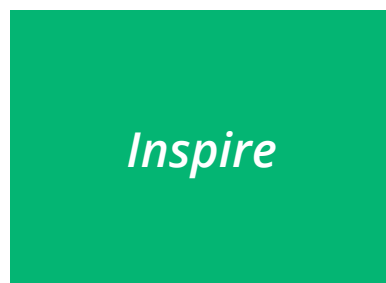


STRATEGIC PLAN 2016-2021



KWAYACIIWIN
Education Resource Centre
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Updated April 2019



KWAYACIIWIN
Education Resource Centre
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STRATEGIC PLAN

2016-2021

Updated April 2019

Highlights of Community Conversations: Grassroots Exploratory Consultation Process, 2014, Final Report

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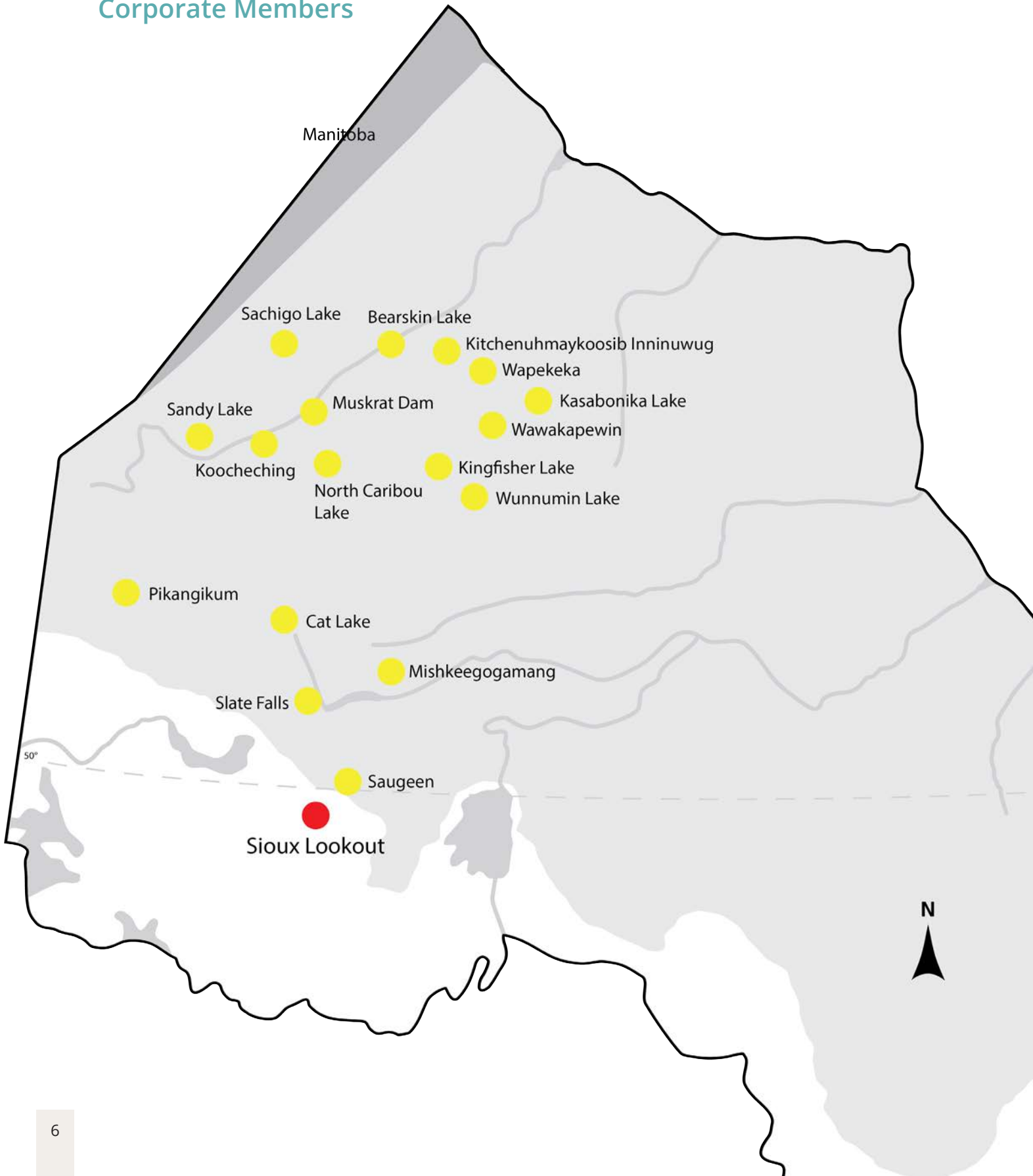


