four categories of collaboration in conjunction with the tiers of the continuum.
Professional Learning Communities (PLCs) (focused on universal planning for students)	☐ Teacher teams are established.	☐ Teacher teams are established with a focus on examining & improving universal practice.	☐ Teacher teams are established with a focus on examining & improving universal practice within consistent meeting times & established structures.	☐ Teacher teams are established with a focus on examining & improving universal practice within consistent meeting times & intentional structures. ☐ Each team is guided by a clearly articulated focus with regular review & sharing.
Collaborative Team Meetings (CTMs) (focused on key student issues & classroom-based responses)	☐ Some teams are established to meet & focus on students to identify a key issue to generate potential classroom-based responses. ☐ Not all staff members are involved.	☐ Diverse teams are established to meet & focus on students to identify a key issue to generate potential classroom-based responses.	☐ Diverse teams are established to meet every 3 to 5 weeks. ☐ Meetings focus on students to identify a key issue to generate potential classroom-based responses.	☐ Teams are regularly adjusted to enhance connections & sharing of classroom practice.

System Coherence and Consistency

- Standardization of meetings
 - Define each meeting, including purpose, who is involved and frequency
 - Creating a visual meetings in alignment with existing structures and processes

Collaborative
Structures and
Processes



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CBE Guide to School Collaborative Response Layered Meetings



Meeting Information	Professional Learning Community Meeting (PLC)	Collaborative Team Meeting (CTM)	School Learning Team Meeting (SLT)	Case Consult Team (CCT) Meeting
Definition	Professional Learning Community (PLC) meetings provide teaching staff with collaborative opportunities to work in teams in creating the resources, materials, lessons, and strategies that would support teaching and learning in their classrooms. PLC meetings create conversations centered on best practices to reach all students and includes references to student work, with a focus on student data and achievement. PLCs offer collaborative planning time, which is an integral structure that ensures the supports that we are initiating through the Collaborative Team Meeting (CTM) have dedicated time to be actualized in the classroom. These meetings are not operational in nature (e.g., no field trip planning discussions, assembly planning). Each meeting begins with a celebration related to the previous meeting's action items (e.g., share and celebrate the effectiveness of agreed upon tasks/resources, further adjustments, information to share with the team). Previous meeting commitments and tasks/resources are reviewed at the start of each subsequent meeting.	Collaborative Team Meetings (CTM) follow a specific structure and process focused on identifying students with key issues, determining effective classroom responses, and building upon the collective capacity of the team. Each meeting begins with a celebration related to the previous meeting's action items (e.g., share and celebrate the effectiveness of agreed upon strategies, further adjustments, information to share with the team). Previous meeting commitments and strategies are reviewed at the start of each subsequent meeting.	The School Support Team (SLT) Meeting is designed to support the targeted needs of students throughout the school. The SLT structure provides the ongoing support to classroom teachers regarding individual students or small groups. SLT conversations focus on programming for students, school wide supports, and referrals to ALT. Each meeting begins with a celebration related to students and the previous meeting's action items (e.g., share and celebrate the effectiveness of agreed upon strategies, further adjustments, information to share with the team). Previous meeting commitments and strategies are reviewed at the start of each subsequent meeting. Each meeting closes with the scheduling of a follow-up meeting date for each student/group being supported.	The Case Consult Team (CCT) Meeting is the most intense level of support that focuses primarily on one student. The CCT meeting can be emergent or planned to determine the most appropriate programming, external supports, or specialized equipment/resources that may be needed for an individual student. The CCT may require the involvement of other organizations external to the school (e.g., MASST, Alberta Children's Services). This team also engages the family and activates supports for the family at home, as well as what is needed at the school. Essentially, in the CCT meeting, we "wrap-around" and dive deep into examining the needs and individual context impacting a single learner. Whether emergent or planned, each meeting begins with a celebration related to the student and previous meeting's action items (e.g., share and celebrate the effectiveness of agreed upon strategies, further adjustments, information to share with the team). Previous meeting commitments and strategies are reviewed at the start of each subsequent meeting. Each meeting closes with the scheduling of a follow-up meeting date for each student being supported.
Who Attends	- Administration - Resource Teacher - Classroom Teachers (single/multiple grade teams or discipline specific teams)	- Administration - Resource Teacher - Classroom Teachers (single/multiple grade teams)	- Administration - Resource Teacher - Classroom Teacher(s) - Support Team Members (e.g., OT/PT, SLP, EA, BSW, etc.)	- Administration - Resource Teacher - Classroom Teacher(s) - Support Team Members (OT/PT, EA, BSW etc.) - Possible external supports (e.g. MASST, AHS, etc.) - Parents/guardians

