



KEC STRATEGIC PLAN COMMUNITY REPORT MARCH 2022

Darlene Roberts , Assistant to Director of Education

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Acknowledgements

Education is an ever-changing landscape. One of our community's strengths is our ability to adapt to changing circumstances, in unity and strength.

When we set out to review our educational goals, we thought it would be a two-year "mini" plan. We quickly realized education needed a deeper, comprehensive strategic plan that focused on multiple levels. Originally identified in the KEC Blueprint and we found our education goals from 2000 continued to be just as relevant in 2015. We wanted a focus on strengthening our education system with seven generations thinking, an approach that solidified into our Tsi Nionkwarihó:ten framework, the foundation of our principles that links to our KEC Mission and Vision. Together, with community and staff, we developed and implemented our 2015-2020 Strategic Plan.

This strategic plan report is possible due to the dedicated teamwork of numerous individuals who spent many hours developing, implementing, monitoring and evaluating the plan. We acknowledge and express our appreciation to our contributors:

- Frances Ravensbergen, our Strategic Plan Consultant, who facilitated an organic process that brought together stakeholders to envision and create the strategic plan.
- KEC Directors, whose experience and expertise guided the planning, monitoring and evaluation process.
- Present and former Kahnawà:ke Combined Schools Committee members who donated their time and efforts to collaborate on our strategic plan.
- KEC Principals and Associate Principals who were integral in bringing sharing ideas and bringing the plan to life within the schools.
- KEC Coordinators who provided insight and clarity to the strategic planning process as it related to curriculum and student services.
- KEC staff members who contributed their ideas and the data needed to establish a baseline from which to create the strategic plan

We learned a lot throughout the strategic planning process. It is with pleasure we present the results to you.

Robin Delaronde
KEC Director of Education

KEC STRATEGIC PLAN COMMUNITY REPORT

MARCH 2022

The Kahnawà:ke Education Center presents students, parents, stakeholders and partners an update on the achievements of its strategic plan as it draws to a close

Background

The year 2013 opened with a new Interim Director of Education and several new KCSC members. The KEC found itself during a time of great transition. Stability was a key priority. The KEC Directors and the KCSC agreed this was a growth opportunity to strengthen the education system.

An initial review highlighted that people did not want to work in silos. This included important family and community partnerships. The KEC felt there was a need to do better, to reach out to parents, community and other experts. The goal was to improve teaching the whole child while supporting our KEC educators.

Various community sectors wanted to collaborate. The KEC was a system challenged with clearly understanding what it meant to have its own education system and curriculum based on our culture and beliefs. These challenges included addressing decreasing enrolment, professional development and staffing needs. Staff had also expressed they needed clear direction on what are essential in the core disciplines. It was clear that the education system needed consultation.

A Steering Committee comprised of KEC Directors, KCSC Committee members, and facilitated by external consultant Frances Ravensbergen reviewed, updated and

monitored the goals and yearly objectives as needed. Further, administrators were included as part of a Steering Planning Committee to ensure objectives were realistic and achievable.

Through staff and community consultation, the KEC developed a 2014-2019 plan that clearly outlined priorities and direction for five years. Reviewing and strengthening curriculum through a Kanien'kehá:ka perspective continued as a primary goal arising from the 1999 KEC Blueprint. Strengthening school, parent, family and community relationships and good governance objectives arose from consultation with staff and community. The KCSC recognized a timely need to review policies and procedures in order to strengthen governance and operational systems as well as connections with the community. These three goals provided strategic direction.

The plan was based on solid consultation and planning to provide a clear direction for our school administrators and education Directors. This plan ensured the KEC spent our education dollars efficiently and in a sustainable manner. The strategic plan was not a static document. It was a living plan that embodied our goals, our cultural beliefs and guided by our collective vision. Our ultimate responsibility is to our students. Decisions use seven generations thinking and are rooted in our KEC vision.

Planning provides us opportunities to seek targeted goals based on community and staff feedback. We have the ability to shape education through Tsi Niionkwarihò:ten principles, delivering rich curriculum that will grow and evolve as new goals arise for our education system. We ensure provision of

cultural PD to support curriculum with early dismissals. In addition, the KEC has hosted all day cultural PD for all staff at beginning of the school year.

The KEC is committed to improving education through maintaining its cultural values. Through our strategic planning process, we achieved important attainments. We are now closing the plan and developing a new one- Witnessing our growth through the challenges along the way convinces us that with planning, forethought and seven generations thinking we will continue to evolve into an education system that helps our students prosper towards achieving our KEC vision.

KEC Strategic Planning: 2013 to Today

From a recommendation that began the process in 2013 to a solid plan in 2015, the KEC strategic plan provides key information on its goal setting, planning and implementation of community needs and vision for education.

From Consultation to Planning and Implementation

In 2014, the KEC worked alongside staff and community to identify:

Additional Positions identified as important, but not critical at that time included an Operations Manager and Assistant to the Associate Director of Education. Those positions were filled in 2019.