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Community Partners

Corporate Members



Background

Established in 2002 by the Sioux Lookout district chiefs to address academic gaps identified in Grade 9 testing, Kwayaciiwin Education Resource Centre has developed a wide range of school support services for First Nations across the district.

First Nations in the district began to assert control of the education of their children in the 1980's. Today, 21 of the 24 Anishinine (Oji-Cree) and Anishinaabe (Ojibwa) communities in the Sioux Lookout district operate their own schools. All are committed to providing quality instruction, sound academic programs, and healthy, supportive environments for children based on the values, language and traditions of each First Nation.

Kwayaciiwin Education Resource Centre works with local education authorities, chiefs and councils, education directors, principals, teachers and classroom assistants to support Anishinine/Anishinaabe student success in 'both worlds'. Services include coaching and mentoring of school staff, curriculum development, school success planning, learning assessments, student performance data collection, special education support, professional development and assistance with information technology and management.

Kwayaciiwin Education Resource Centre's corporate members are the Chiefs from 17 First Nations in the Sioux Lookout area. The Board of Directors is comprised of five representatives from the following:

- Independent First Nations Alliance
- Shibogama First Nations Council
- Windigo First Nations Council
- Sandy Lake First Nation
- Mishkeegogamang First Nation

Services

- | | |
|---------------------------------------|-----------------------------|
| • Language & Culture Resources | • School Success Planning |
| • Governance | • Printing & Publishing |
| • Data Management | • Student Assessment |
| • Professional Development & Coaching | • Classroom Support |
| • Student Retention | • Special Education Support |
| • Technology | • Student Nutrition |

Support services are also provided to other First Nations in the area on a fee for service basis.



Mission

Kwayaciiwin Education Resource Centre supports First Nations student success in partnership with our communities.

Values

All gifts and blessings come from our Creator.

We believe in our students and their ability to learn and succeed in 'two worlds'.

Student achievement, confidence and success depends upon the traditional lifelong teachings and wisdom of our people, the preservation and maintenance of our Anihshiniimowin/Anishinaabemowin language and lifestyle.

We value and promote:

- Parent and community involvement in a safe and nurturing environment
- Partnerships which support local education
- Use of best practices
- The ongoing development of land based education
- Cross cultural awareness and training
- Consulting with communities and responding to requests in a timely manner

Vision

Kwayaciiwin Education Resource Centre is a respected First Nation community-driven, sustainable centre of excellence. We provide comprehensive support to schools to promote bilingual, bicultural student success.

**Thriving communities of Anihshininiwag/Anishinaabeg
in the Sioux Lookout district, literate and successful in both worlds.**

“Anihshininiwag Kikinoamakewin Bimiwijikewin”

“Anishinaabeg Kikinoamakewin Bimiwijikewin”