Niitsitapi Learning Centre



NLC: Layered Holistic Collaborative Structures



Collaborative Planning Meetings

Weekly/Biweekly/Monthly

Purpose: CPM meetings are held directly after CTM as well as the first of each month for grade teams, each Monday for leadership team and PLN monthly for Admin and IET

- Share expertise, strategies and resources
- Review data
- Plan interventions

Participants: Learning Leaders, Grade Teams with P & AP drop in.

Documentation & Data:

CBE Critical Documents

- Holistic Lifelong Framework
- Program of Studies
- Literacy Framework
- ELAL Scope and Sequence
- Math Framework
- Well-Being Framework
- Assessment & Reporting



Collaborative Team Meetings

Weekly/Monthly

Purpose: CTM are monthly where teacher teams meet regularly to look at student work, data, interventions.

Participants: ATA Staff, P & AP

Documentation & Data:

- PLC
- Living document updated at each meeting
- Continuum of Supports
- NLC Data Collection (Excel sheet)
- Iris Learner Profile Snapshot



School Support Team Meetings

Weekly/Monthly

Purpose: SSTM are held monthly to review identify key issues for a group of students. More systemic support layers, helping coordinate resources and broader school-level interventions.

Participants: Teacher(s), P & AP, Intervention teachers, Support Staff

Documentation & Data:

- Attendance
- Students in Care
- NLC Data Collection (Excel Sheet)
- Continuum of Supports
- IRIS Learner Profiles



Case Consult Meeting

As Needed

Purpose: CCM focuses on one student to determine appropriate programming, external supports and specialized equipment that may be needed. This team also engages the family and activates supports for the family at home as well as what is needed at the school.

Participants: Admin, Classroom Teacher, Support Staff, Parents, Area Supports & Service Providers

Resources:

- SLT
- Success in School
- Holistic SLT Meeting Notes
- Student Support Plans embedded within Connecting to Spirit
- Functional Behavioural Analysis tracking discussed to identify function
- Area Learning Team Referrals



Other Considerations: SDP, Ceremony and curriculum group planning lifting Indigenous Knowledge Systems for school wide progress and learning.

System Coherence and Consistency



CBE Collaborative Response Continuum of Supports Template Examples

Option 1: Grouped

Tier 4: Individualized Intensive Supports: What supports can only be accessed by referral?

Literacy	Math	Well-Being
*	*	*

Tier 3: Targeted School Supports: What supports can be coordinated and/or supported by someone in the school?

Literacy	Math	Well-Being
*	*	*

Tier 2: Targeted Classroom Supports: What should we see for some of the students some of the time?

Literacy	Math	Well-Being
*	*	*

Tier 1: Universal Classroom Instruction: What should we see in every classroom for every child?

Literacy	Math	Well-Being
*	*	*

Option 2: Individualized (Literacy, Math, Well-Being etc.)

Tier 4: Individualized Intensive Supports: What supports can only be accessed by referral?

Literacy
*

Tier 3: Targeted School Supports: What supports can be coordinated and/or supported by someone in the school?

Literacy
*

Tier 2: Targeted Classroom Supports: What should we see for some of the students some of the time?

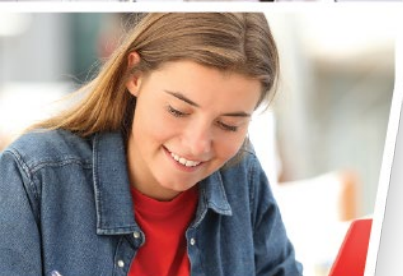
Literacy
*

Tier 1: Universal Classroom Instruction: What should we see in every classroom for every child?