In 2017, the KCSC and KEC retained external Consultant Christie Huff to survey parents and students. Her report

- What was left to work on from the 1999 Blueprint for Education;
- Educational direction;
- Goals for the next two years¹

The KCSC and KEC Directors met and agreed on three crucial goals:

- Curriculum
- Partnerships
- Governance

In 2015, the KEC and KCSC conducted a full organizational structure review with external HR consultant Joy Gandell. Directors and KCSC members agreed that, without new positions, they would not be able to meet the community's key priority areas identified in various reviews. They identified new, critical positions, with monies set aside to secure these positions:

- Student Services and Family Engagement Coordinator;
- KEC Curriculum Coordinator;
- KEC Associate Director;
- Various curriculum and educational consultant positions.

¹Internal Staff Strategic Planning Session - May 2014



¹ Originally, the KEC and KCSC identified the strategic plan as a mini-plan and expanded to five years in

2015 when the full scope of the desired achievements was identified.

recommendations were incorporated into the strategic plan.

Goal 1: Review and Strengthen Curriculum for Each School Through a Kanien'kehá:ka Perspective

Community and staff consultation clearly highlighted committing to curriculum development firmly rooted in a Kanien'kehá:ka perspective. The Steering Committee took that feedback and developed objectives to reach this goal. Curriculum, like education itself, is an ever-evolving entity. It requires dedicated planning, implementation, monitoring and evaluation.

Developing a Curriculum Department

In past years, KEC teachers worked to develop and understand curriculum objectives that were provided to them utilizing various resource guides. The Kahnawà:ke education system now has a functioning curriculum team. The team works diligently to not only develop curriculum, but to support teaching departments in best practices and in PLC groups where teams meet to discuss and plan for the delivery of learning outcomes and collaborate to ensuring students are attaining the learning target.

The Curriculum Team works diligently to not only develop curriculum, but support teaching departments in best practices and in Professional Learning Communities (PLC) groups. Teams meet to discuss plans to deliver learning outcomes while collaborating to ensure students are attaining learning targets.

The curriculum team is comprised of:

Kahnawà:ke Education Center

Curriculum Coordinator: Kahtehrón:ni Iris Stacey oversees:

Kanien'kehá:ka Curriculum Consultant
Kanien'kéha Curriculum Consultant
English Language Consultant
Science Consultant
Science Education Projects Liaison
French Language Consultant
Social Studies Curriculum Consultant
Kanien'kéha Learning Branch Technician

Kanien'kéha Owén:na Otióhkwa Mohawk Language Curriculum Center

Curriculum Coordinator: Kaníharons Shelley Phillips oversees:

Production Clerk

Illustrator/Graphic Artist

The Kanien'kéha Owén:na Otióhkwa Mohawk Language Curriculum Center provides ongoing development and additional resources to support curriculum development.

The curriculum team uses a team approach to foster a community of practice.² They focused on curriculum development through:

- Evaluation
- Establishing benchmarks
- Unit development
- Resource development
- Professional development
- Consultation
- Teacher support
- Community outreach
- Research
- Communication
- collaboration

Working collaboratively the team drew upon individual strengths and a cross-curricular approach rooted in the Tsi Niionkwarihó:ten Program, thereby ensuring teacher support.

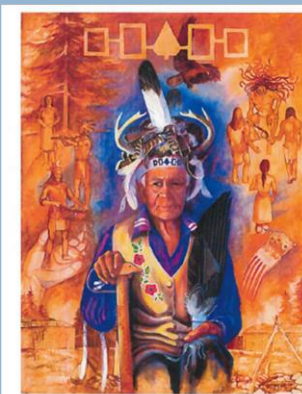
New Resources

Utilizing a multi-modal approach the team gathered feedback, identified gaps and focused on supporting implementation. They co-developed units and identified challenges where implementation was not optional

- Key Achievements
 - Identified lack of cultural texts – purchased and catalogued
- New resources were leveled and developed
 - English Language Arts – Schools based on supporting *Essential Learning Outcomes (ELO's)*
 - Kanien'kéha at KSS
 - French – readers at Kateri to support, with a series of cultural texts
 - Social Studies developed at Karonhianónhnha and Kateri in three language: Kanien'kéha, English and French

² KEC 2019-2020 System Goals and Processes

SOCIAL STUDIES



ROTINONHSIÓN:NI SOCIAL STUDIES

- Kateri Teachers from grades 1-6 have mapped out their year for mathematics using ELO's, following an RTI based pace that works best for students
- Social Studies has revised ELO's.
 - resources have been developed, with supporting resources made available for Harvest units
 - Term II units of study are developed and launched, with supporting resources for teachers
 - *Peacemaker's Journey* and the *Great Law of Peace* are being transcribed and prepared for grade levels
 - Term III units enduring understandings have been developed and work will continue
 - Working with the Social Studies Curriculum Consultant to oversee the Tsi Niionkwarihò:ten program content within the social studies program at KSS
 - KSS curriculum support for the WOTP program adaption best suited for Kanien'kehá:ka students

Understanding Tsi Niionkwarihò:ten Curriculum: The KEC foundation

The KEC's curriculum is rooted in Tsi Niionkwarihò:ten, Indigenous ways of knowing and strategies for passing on knowledge. Developing the Tsi Niionkwarihò:ten Program Framework was a lengthy process. Curriculum Coordinator Kahtehrón:ni Stacey worked closely with numerous participants and developed the framework seen below.