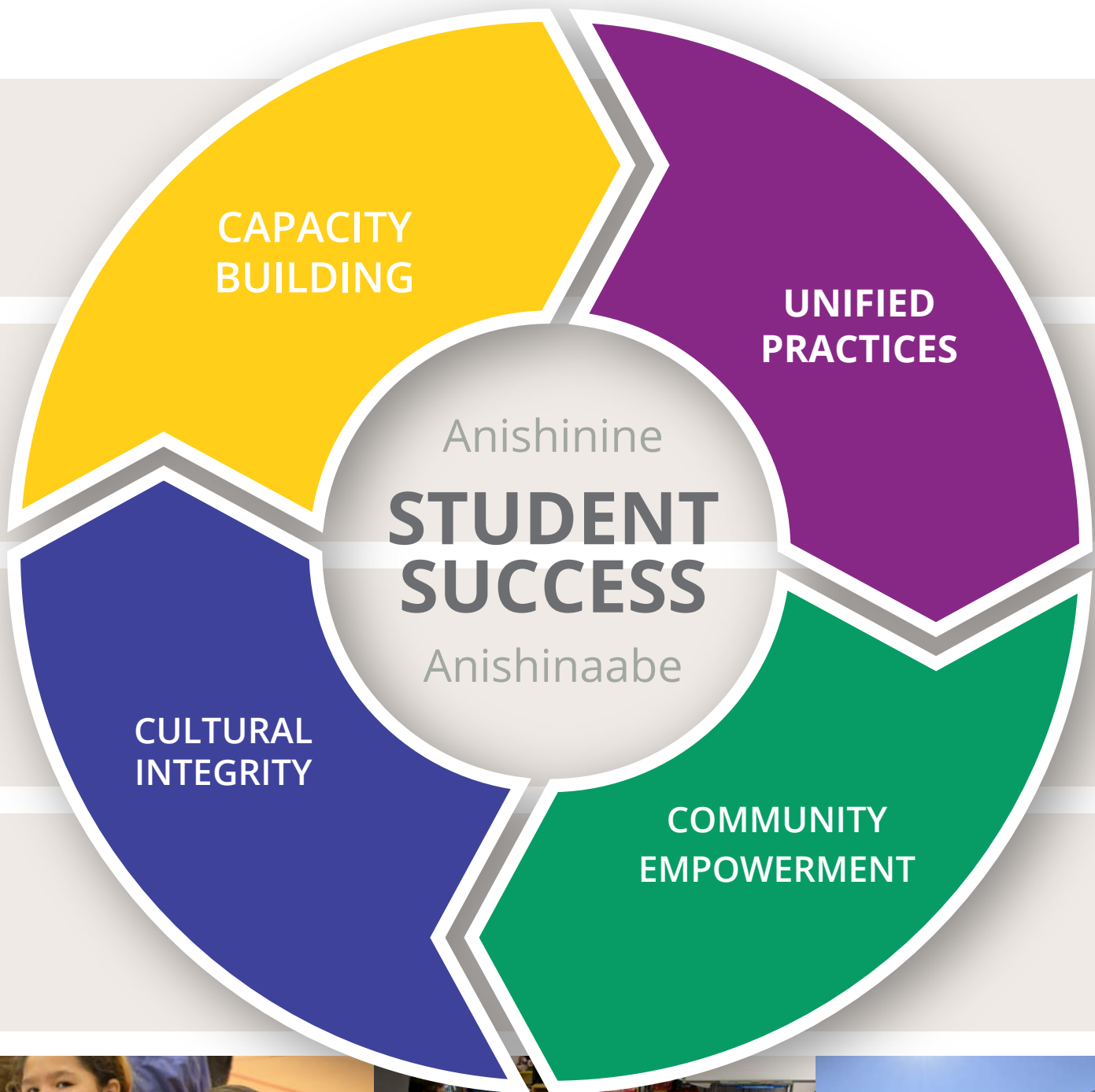


Mandate

- To provide a strong leadership role in developing a unique education system for the Sioux Lookout district that addresses the cultural and linguistic values of our Aboriginal children, youth and young adults;
- To develop and deliver education programs which will enable our students to confidently respond to and benefit from life's opportunities and challenges;
- To respond to the education needs of the communities and build capacity to address emerging societal trends and issues;
- To provide a comprehensive spectrum of education services to the First Nation communities it serves;
- To provide educational opportunities for Aboriginal children, youth and young adults

(Letters Patent, Incorporation April 1, 2010)

Strategic Plan Overview



These four strategies encompass the wide range of goals set out by the Board, staff and First Nations members of Kwayaciiwin during the planning process.