Literacy
*



- Design and share common continuums of support templates that all schools can use
- Schools created locally developed continuums of support based on systemic expectations and guidance



LITERACY

Collaborative Response



Prairie Sky Continuum of Mathematics Supports



A group of diverse young students in a classroom singing from sheet music. The students are of various ethnicities and are focused on their performance. The classroom setting is visible in the background.

A young man with dark hair, wearing a light blue button-down shirt, is smiling and looking down at a notepad he is holding. He is holding a pen in his right hand, ready to write. The background is a soft, out-of-focus grey.

- School Learning Team Meeting
- YMCA Alternative to Suspension
- Interpreters, BSWs & EAs
- SWIS Settlement Worker
- Area Learning Team Referral
- School Resource Officer Support
- Success-In-School Plan
- Attendance Improvement Plan
- Intervention Block
- Children's Services
- Student support plan/IPF

Accommodations	Accommodations cont.	Extra Help
● Checklist for tasks ● Movement Breaks ● Phone Apps (SnapType) ● Use of Study Cards while working ● Self-calming area/quiet spot ● Noise Cancelling Headset ● Read & Write for Google or access to a reader or scribe ● Alternative Assessment ● Chunking Tasks/Tests ● Simplify Workload ● Reduced number of questions ● Varied Assignment Levels	● Add visuals to tests/assignments ● Sentence stems/starters ● Enrichment of curriculum ● Targeted seating/workspace ● Space to keep work in classroom Access Student Network and History ● Consult Student Services and/or Admin ● Discuss concerns with another teacher or at CTM ● Contact Previous Teachers ● Meeting with Parent(s)	● Classroom Buddy ● Extra Help Session ● Teach Student self-advocacy skills ● Peer Tutoring ● Pre-Teaching Concepts ● Student Created Review Materials ● Supplemental Support Materials Individual Student Interaction ● Check-In Conversation with Student ● Increased Monitoring ● 1-on-1 Meeting ● Refused number in Knott's Block

Sound Teaching Practices ● Focus on key concepts ● Group work to achieve a common goal ● Intentional partner/group work (matching with mentor or similar skill levels) ● Move students within the classroom ● Note engagement/disengagement points during class ● Note where students are within the classroom (alone, friendship groups, preferred location, etc.) ● Provide key points or summary sheets ● Provide multimodal learning experiences for key learning (visual, auditory, games, text, video, etc.) ● Timers ● Verbal cues	Review Student History ● Check for IPP and any relevant history and accommodations ● Check previous marks and pre-requisites ● Review PowerSchool Communication ● Contact parent when concerns emerge ● Introductory email to parents at the beginning of the course ● School messenger updates to parents through the course regarding key events
Conversations with Students ● 1:1 conversations with ALL students to build relationships and “know your kids” ● 1:1 conversation with struggling students to support and discover what is happening with the student ● Ask probing questions to get specific information to move ahead ● Formative feedback while circulating the room	Purposive Use of Technology ● QEH5 Cell Phone Policy ● Classroom instruction for Read and Write for Google & D2L ● Post lessons, resources, etc. on D2L for ongoing reference ● Provide links for support resources ● Use of closed captions for videos ● Access to translator for EAL students
Classroom Organization ● Extra copies of materials/notebooks available for students ● Supplies available for students ● Use of visual examples, exemplars & rubrics ● Regular check-ins while working	Differentiation (what is taught, how it is taught, how learning is shown) ● Chunking - break assignments into smaller parts ● Explain in different ways ● Scaffolding - start where students are at ● Graphic Organizers
	Clear Classroom Routines and Structures ● Agenda/schedule posted daily or weekly ● Create daily routines for classroom operations ● Homework and key dates posted daily (on board or D2L) ● Provide reminders to do lists, and calendars to remind students of tests, quizzes, papers, etc. with due dates

[illegible]



Supporting Resources

- Collaborative Team Meeting Feedback
- School Feedback Process
- CR Reflection Resources





Data Collection

- With a systemic base level of understanding, we needed to know where we were at from an individual school perspective in relation to:
 - o Structures and Processes
 - o Data and Evidence
 - o Continuum of Supports

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CBE Collaborative Response | School Self-Assessment Resource

jigsaw learning
JOYFUL DATA RESEARCH & PRACTICE

Collaborative Response is a framework that consists of three fundamental components: Collaborative Structures & Processes, Data & Evidence, and Continuum of Supports. Using the School Self-Assessment Resource, identify your stage of growth in each of the "Focus Areas" within each component. The stages of growth have been inspired by the growth cycle of a plant: seed, sprout, sapling, and tree. We begin with planting seeds, then develop grounding roots, and through nurturing growth, we start branching out to our full potential.