"Kanien'kehá:ka based curriculum is instilling an understanding of Tsi Niionkwarihò:ten for our learners. This is done by using the foundational teachings of who we are which are rooted in our Kanien'kehá:ka world view. Our world view originates from the lessons in our creation story, the values of giving the Ohén:ton Karihwatéhkwén each day, the structure and purpose of the Kaianerehkó:wa and maintaining our connection and gratitude for the natural world through our cycle of ceremonies. The curriculum will be guided and developed utilizing all of these principles."

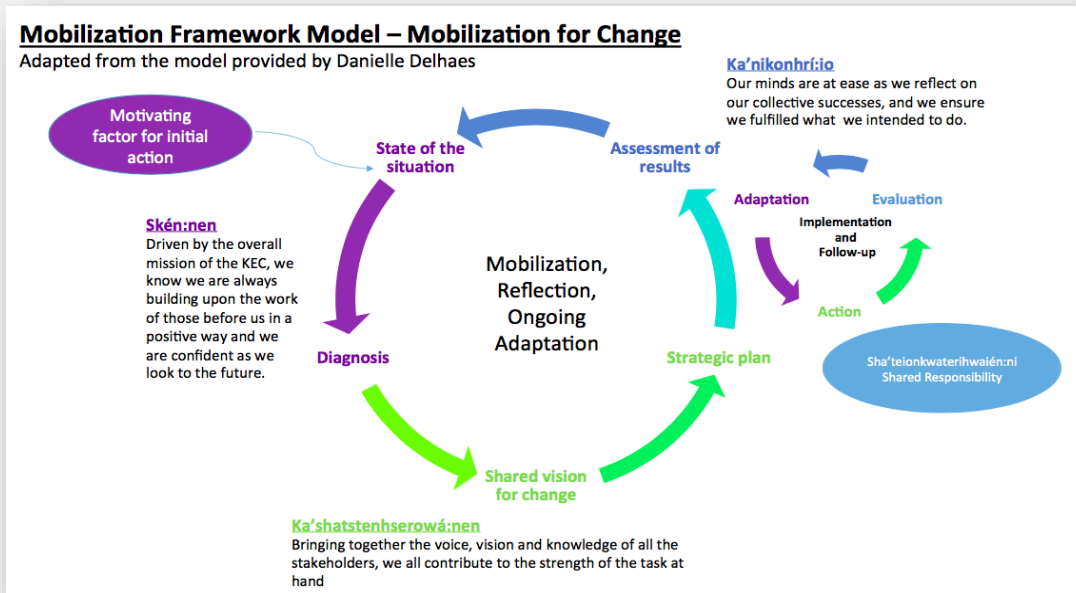
Kahnawà:ke and KEC Community and staff focus group (2015)

A Closer Look at the KEC Tsi Niionkwarihò:ten Program Framework

With the guiding principles of Rotinonhsión:ni worldview at its center, the KEC's Tsi Niionkwarihò:ten Program Framework considers Indigenous ways of knowing and strategies for passing on knowledge which will be applied throughout the curriculum in all subject areas. The framework includes 9 elements that have been identified as main components integral to a Kanien'kehá:ka curriculum. Diagram 1 below illustrates the interrelated aspect of the 9 elements, underscoring the interconnected nature of all the elements, reflecting the essence of Tsi Niionkwarihò:ten teachings.



In September 2017, the KEC launched the first pilot projects rooted in Tsi Niionkwarihò:ten. Selected teaching staff championed and developed projects at their respective schools. They then met to further define and develop those projects, a process facilitated by external consultants Megan Webster and Danielle Delhaes. Each project was specific and tailored to developing student knowledge from a Kanien'kehá:ka perspective. Known as PBL or project based learning; our three schools championed various projects incorporating the nine elements in the diagram above. The projects utilized the mobilization for change model.



Projects included:

- Outdoor forest kindergarten program
- Cycle of Ceremonies
- KSS—Reconnecting to our Ancestral Homeland ~ Mohawk Valley
- Orienteering
- Film Project—KSS
- Early Literacy