Capacity Building - *Improve*

Strengthen the organization's ability to provide quality support services.

Unified Practices - *Involve*

Promote protocols, shared practices and partnerships.

Community Empowerment - *Inspire*

Support community members as lifelong educators.

Cultural Integrity - *Indigenize*

Uphold Anishinine/Anishinaabe culture as the foundation of education.



The Planning Process

Kwayaciiwin's 2016-2021 Strategic Plan is an ongoing, evolving process designed to bring the organization closer to the collective vision of a centre of excellence. It maps out a path for expanding and maintaining quality support services to First Nation schools in the Sioux Lookout district.



From November 2015 to March 2016, over 100 Kwayaciiwin stakeholders – the Board of Directors, Chiefs and Councillors, First Nations education directors, educators and staff – shared their concerns, ideas and priorities, shaping the five-year Strategic Plan.

This document informs district First Nations leaders, schools, and other education partners, of Kwayaciiwin's strategies and goals for the coming years. It charts overall directions, identifies priorities and specific activities, which will be outlined in more detail in workplans and proposals during the five years.

A planning team from Kwayaciiwin worked closely with a consultant to design and carry out the strategic planning process, using the basic model illustrated here.



Past plans formed a foundation for the 2016-2021 Strategic Plan. This includes a 2011-12 strategic plan, the 2013-18 Business Plan, a 2014-17 Capacity Development Plan and the 2014 Grassroots Exploratory Process. Other guiding documents were examined as well: the 2010 Letters Patent, mission, vision and values statements drafted in 2012, the organizational chart, annual report and current proposals, workplans and budgets.

A series of planning sessions were held with the Board of Directors, staff, Chiefs, Band Councilors, Education Directors and local education authority members, representing the 23 Sioux Lookout district First Nations. In addition, close to 70 participants at the bi-annual district education conference completed surveys inviting them to “Tell us what kind of services are most needed or important to support student success in your classroom/school.”

Best practices and plans from other First Nations education support services across the country and school boards in the region were also examined.

The final and most important part of strategic planning is action. Moving the Strategic Plan forward and keeping it alive requires ongoing commitment. To be successful, the strategies and goals must be routinely referred to and reflected upon in meetings, work plans, proposals and reports.

Kwayaciiwin’s 5-year plan has been reviewed in detail in 2017 and again in 2018 with the staff and Board of Directors. These annual reviews track progress and setbacks, and help everyone refocus their efforts and resources toward the strategic directions.



Challenges and Opportunities

Kwayaciiwin has evolved over a relatively short time into a multi-faceted organization dedicated to student success, providing quality, comprehensive support services to district First Nation schools.

Since 2002, the Resource Centre has developed a capacity for steady growth and an ability to adapt to changing community needs. Diverse, committed and skilled staff work alongside visionary leaders in First Nations education, current in the latest learning and technology research. Anishinine/Anishinaabe language and culture remain at the heart of Kwayaciiwin's work, rooted in the knowledge that students with a strong sense of identity and belonging will thrive.

First Nations schools continue to be under-funded compared to provincial schools, yet communities have the same vision of success for their students. Budget constraints, geographic remoteness and high transportation costs, changing local, regional and national governments, inadequate facilities and technology, all affect the operations of the schools, and of Kwayaciiwin. Trauma and crises are ever present realities in every First Nation: youth suicides, prescription drug abuse, high numbers of children in care, the effects of residential schools, and increasing chronic disease all contribute to the turmoil faced by students, families and educators. The new federal government's commitment to significantly increase First Nations education funding and a commitment to reconciliation offer hope that education in the north will receive much needed attention and enrichment.