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Focus Area	Collaborative Structures and Processes			
	Seed	Sapling	Sapling	Tree
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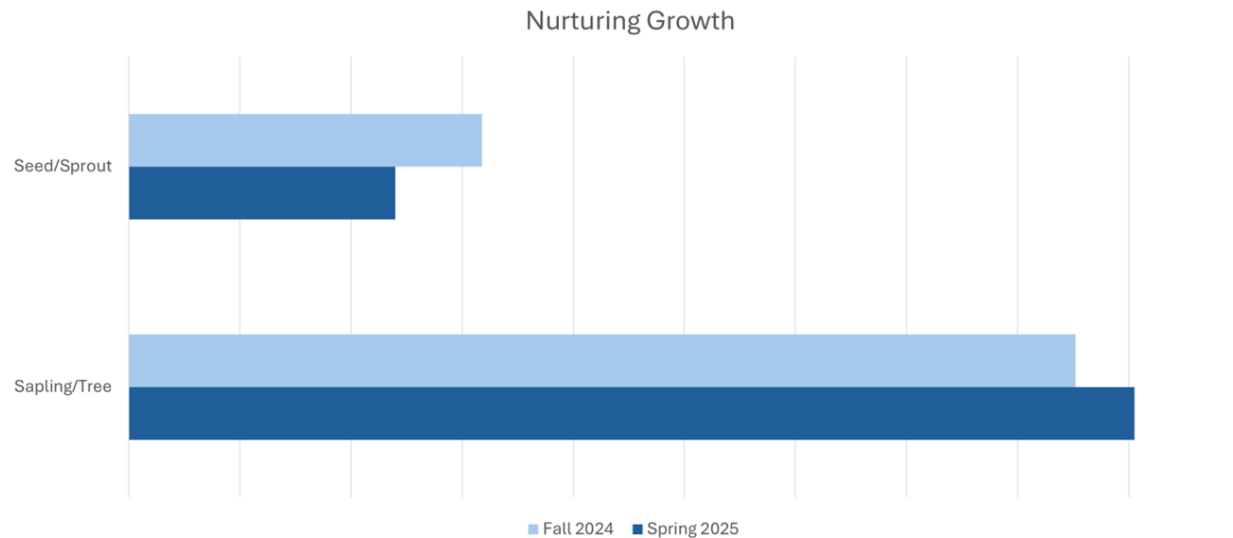


Data Collection

- All CBE schools completed the self-assessment in the Fall 2024 and Spring 2025
- Fall data collected via Microsoft Form to determine strengths and areas for growth in individual schools, Area and systemic
- Spring data measured growth (Fall to Spring)
- Self-assessment results shared with EDs to include in school visits (examine individual school data and discuss next steps)

