

## LEARNER AT EDUCATIONAL RISK POLICY

Policy Category	Academic
Policy Search Name	AC – Learner at Educational Risk Policy (2020)
<b>*Anishinabek Standard</b>	
<i>Place of Learning</i>	N/A
<i>Educators</i>	N/A
<i>Students</i>	<i>B. Students are able to build on the knowledge and skills of the local cultural UCCMM community as a foundation from which to achieve personal and academic success throughout life.</i>
<i>Curriculum</i>	N/A
Approval Date & Board Motion Number	7/22/2020 Motion #042-2020
Effective Date	7/22/2020
Previous Versions	Date initially approved: 7/22/2020 Date of last revision: N/A

\*These are organizationally adapted standards from the World Indigenous Nations Higher Education Consortium (WINHEC) and the Alaska Comprehensive Centre/Alaska Native Education approved by the Kenjgewin Teg Board of Directors, 2015.

### 1.0 Purpose and Background

1.1 Kenjgewin Teg acknowledges local, regional and national statistics on Indigenous education, and additional academic supports may be needed for learner in a program of study. Further, as a trauma-sensitive and trauma-informed place of learning, Kenjgewin Teg also acknowledges the possibility that one or more various traumas may also be affecting a learner’s academic success.

### 2.0 Definitions

“academic and/or skills program(s)”

for purposes of this policy, this refers to courses and programs where learners will earn credits toward and/or achieve graduation status; this also includes skills-based programs where similar graduation requirements and expectations have been identified as part of the program; e.g. a skills based program that includes OSSD credits in the program; a post-secondary program from a college or university partner delivered by Kenjgewin Teg; a pre/apprenticeship skills program that identifies hours, work-placement, or others required for successful completion;

“ekinoomaagasiid”	is the Mnidoo Mnising dialect/Anishinabemowin word that refers to all students or learners (Indigenous or non-Indigenous) of Kenjgewin Teg
“ekinoomaagasijig”	is the plural form of <i>ekinoomaagasiid</i>
“trauma”	refers to the emotional, psychological, and physiological response from heightened stress that accompanies experiences of threat, violence, and life-challenging events; traumatic events range from one-time incidences to experiences that are chronic and intergenerational
“trauma-informed”	for the purposes of this policy, this refers to the delivery of wholistic behavioral health services in a way that includes understanding of trauma and an awareness of the impact it can have across settings, services and learners within Kenjgewin Teg’s learning environment
“trauma-sensitive place of learning”	for the purposes of this policy, this refers to a safe and respectful learning environment that enables learners to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically while supporting <i>mino-bmaadziwin (living a good life)</i>

### 3.0 Application

3.1 This policy applies to all ***ekinoomaagasijig*** of Kenjgewin Teg enrolled in an academic and/or skills program.

### 4.0 Policy

#### Policy Objective

4.1 The objective of this policy is to respond to and support the diverse needs of ***ekinoomaagasijig*** so that they can engage with the academic content as required in their academic or skills program of study.

#### Instructor Connections

4.2 **Ezhinoomaagejik** are encouraged to use teaching and learning strategies that promote early-on positive instructor-learner trust and accountability relationships, within professional boundaries. Such relationships created at the onset of a new course(s) or program will help ensure positive and respectful learner/Instructor communications occur throughout the course.

4.3 **Ezhinoomaagejik** are important links to learner support services; once an academic and/or skills program has started, if an Instructor determines that a learner has two consecutive class absences without contact or reason from the learner, the Instructor will notify the Dean of Student Wellness and Supports for coordinated contact and assistance in supporting the learner becoming re-engaged with their program requirements.

**Explained or Unexplained Learner Absences**

4.4 Unexplained or explained absences by a learner are highly likely to contribute toward jeopardizing a learner's ability to obtain a passing grade in their course(s). See related *Attendance Policy* for additional reference.

4.5 Such unexplained or explained absences by a learner may or may not also be linked to incidences or situations of trauma. Kenjgewin Teg will refer and link learners with access to externally provided trauma competent services for prevention, treatment and crisis intervention by other community service providers and professionals; this may include mental health and wellness providers, Anishinabek Traditional Knowledge Elders, and other professionals. Kenjgewin Teg will also support learners within its place of learning to promote healing environments through practices predicated upon safety; trust; collaboration; choice and empowerment; as well as building upon strengths and skills of learners. See related *Trauma-sensitive and Trauma-informed Place of Learning Philosophy*.

**Personalized Learning Plan (PLP)**

4.6 A personalized learning plan is one way in which Kenjgewin Teg will support a learner to achieve their own measure of success in their academic and/or skills program. A documented personalized learning plan will focus on teaching and learning commitments by identifying short to medium term educational outcomes using a strength-based approach. A learner will acknowledge their integral role in their collaboratively developed personalized learning plan, and they will do their best to actively steer their success going forward with the assistance of available learner supports.

- a) a personalized learning plan may include both academic supports (e.g. additional tutoring or instruction) and supports to help manage personal stress or trauma
- b) a personalized learning plan will be completed and signed by the learner, the Dean of Student Wellness and Supports, and the appropriate Dean in the learner's program of study
- c) the personalized learning plan is a document for access by a learner's designated academic and support services team, and will be retained as part of a learner's official record by the Registrar

**5.0 Roles and Responsibilities**

5.1 The President is responsible for the overall management and operation of Kenjgewin Teg.

5.2 The Vice President of Lifelong Learning is responsible for overall implementation of this policy. The Vice President of Lifelong Learning and Vice President of Anishinaabe Aadziwin team members will work closely together in supporting Kenjgewin Teg as a trauma-sensitive and trauma-informed place of learning in supporting learners at educational risk.

5.3 If a position referred to in this policy is vacant, the policy will not be invalidated. Instead, the President shall designate the roles and responsibilities of that role to another team member(s) and

will ensure that the Kenjgewin Teg staff and community is informed of the designation(s) as appropriate.

**6.0 Evaluation Date - 10/31/2022**

6.1 This policy will be reviewed every two years as part of the Board of Director’s policy review cycle and schedule. The evaluation date above represents the first date upon which this policy becomes eligible for review.

<p><b>Related Legislation, Policies, Procedures, Guidelines and Documents</b></p>	<ul style="list-style-type: none"> <li>• Attendance Policy</li> <li>• Voluntary and Involuntary Withdrawal – Academic and Skills-Based Programs</li> <li>• Trauma-sensitive and Trauma-informed Place of Learning Philosophy</li> </ul>
<p><b>Policies Superseded by this Policy</b></p>	<p>None</p>
<p><i>The official version of this policy is housed in the Office of the President. In case of discrepancy between an online version and the official version held, the official version shall prevail.</i></p>	