Kwayaciiwin serves an area comparable to the size of France and 90 per cent of the communities are accessible by air or winter roads only, now impacted by climate change. A staff of less than 20 is overextended, no matter how dedicated, trying to provide full, balanced services to meet the needs of 21 schools, hundreds of teachers and dozens of administrators. High shipping costs for materials and rising staff travel expenses stretch already tight budgets.

Kwayaciiwin requires ongoing, multi-year core funding -- without it, the focus shifts from schools and students to constantly developing new proposals and approaches to become more self-sufficient. Kwayaciiwin's publishing and printing unit, special projects, and fee for service arrangements offer limited opportunities for sustainability.

In 2014, more than half of the First Nations in the district showed their support for Kwayaciiwin to become a Regional Education Organization (REO). Currently, unlike provincial boards of education, there is no coordinating body or overseeing authority to advance higher standards and more effective practices among First Nations schools in the region. An added body of authority and a broader mandate is essential for collective change.

In spite of the obstacles, Kwayaciiwin continually improves, extends its reach and creatively adapts its services to the changing needs of its members. As this five-year Strategic Plan nears its end point in 2020, Kwayaciiwin will be nearing its 20 year anniversary. Overcoming the challenges and making the most of opportunities, with the support of First Nations leaders and governments, will make this a time to celebrate.



“Family, leaders, educators and Elders want their children to succeed in life and they recognize the value of good quality education, grounded in their culture and language, as part of that success.”

Summary Findings: Grassroots Exploratory Consultation Process, 2014, Final Report



Environmental Scan



Internal



STRENGTHS

- Dedicated to supporting student success
- Focus on change
- A clear mission and mandate
- Visionary leaders
- Quality services to communities
- Support to Principals, Teachers, Education Directors
- Professional development for educators
- Curriculum geared to First Nations
- Language, culture reflected in Board and staff
- Excellent staff, committed, skilled, flexible, with a lot of heart; diversity of ages, culture, language, training, specific specialties
- Knowledge of communities brings more to the table, more effective
- Keeping current with the latest research in education, IT, retention strategies
- Management support for staff
- Submitting proposals, acquiring funding

CHALLENGES

- Vision/mission/mandate – is changing, serving a smaller number of communities
- Lack of stable leadership – interim Executive Directors for five years; Board not fully mandated and have limited time
- Narrow influence/clout with schools
- Limited staff to visit all First Nations, high workloads, no standardized needs assessment = inequity in who gets services, support (squeaky wheel) and staff burnout
- Recruitment of staff challenging – small pool
- Need better, more routine internal communication, teamwork
- Upstairs – downstairs separation
- Staff supports weak, inconsistent – orientation, supervision, professional development and evaluation - not making the most of staff skills
- Lack of staff at First Nations level
- No marketing, communications strategy
- Not tapping into accreditation possibilities, partnerships with universities, colleges
- Non-indigenous student assessments
- Facilities too small

“In the past couple of decades, First Nations across the North have been faced with unprecedented crises and challenges, including youth suicide rates unmatched in the world, epidemic prescription drug abuse, diabetes and heart disease. These realities affect student participation and success at school. Parents, extended family and leaders continually look for positive ways to move forward.”