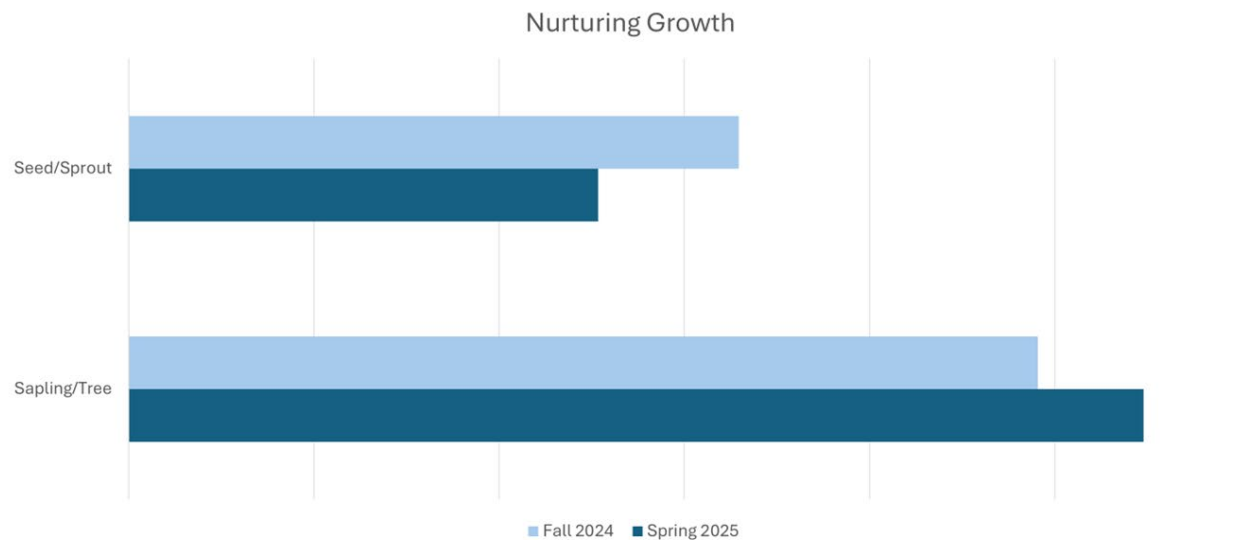


Collaborative Structures & Processes



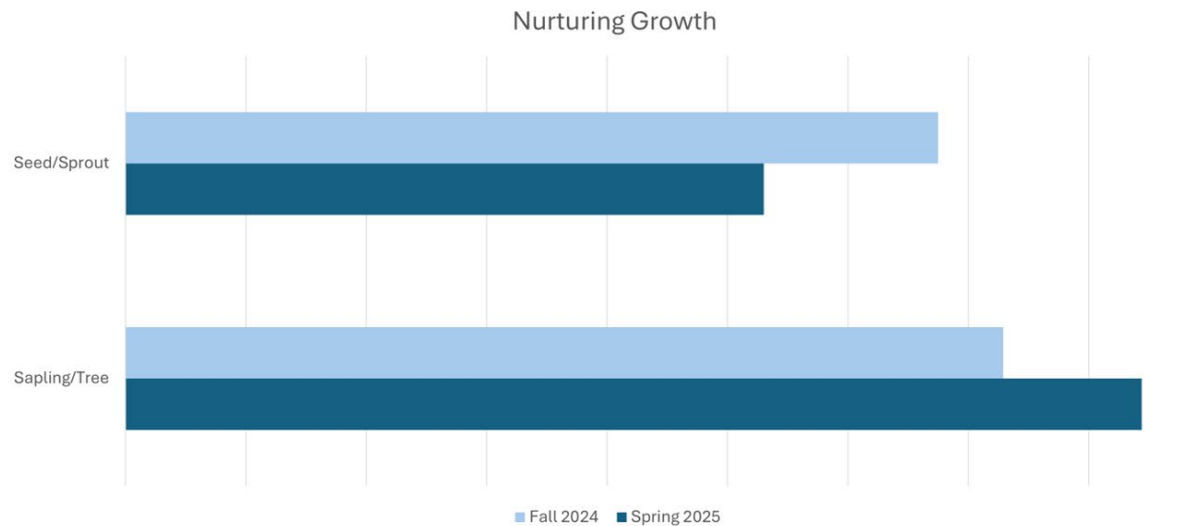


Data & Evidence





Continuum of Supports





Measuring Growth: School Focus Areas

Development and use of Continuum of Supports

- creating or refining
- aligning with SDP goals
- common language & visibility

Data and Evidence

- organizing/analyzing data to inform PLCs, CTMs, SLTs
- colour-coded data (whole-school)

Collaborative Structures and Processes

- clarifying meeting purposes, roles, and norms
- building layered meeting structures and aligning them with CR

Staff Capacity Building and Onboarding

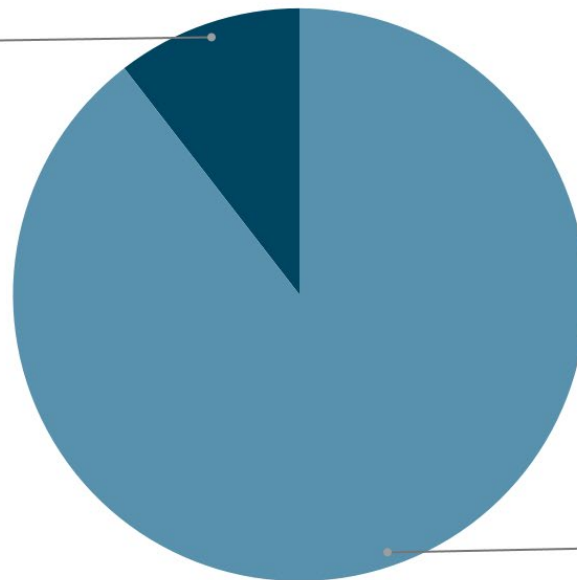
Integration with School Development Plan Goals