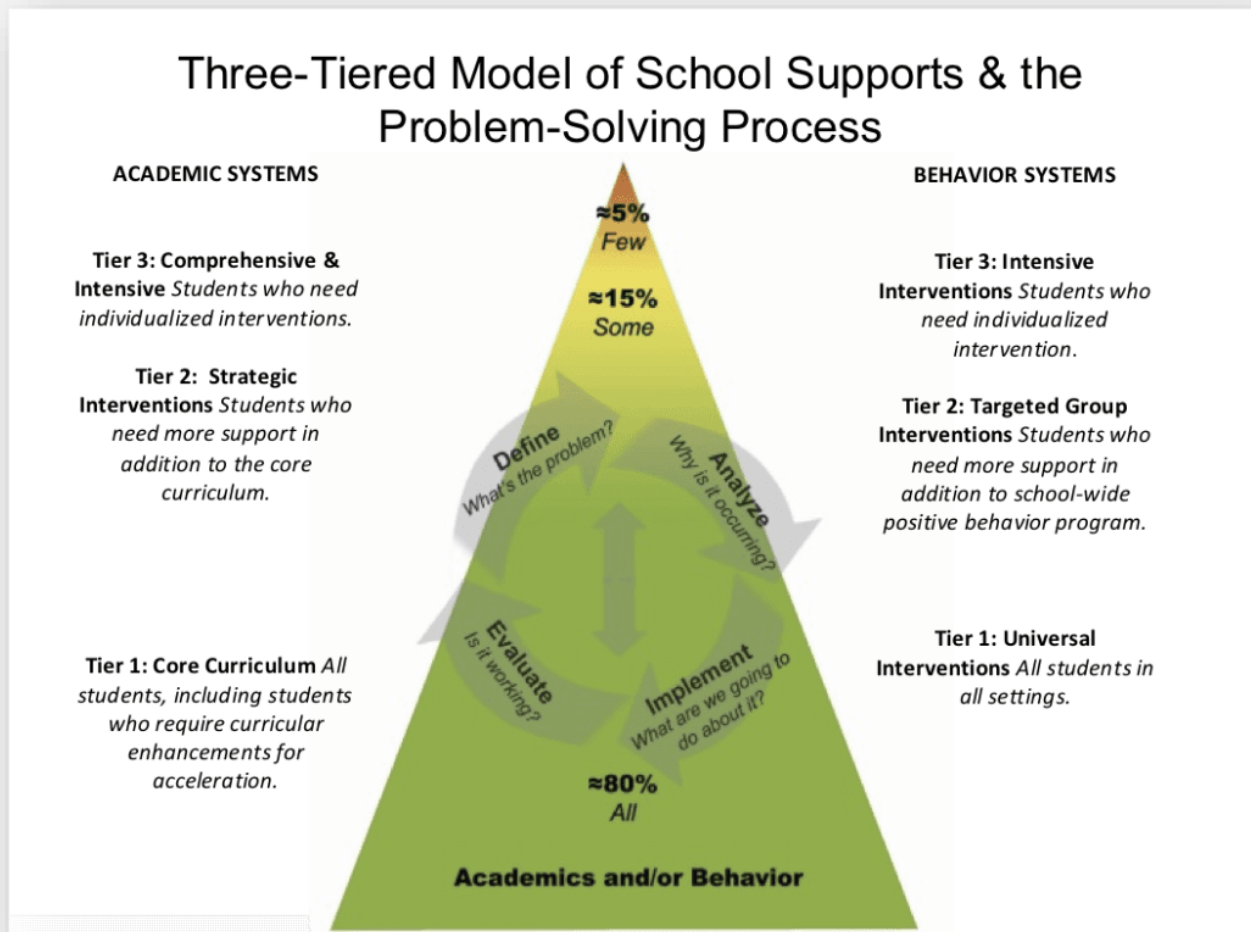
RTI and PLC'S: Reaching Goals in a Systematic and Achievable Manner for Each School

Response to Intervention (RTI) is a multi-levelled approach to the whole student the school system uses for "early identification and support of students with learning and



behaviour needs.” (RTI Action Network, 2020)

The diagram below illustrates how RTI is used for all learners, with increasing focus for struggling students in both academic and behaviour responses. RTI is used for both regular and specialized approaches to supporting students navigating their education. Interventions are based on universal screening, with individualized supports to help the student bridge knowledge gaps, or receive intensive interventions.



3

Response to Intervention (RTI) and Professional Learning Communities (PLC) are part of the KEC goal to strengthen curriculum, arising from Goal #1 in the strategic plan. Plans arose from defined objectives within the schools and are linked to the strategic plan and goals. Plans were incorporated into the school success plans. Professional development was provided and is ongoing as a support to ensure teachers had guidance.

³ https://www.whittiercity.net/apps/pages/index.jsp?uREC_ID=766549&type=d&pREC_ID=1170400

KEC Language Upgrading

Delivering language curriculum required targeted professional development and upgrading for our teachers. To date, the KEC is proud to note it conducted language upgrading for its Kanien'kéha and French Departments:

Kanien'kéha	34 completed
French	20 completed

University of Victoria: UVIC

Twenty-five KEC staff from various teaching and administration levels successfully completed an important and timely course through the University of Victoria English department titled ["Truth and Reconciliation: the literature of residential schools."](#)

McGill University

In August 2018, the KEC entered into an historical partnership with McGill University to offer our first on-reserve Bachelor of Education Program. Thirty students began classes in September 2018, the first ever in Kahnawà:ke.