Grassroots Exploratory Consultation Process, 2014, Final Report



External



OPPORTUNITIES

- Possible increase in federal funding
- Government reconciliation approach
- Parents, Elders and traditional experts are untapped resources
- Youth involvement - using co-op students at the office; in First Nation schools – senior students as Kwayaciiwin liaison and in IT roles
- Elders as language, culture, history resource
- Partnerships with tribal councils, other education organizations, school boards, businesses (i.e. airlines)
- Partnerships with universities/colleges to qualify First Nations language and immersion teachers, classroom assistants
- Kwayaciiwin may be able to serve fewer communities more effectively
- Coordinated teacher/principal recruitment/screening
- Selling our resources to other Boards, schools to increase revenue – curricula, materials, expertise
- Charitable status
- Acquiring a storefront to market learning materials, easier access for First Nations, more visible downtown presence
- Using technology more for communications, training, coaching; young people are interested in technology

THREATS

- No secure multi-year/ongoing core funding
- Politics and competition for funding takes attention from children
- Lack of foresight for the future, not enough younger people involved
- Federal education funding and strategy still unknown – how much and where it will go?
- Geography, isolation, weather, high transportation costs
- Provincial involvement in First Nations education could threaten Treaty rights
- Trauma, crises - suicides, drug use
- Rising number of children in care in district, moved around to foster homes, different schools
- Lack of community involvement (parents, youth, Elders), awareness
- Communities/schools not making language and culture a priority
- School staff burnout/workload, high turnover
- Lack of resources to properly screen teaching applicants opens door to predators– impacts on communities
- High school students at risk attending school away from home

“It is important to develop structures together, not in isolation.”

Highlights of Community Conversations: Grassroots Exploratory Consultation Process, 2014, Final Report

Priorities

During the strategic planning process there were a few opportunities for participants to identify their priorities: through the educator surveys, at the Annual General Meeting attended by chiefs and councillors, and at the Strategic Planning Gathering with First Nations education representatives from across the district.

The top ten priorities from each group are listed in the chart on the next page. Also included for comparison are the ten priorities from the 2014 Grassroots Exploratory Process surveys.

The AGM prioritizing exercise and the Grassroots surveys both presented set lists of services to choose from, while open-ended questions were used for the educators survey: *"Tell us what kind of services are most needed or important to support student success in your classroom/school."* For the Strategic Planning Gathering participants were asked to list their top 3 priorities for services from Kwayaciiwin.

There are minor differences in priorities between groups (for example, chiefs and councillors most often ranked school review and school improvement planning as a priority), but there is a widely shared view of the most pressing needs for support services for First Nations schools.

Top 10 Support Service Priorities

- 1 Literacy/math support and resources
- 2 Special education/special needs support
- 3 Bicultural/bilingual curriculum and materials
- 4 Professional development
- 5 Parent/community involvement strategies
- 6 Standardized student assessment
- 7 Teacher/Principal recruitment and screening
- 8 Principal supervision and evaluation
- 9 School reviews and school improvement planning
- 10 Data collection and information management

GRASSROOTS SURVEYS (850) Fall 2014	EDUCATOR SURVEYS (67) February 2016	CHIEF & COUNCIL REPS (18) January 28, 2016	FIRST NATION EDUCATION REPS (14) January 29, 2016
<ol style="list-style-type: none"> 1. Literacy, math & technology specialists 2. Centralized special education services 3. Standardized professional development 4. Standardized policies and procedures 5. Revitalized bilingual-bicultural program 6. Standardized assessment administration 7. Standardized KERC curriculum 8. Centralized recruiting/hiring 9. Data collection & management 10. District Supervisory Services Principals <p>Regional Education Organization or District Education Authority status – <i>mixed support</i></p>	<ol style="list-style-type: none"> 1. Literacy/language arts & math support x22 2. Special education & assessment services/supports x20 3. Bicultural curriculum and materials x16 4. Mental health supports x16 5. Community support & parent involvement x16 6. Resources/teaching materials x15 7. Technology equipment, training and support x13 8. Added teaching services x13 9. Native language program/immersion resources x12 10. Professional development x11 <p><u>Also noted:</u> Guidance & life skills x5 (college transition program, high school life skills class, family values) More/longer visits from KERC x4 Nutrition programs x3 Student attendance/retention ideas x2 Partnerships with other FN schools x2 Facilities, equipment, new bus x4; new school Secondary level services Avenues for ANY additional funding</p>	<ol style="list-style-type: none"> 1. School reviews & school improvement planning (14) 2. Professional development/training for Principals, Teachers, Staff (13) 3. Bilingual & bicultural curriculum and materials (13) 4. Principals' supervision & evaluation (13) 5. Standardized student assessment (13) 6. Literacy, numeracy & student retention (13) 7. Special education (9) 8. Teachers/Principals recruitment (8) 9. Performance measurement & database management (7) 10. KERC as an REO (5) <p><u>Also noted:</u> Infrastructure: new school, language retention models, i.e. Language Nest, Our History Book</p>	<ol style="list-style-type: none"> 1. Professional development/training x7: for Teachers (3), Board (2), Teaching Assistants, Native Staff, Social Counsellors, Band Council, Principals 2. Bicultural curriculum and materials x7 3. Special education services - training, support, more teachers for FAS and bullying, student support services for IEP's – help establish in school x4; 4. Native Language support-curriculum, resources, teacher training x3 5. Standardized student assessment x2 6. Principal/teacher recruitment and screening x2 <p><u>Also noted:</u> IT, parent meetings, Principal - evaluate, policies, salary grid, school success planning. ED position should be stabilized - hire a younger person to train for a longer term, work together at a district level - unity. Secondary school supports, infrastructure - school needs more space</p>