Celebrations and Culture Building

Measuring Growth: School Focus Areas

With respect to your identified area(s) of focus, did you experience growth?

No
10.5%



Yes
89.5%



Table Discussion

What is **resonating** for you in relation to CBE's Collaborative Response journey?

What are some ways you have strategically moved from **planting seeds** to **implementing** to **sustaining** a change initiative in your district?





We Walk Together

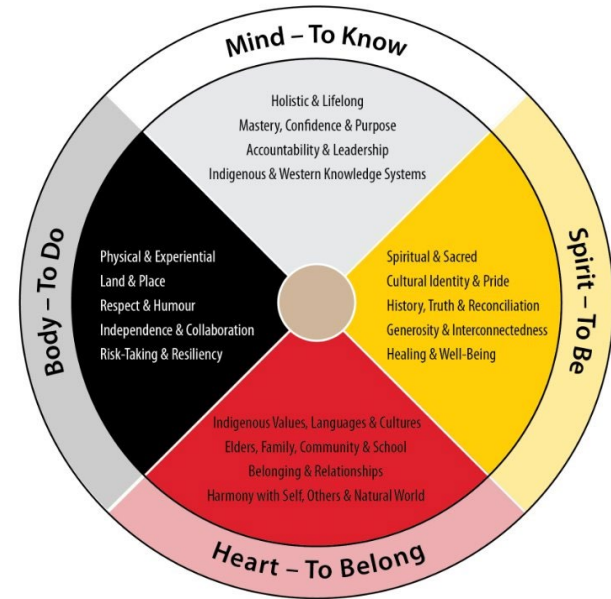
A Relational Practice

- CBE Education Plan's goal (2024-2027): Students who self-identify as Indigenous experience improved well-being and achievement.
- Grounded in the Indigenous Education Holistic Lifelong Learning Framework, a number of resources have been created to help us meet this goal---to help us make relatives and walk together with each self-identified Indigenous student.
- We will practice *likakimat* (never give up) and face the sun and the storms together.
- *We Walk Together* supports building relationships with students, community and families so we can know our learners, capture their story and holistic growth, and walk alongside them to help meet their needs.
- This is not a one-time task, it is an intentional, everyday experience. *We give and do our best, and never give up.*



Indigenous Education & Collaborative Response

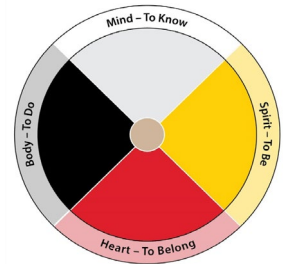
- CBE [Indigenous Education Holistic Lifelong Learning Framework](#)
- Family of Schools – Deployment of Indigenous Student Success Learning Leaders & Graduation Coaches in target schools
- Holistic Collaborative Response
- Holistic Collaborative Team Meetings
- Indigenous Education Holistic Continuum of Supports



Holistic Collaborative Response



- Holistic Collaborative Response is grounded in the creation of kinship between the Indigenous Education Holistic (Spirit, Heart, Body, Mind) Lifelong Learning Framework and Collaborative Response to support Indigenous student well-being and achievement.
- As a team we engage fully in applying a Holistic Collaborative Response to our work on behalf of Indigenous students through:
 - Holistic collaborative structures and processes
 - Holistic data and evidence
 - Holistic continuum of supports



We Walk Together: Holistic Tracking Tool

[illegible]

We Walk Together: Holistic Collaborative Team Meeting



Holistic Collaborative Team Meetings

"Good relationships and a sense of belonging help me to be open to learning and facing the challenges of school" (Karmela, Student Panelist, Maatoomsii Pookaiks 2023).