- B. Ed.
- Dates: 2018-current
- Students: 23



Certificate in Education for First Nations and Inuit (CEFNI):

- Dates: 2014-2017
 - Students: 27
 - Graduates as of June 2017: 13
 - Graduates as of June 2019: 2
 - Graduates as of June 2020--confirmed and projected: 5
 - Grand total of grads: 20
 - Some students are still taking courses towards their CEFNI

Staff—Pursuing Personal Professional Initiatives

We are proud of KEC staff who take a personal initiative in advancing their education. There are staff pursuing:

- University certificates
- Bachelor degrees
- Master's programs
- Ph.D. programs

We are fortunate to have such a dedicated team of professionals seeking higher education to bring back to our students and community. We applaud every one of them for their

dedication to themselves and our education system as they study while working full/part-time and raise families.

Targeted Professional Development

Professional development is critical to bringing new curriculum developments to life in the classroom. Through careful review, the KEC assesses professional development needs based on solid curricular knowledge to support objectives within the schools, our community and for best practices.

Cultural PD Day August 2017

3 Learning how to make traditional foods



Cultural Professional Development (PD)

2019 was the second year the KEC provided all day cultural PD to all staff. Coordinated by Curriculum Coordinator Kahtehrón:ni Stacey and her team, staff chose from numerous cultural teachings led by experienced Indigenous facilitators. Staff immersed themselves in rich, culturally vibrant activities rooted in Tsi Niionkwarihò:ten. These activities are the perfect opportunity for staff to learn about themselves and their vital connection to

on the strategic plan. Staff are selected from departments, schools, programs and key initiatives to ensure our system

Language teams meet bi-annually at conferences for second language acquisition, support and to ensure the exchange of best practices and current trends. The bi-annual conference is held in the U.S., with monies budgeted to support teachers and curriculum developers in attending this important event.

Throughout the year Directors meet with administrators to select staff for required or essential PD, upgrading. Professional development happens after consulting school and system needs. Teachers and all staff are expected to bring their completed training back to their departments, teams and schools to share their knowledge

the earth. An all staff event, both Indigenous and Non-Indigenous staff are able to enjoy these unique learning opportunities. In this manner, those teachings return into the classroom and beyond into our every day lives. Due to Covid-19 cultural PD activities were conducted via the online Zoom platform.

Language—Tsi Niionkwarihò:ten Principles and KEC Support Towards the Future

Language revitalization is a critical component of the KEC's strategic goals. It is a testament to the dedication of our curriculum department and staff in following a sustainable and achievable path towards fluency. Our staff

collaborates with community organizations and other partners and institutions to reach that goal. This year sees the third year of a language symposium to support, exchange ideas and sustain the vision of eventual language

revitalization for our staff, students and community. From 2013 to 2019, the KEC worked on the following objectives to support KEC staff

French

French curriculum is an important part of our KEC programming, with Kateri School offering immersion from Nursery through Grade 6.



Sistema

The Sistema music program offers important musical enrichment teachings for our students and has become a KEC mainstay in program offerings.

Robotics

In 2016, the KEC proudly instituted a Robotics Program for its three schools in collaboration with Youth Fusion and Concordia University



Goal 2: Strengthen School, Parent, Family and Community Relationships

Parental Engagement

Each school developed plans to increase parental involvement, with varying levels of engagement, from assisting at events to in depth involvement through In-School representation at the KCSC level. In addition, after school programming, safe school initiatives and communication are key objectives. The KEC values parental contribution.



4Tota & Baba Social, September 2019, Photo Credit: Shawnee Jacobs

A Special Needs Parent Committee is in development to focus on awareness, advocacy and inclusion for students and families with special needs.

Off-reserve parents received information about the KEC initiatives and opportunities for off-reserve parent involvement.

Parental involvement remains challenging. The Steering Committee maintains focus on

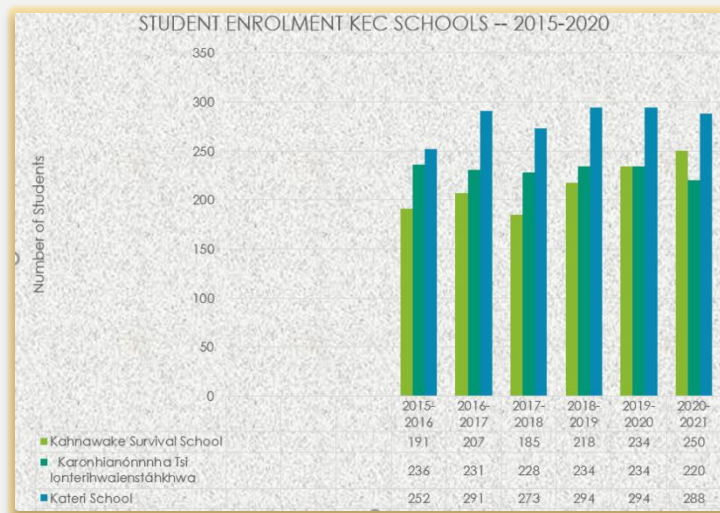
communication that includes opportunities for growth in parental engagement.