Purpose of Task

Schools are invited to gather in Collaborative Team Meetings to review their classroom and school data on self-identified Indigenous students and discuss and plan for how to support their well-being and achievement.

CBE staff will:

- Know their self-identified Indigenous students better
- Celebrate the work they have done to support Indigenous students through the Spirit, Heart, Body, and Mind
- Practice a Holistic Collaborative Team Meeting
- Plan for next steps

Introduction

Collaborative Response is an organizational mindset that involves some fundamental shifts for schools and districts, such as layering collaborative team structures, transforming how we talk about student needs, focusing on students close to meeting expectations through thoughtful organization of data and evidence and ensuring tiering of supports rather than students. Holistic Collaborative Response is grounded in the creation of kinship between the [Indigenous Education Holistic \(Spirit, Heart, Body, Mind\) Lifelong Learning Framework](#) and Collaborative Response to support Indigenous student well-being and achievement.

The Indigenous Education Holistic Collaborative Team Meeting (HCTM) is designed to create a structured, reflective space for meaningful collaboration to know and support self-identified Indigenous learners. By focusing on key challenges and opportunities, utilizing data driven insights, and drawing from the Indigenous Education Holistic Lifelong Learning Framework, these meetings aim to generate actionable strategies that support the holistic development and success of Indigenous students. The commitment to this process ensures a consistent, informed, and culturally responsive approach to addressing challenges and enhancing the educational experience of Indigenous learners across the CBE.



Holistic Collaborative Team Meeting Agenda & Notes

45 minutes - Focus on Key Issues

Key Issue for Discussion:

Round 2: Key Challenges and Opportunities Discussion	Spirit – To Be: What do we know about the students in our school who self-identify as Indigenous? Heart – To Belong: What are our relationships with Indigenous families? Body – To Do: What learning and action can we take to enhance our professional practice and work to support improved well-being and achievement for Indigenous students? Mind – To Know: What celebrations and challenges do we notice related to the achievement of self-identified Indigenous students?
Round 3: Supports and Strategies	Spirit – To Be: What specific supports do we have in place for students in the school who self-identify as Indigenous, and how do we gather information about who they are and what they need? Heart – To Belong: What supports and strategies have we implemented to build and strengthen relationships with Indigenous families? How can we enhance these connections? Body – To Do: What targeted actions can we take to improve well-being and achievement for Indigenous students? How will we measure the impact of these supports and strategies? Mind – To Know: What successes and challenges have we observed in the achievement of Indigenous students? What specific supports or strategies can address the identified challenges?

We Walk Together: Holistic Continuum of Supports



CBE Indigenous Education Holistic Continuum of Supports

The Indigenous Education Holistic Continuum of Supports offers a guide for CBE staff to support meeting the [CBE Education Plan \(2024-2027\)](#) key outcome: "Students who self-identify as Indigenous experience improved well-being and achievement." Refer to the CBE Indigenous Education Holistic Continuum of Supports Guiding Document for more information on using this continuum.