Enrolment

The KEC is a service-based system. It provides education in three languages, while offering immersion at its two elementary schools. A little more than two hundred and fifty staff members dedicate themselves to developing, maintaining and innovating educational practices to provide teachings to the whole student. Enrolment is the key to success. Attracting students and keeping them within our system is a primary goal. At the time of this writing, the KEC is experiencing growth. Growth in our schools is dependent on several variables, including birth rates for a particular year that sees either an influx, or decrease in student numbers. To date, our elementary schools remain stable at almost full capacity. KSS enrolment is progressively increasing. Our goal is to provide educational services to children from birth through post-secondary. The chart below highlights enrolment from 2012-2020. Despite some fluctuations at the high school, on reserve enrolment has steadily increased and stabilized. KSS hosts 250 students as of January, 2020:

Birthrate also affects enrolment numbers. The KEC receives information from the KMHC on birthrates to anticipate future classroom needs. When analyzing numbers, birth rates, off-reserve students and current enrolment are reviewed. With 191 students registered in 2015, KSS increased enrolment by 30.89% as of September 30, 2020, an outstanding accomplishment.

- UVIC, draft



- Research and Ethics Policy established, community advisors (curriculum development),
- Encore Sistema
- McGill Tutors
- KSDPP (mentorship research project)
- Kahnawà:ke Collective Impact representation –

- Director part of the roundtable
- Connecting Horizons representation from KEC
- Community Attachment Working Group representative
- Early Childhood and Family Wellness Committee

Partnerships

- McGill OFNIE (Office of First Nations and Inuit Education) Steering Committee
- Executive Director's Committee
- Kahnawà:ke Task Force
- Dawson College
- Skatné Enionkwaió'ten
- Step by Step Child and Family Center
- Head Start
- Attachment Group
- Circle of Security
- HR Network

Communication

Strengthening partnerships involves good communication. Communicating effectively with community has been an ongoing challenge. With numerous initiatives comes many opportunities; however, schools and departments meeting increased demands found little time to properly relay exciting developments, events and initiatives. Mid 2018 through early 2019 found the KEC feeling increased pressure from the loss of a long-term KEC Director. Communication plans were deferred therefore implementation, monitoring and evaluation did not take place. The KEC focused on maintaining departmental stability throughout this period. Communications focused on key initiatives and hiring.

March 2019 saw a new Director of Finance and the need to find a Communication Officer. Planning in 2020 sees communication a priority for the coming year. The KEC is excited to have plans in development, with communication plans once again moving forward.

Goal 3: Solidify and Clarify Good Governance and Management of the KEC System

The Kahnawà:ke Combined Schools Committee committed itself to reaching goal three of the strategic plan. Although the goal clearly outlined its target outcome *"Solidify and clarify good governance and*

management of the KEC system”, the KEC remained mindful of the fact the KCSC is a volunteer based committee.

Reflections and Key Objectives

The KCSC committed to reviewing and amending key policies for the Kahnawà:ke Education System at both the governance and administrative levels. Work began in 2015 to revisit the consultation process conducted in 2013 by the Constitution Review Team, whose work encompassed nine months of parental consultation resulting in a 182 page report, with recommendations. The KCSC took those recommendations and conducted sixteen (16) public meetings between January to June 2018 to incorporate recommended changes. These meetings included discussion on amendments to the Kahnawà:ke Education Responsibility Act (KERA) and the Governance Manual

The KCSC Constitution, KERA and Governance Manual were each ratified in June 2018 and passed by KCSC Resolutions at a duly convened meeting September 17, 2018.

Policy review, amendment and approval is a lengthy, time intensive process involving numerous stakeholders. Consultation is necessary, with surveys, meetings, discussion and many revisions before a policy can be ready for final approval. Several amendments on the KCSC Constitution and KERA were delayed due to the departure of the KEC Finance Director and new KCSC members being appointed. As of February 2021 amendment work continues.

2018-2019 was a challenging year. Despite not having a Strategic Planning Committee back in place until May 2019, work moved forward on the three strategic goals. In May 2019, the KCSC voted to extend the strategic plan until 2021 with a focus on continuing work on the goal objectives. From 2015 to the present, the KCSC applied itself to finalizing and implementing core legislative documents, including:

**The Kahnawà:ke Combined Schools
Committee: A proud tradition of
parent volunteers overseeing
educational governance of our three
schools**

**KAHNAWÀ:KE
COMBINED
SCHOOLS
COMMITTEE
(KCSC)**

**Final Ratification
of
KCSC Legislation**

In January 2018, the KCSC began a process to review and update current KCSC legislation; that is, documents that were developed by the community and past Committees for the purpose of directing and guiding the KCSC in its roles and responsibilities.

These legislation documents include the Kahnawà:ke Education Responsibility Act, the KCSC Constitution and By-Laws, and the Governance Procedural Manual.

Between January and May 2018, the KCSC held almost weekly 2 hour consultation sessions, where the community was invited to review these documents line by line for feedback. These consultation sessions were well advertised. Final drafts presented on May 28th include this feedback.

The next step includes going back to the community for a final feedback period of two weeks.

A final vote to pass the legislation is scheduled for June 18, 2018.

**Final Ratification of KCSC Legislation
~IMPORTANT DATES~**

May 28th
Public Release of Final Drafts of KCSC Legislation:
• Kahnawà:ke Education Responsibility Act (KERA)
• KCSC Constitution and By-Laws
• KCSC Governance Procedural Manual

Documents available at www.kecedu.ca. Hard copies available upon request.

May 28th - June 8th
Two-week period for final community feedback. The community, and staff of the Kahnawà:ke Education System are encouraged to review and provide feedback.

Feedback can be submitted to Jerilyn Horn, KCSC Project Assistant via:

- ☒ email (kicsc@kecedu.ca)
- ☒ telephone 450-632-8770
- ☒ hard copies can be dropped off at KEC Reception

June 11th
Final Consultation Review Session
Anyone who submits feedback during the two week feedback period (May 28 to June 8) is strongly encouraged to attend this session. To be held at Kateri School from 6-8pm.

June 18th
RATIFICATION
Parents with children on nominal roll will be voting to pass the proposed legislation. To be held at Kateri School from 6-8pm.

Join the KCSC Facebook Group for more information and updates!

PO BOX 1000 KAHNAWÀ:KE QC J0L 1B0 TEL: 450 632-8770 FAX: 450 632-8042 WWW.KECEDU.CA

Kahnawà:ke Education Responsibility Act (KERA)	KCSC Constitution and By-Laws
KCSC Board Governance Manual, Approved June 25, 2018	KEC Financial Controls Policy—Approved 2015
KEC Post-Secondary Policy—May 2020	KEC Personnel Manual—Approved November, 2018
KEC Research and Ethics Policy—Approved February 2021	KEC Special Education Policy
KEC Safe Schools Policy	KEC Volunteer Policy, Approved November, 2018
KEC Vision and Mandate—Approved 2017	

Policy review is a lengthy and intensive process. The KCSC held a number of community consultation meetings and ratified the KCSC Constitution and By-Laws Governance Manual June 25 2018. This policy is under amendment. The KCSC approved the KEC HR Policy November 18 2018. The remaining policies above are in final draft stages in preparation for final consultation and approval.

The KCSC main role is to oversee the KEC Directors as part of their governance mandate. The committee regularly meets to receive Director reports, to approve projects at the governance level and to supervise the Directors to ensure operations are intact and the KEC system functions according to all policies and procedures. In this manner, the KEC develops strategic plans in accordance with community consultation and works to bring those plans to fruition in our schools.

Policy development, review and amendment is a time intensive and ongoing process. Strong policies help shape procedures to oversee the KEC system. That is good governance!

As of 2019, the KCSC is working with the Executive Directors Committee to undertake board training in collaboration with other organizations. The KCSC undertook board training in both 2014 and 2016, however representative turnover is regular, meaning board training is an continual process as new members are appointed to the committee table. Financial training for the KCSC Standing Finance Committee was provided in October 2016.

The KCSC is working with KEC Directors to develop a five-year capital and operational funding plan. Plan development to reach this target remained a challenge in 2018 with the absence of key personnel needed to achieve these objectives. The KCSC and KEC are meeting in 2020 to resume work on this objective.

The KEC Directors, in collaboration with the KCSC Chairperson are working in 2020 to prepare and implement the Five Year Review. This is a regular review dependent on INAC funding.

The KCSC and KEC are actively working towards comprehensive, achievable plans to seek alternative buildings for its expanding operations. As of 2020, the two elementary schools are functioning at capacity, with expected growth at KSS and within KEC administration. Hiring staff for a fully functioning Curriculum Team highlighted space confinement and a need for expansion. In 2018, the KEC shifted

curriculum operations to the Administrative Support Offices (ASO) above the Kahnawà:ke Courthouse. Meeting curriculum needs will see growth in those administrative departments as well as in IT, HR and finance to meet increasing educational demands. Growth is a good problem to have!

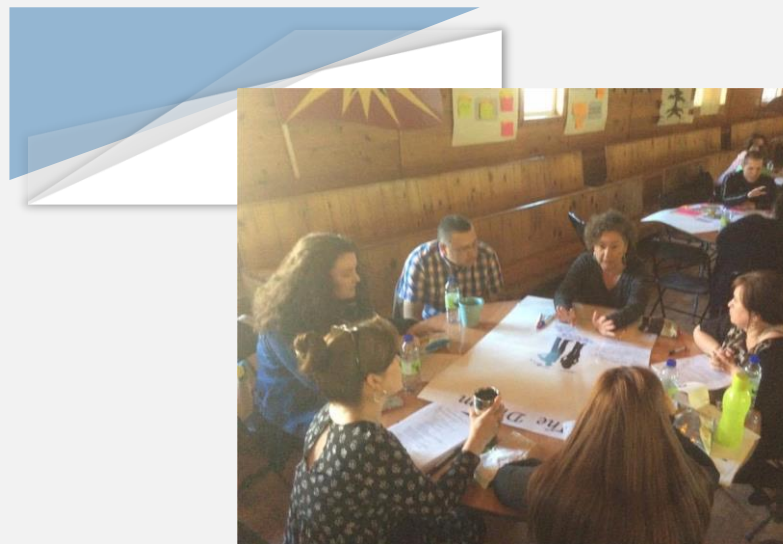
Key Achievements

Curriculum

- Working on strengthening the curriculum to reflect a Kanien'kehá:ka perspective moved forward, particularly at our two elementary schools.
- The curriculum development process and approval framework is close to completion. This will give the KEC a mechanism for adapting curriculum as needed.
- Reviews for Immersion programs are finalized and are

being incorporated into school plans.