	Tier 4			
	Start	Heart	Body	Mind
Individualized Intensive Supports: What supports for self-identified Indigenous students are available through referral?	Support restorative processes/conflict resolution circles in collaboration with system supports and school administration	- Collaborate with school-based and system co-leads to write and submit ALT, SLT, SIS & AIP proposals for specialized academic and well-being supports and attend accompanying meetings - DLSS support through ALT process (one-on-one support, student groups, family support, connection to community agencies)	Collaborate with system colleagues and community agencies (CLSA, Area Strategist, Area Behavior Support Worker, Yachima Nation School Family Liaison, COPE, GRAST, YARD)	Collaborate with guidance team to support students and families through Psych Ed and ALT debriefs
	Tier 3			
	Start	Heart	Body	Mind
Targeted School Supports: What supports for self-identified Indigenous students can be coordinated and/or supported by someone in the school?	- Offer students opportunities to receive access to specialized cultural supports, including working with Elders, Knowledge Keepers, and community members - Help students connect with culturally relevant community resources for emotional and academic support	- Provide one-on-one emotional support and advocacy for students experiencing specific challenges through the IE H-LC and supporting Heart To Belong resources - Communicate with families about student well-being and academic progress through regular check-ins (email, phone calls, and/or invitations to in-person meetings)	- Provide tailored supports for attendance through Virtual School and Heart to Belong Collaborative Response to Attendance - Collaborate with families and agencies to provide access to essentials like food security, housing and transportation	- Create individualized academic plans, such as Student Support Plans (SSPs), Success in School Plans (SIS) and Attendance Improvement Plans (AIPs) supporting IPP targeted goals if applicable - Provide individualized academic support or credit recovery plans tailored to each student's needs
	Tier 2			
	Start	Heart	Body	Mind
Targeted Classroom Supports: What supports should we see for some students who self-identify as Indigenous?	- Continue promoting Indigenous cultural activities in small group settings, like smudging and storytelling with support from Indigenous Elders, Knowledge Keepers, and community members - Foster small group engagement in leadership and cultural opportunities, such as tip building and hosting Elders	- Conduct regular well-being check-ins for Social Emotional Learning (SEL) and co-regulation strategies - Provide social-emotional learning supports, such as Cultural Connections, Land-Based Experiences, Heart to Belong, and positive peer relationships building and conflict resolution skills through the IE H-LC - Facilitate host and/or provide access to support-based Indigenous community partnership programs	- Offer an alternative workspace for students who need more support in attending school and are struggling to enter the classroom - Utilize Indigenous Learning Spaces for self-regulation and small group practices like smudging and Indigenous circles - Provide students with access to post-secondary and post-secondary information specific to Indigenous students (e.g., CBE Indigenous Student Post-Secondary Recruitment Fair)	- Provide academic support through small group instruction, and modified learning tasks that incorporate culturally relevant learning opportunities - Consider the Indigenous Transition for Grade 8 Indigenous Students (e.g., well for all grade 8 Indigenous students) - Connect with your leadership team, lead teacher, Indigenous Student Success Learning Leaders or Indigenous Grad Coach for support in implementing holistic supports
	Tier 1			
	Start	Heart	Body	Mind
Universal Classroom Instruction: What should we see in every classroom to support students who self-identify as Indigenous?	- Support cultural identity through access to Indigenous, land-based learning, ceremonies, and Indigenous Cultural Supports (with support from the CBE Indigenous Cultural Protocols Guide) - Implement the Indigenous Education Holistic Learning Framework (IE H-LC) within the classroom and the whole school - Ensure that Indigenous students feel a strong sense of belonging by connecting with Elders, Knowledge Keepers, and community members - Help students access system events for Indigenous students (including CBE Indigenous Student Grade 9 Transition Round Dance and Grade 12 Indigenous Student Graduation Celebration)	- Foster a welcoming, culturally safe and safe learning environment that is inclusive and trauma-informed - Build relationships with students and families through consistent communication, such as Community Toolboxes - Celebrate students' successes and promote leadership opportunities - Intentionally get to know each student's story, including family background and academic progress through tools like the AS Interview - Facilitate tip building and storytelling - Planning whole-school, culturally-relevant and trauma-informed commemorations of significant dates such as the National Day for Truth and Reconciliation, Treaty 7 Day, National Indigenous Peoples Day etc.	- Create access to healthy food resources, and physical activity opportunities like Indigenous traditional games - Ensure that classrooms offer hands-on, experiential, land-based learning that includes movement and music (drumming) - Establish a welcoming, Indigenous learning space where students can self-regulate and find cultural connections - Support successful transitions between classes, grades, and school settings	- Weave Indigenous ways of being: belonging, caring and knowing into learning tasks/classroom activities and incorporate culturally relevant, affirming learning experiences through intentional task design like tip teachings, and drumming - Promote access to Indigenous languages and provide opportunities to learn and learn from Indigenous oral storytelling from Indigenous Elders, Knowledge Keepers and community partners - Maintain high expectations for academic success by celebrating each student's strengths and areas for growth - Engage in ongoing professional learning in support of Indigenous Education, such as the Masterpieces/Protocols/Children Play

If you would like support from the Indigenous Education Team, complete a [Request for Support Form](#). For more Indigenous Education resources, be sure to check out the Indigenous Education page on [InSite](#).

January 2025



Table Discussion

How are you
supporting Indigenous
students in kinship with
divisional priorities?
Think about Indigenous
parallels.



Questions





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