- The Tsi Niionkwarihò:ten program was implemented through pilot projects
- The alignment of English and Kanien'kéha language arts outcomes, social sciences, math and science are in progress



May 2017 two day visioning exercise 207 Longhouse-- Photo credit: Darlene Roberts

Policies/Reviews/Consultations/Programs

- Christie Huff Report 2017
- Compensation Review and Philosophy 2017
- Emergency Management Plans for Three Schools (November 2018)
- Financial Controls policies Review November 2015
- Five Year PD Plan 2019 (Developed in 2015 as a three year plan and updated.
- FNEA (key coalition work for 1st nations control of 1st nations education
- French curriculum Ginette Vincent 2018
- Governance policies 2017-2018 (consultation and ratification June)

- HR Policy (good governance and administration)
 - Implemented Kanien'kéha and French upgrading courses (internal)
- JD description reviews
- Jeremy Green Karonhianónhnha Tsi lonterihwaienstákhwa Review and Recommendations Report 2018
- KEC Mobilization Framework 2015-2016
- KSS curriculum donna Goodleaf 2017
- OFNI Certificate Graduates 2017
- Outdoor Learning Program 2017
- Pay Grid Analysis and Upgrade

- Post-Secondary Policy Reviewed and in Final Draft (2019)
 - Robotics Program (2014?)
 - Skatné Enionkwaió'ten Community Language Plan 2017
 - Social Studies Curriculum Tsohahí:io Deom 2017-2018
 - Special Ed Policy and Procedures 2018-2019
 - STEAM Pilot Project—Middle School 2019
 - Three year review 2015
 - Tsi Niionkwarihò:ten 9 elements 2016
 - Tsi Niionkwarihò:ten curriculum review 2016
 - Tsi Niionkwarihò:ten pilot projects 2017
 - Upgrading policy 2017-2018
 - UVIC Reconciliation Program 2018
 - Virtual Testing for Funding Formula (2017-2018)
 - KEC agrees to participate as one of the test communities to develop a new funding formula for education
 - Vision statement 2017-2018
-
- Student learning needs are being focused through the implementation of *Professional Learning Communities* and *Response to Intervention (RTI)* at each school.
 - (Add footnote with a link to PLC's and RTI websites to solidify information)
 - Several new partnerships are in place. They include:
 - McGill University – to develop a bachelor of social work (Addictions concentration) and a Human Resources Management Certificate Program
 - University of Victoria (UVic)
 - (Others?)
 - Core legislative documents, including KERA, the KCSC Constitution & By-Laws, and KCSC board governance manual were ratified and are being implemented. Work is ongoing to amend the documents as needed.
 - The KEC HR Policy was finalized and approved
 - The KEC Post-Secondary Policy nears completion

Challenges and Next Steps

Strategic planning stalled in 2018 with the departure of the KEC Finance Director. The Director of Education met with the KCSC and by January, 2019 it was decided to defer strategic planning to focus

on operations in the Finance Director's absence. The position was filled in March 2019 and focus remained in audit preparations as well as maintaining organizational stability.

Community challenges during the same period saw a largely new KCSC table. The KCSC agreed to defer working on certain policies until necessary amendments could be made to the constitution and by-laws.

Staff turnover at the administrator level meant challenges to onboard new staff and develop leadership.

Response to Intervention Training (RTI) required further training and was rolled out in increments rather than a global approach.

The COVID-19 pandemic in March 2020 to the present day saw numerous projects deferred. Directors and administration again deferred strategic planning to address emergency protocols, develop online curriculum and safety measures and meet the numerous challenges of delivering online curriculum to the student body. Mandatory professional development was provided to all staff and is ongoing as the pandemic enters its second wave, with schools shifting to almost complete online delivery, excepting special needs, vulnerable and essential worker students.

Our education system includes more than two hundred and fifty staff with one mission: providing the best quality education to our students. Our KEC Strategic Plan was developed with community consultation, expert curriculum reviews and professional development

Karonhianónhha Tsi lonterihwaienstáhk



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driven by selective instruction. Every objective attained to date has been undertaken to ensure it is realistic, achievable and in line with our KEC vision.

- ✚ Developing a standard process for student evaluation and assessment for each school
- ✚ Improve services provided to post-secondary students
- ✚ Implement school success plans for each school

Objectives to work towards the three strategic goals are being developed for 2020-2021.

Several key areas include:

- ✚ Enhance communications with the community, parents and staff
- ✚ Relationship building
- ✚ Develop a policy and protocol for research partnerships.
- ✚ Implementation of a five year review (contingent on INAC funding)

Our success is built on our community vision of education.

Our Children. Our Education. Our Future.