Strategies and Goals

These four strategies encompass the wide range of goals set out by the Board, staff and First Nations members of Kwayaciiwin during the planning process.

Capacity Building

Improve

Strengthen the organization's ability to provide quality support services.

Unified Practices

Involve

Promote protocols, shared practices and partnerships.

Community Empowerment

Inspire

Support community members as lifelong educators.

Cultural Integrity

Indigenize

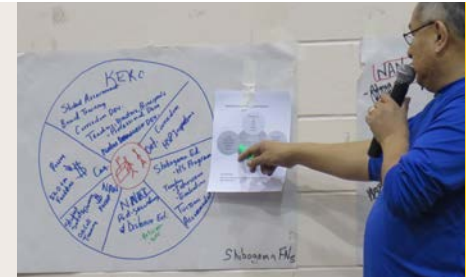
Uphold Anishinine/Anishinaabe culture as the foundation of education.



“There has to be changes and improvements, which need to be properly evaluated, analyzed and implemented in the community. The only way it will work is if everyone is on board, from leadership down to parents. We have to make it work.”

Community leader. Highlights of Community Conversations: Grassroots Exploratory Consultation Process, 2014, Final Report

- ✓ Manage growth and secure sustainable funding
- ✓ Foster leadership and teamwork within the Board and staff
- ✓ Develop policies and practices for effectiveness and accountability
- ✓ Enhance communications and outreach



- ✓ Develop protocols/service agreements with each First Nation
- ✓ Advance standardized policies and practices with schools
- ✓ Partner with other organizations to improve education services
- ✓ Facilitate uniform First Nations education governance training



- ✓ Enhance special needs support
- ✓ Promote parent/community involvement
- ✓ Boost school expertise in technology and Information management
- ✓ Focus professional development and coaching on community members



- ✓ Advance the use of the Kwayaciiwin curriculum in every classroom
- ✓ Further develop bilingual, bicultural, community-based learning materials
- ✓ Research and reflect Anishinine/Anishinaabe traditions in education
- ✓ Support the building of cultural foundations in every school



Capacity Building

Goals & Activities



1.1 Manage growth and secure sustainable funding

- Continue to access structural readiness/capacity development funds
- Pursue core funding as a regional education organization for 13 First Nations
- Consolidate revenues and restructure staff into community-focused teams
- Increase and diversify revenues through publishing and printing sales, special projects, fees for service, cost-sharing initiatives and research ventures
- Develop a business model and marketing plan to increase and manage sales and fees for services
- Expand facilities to include a storefront location, with larger production space

1.2 Foster leadership and team work within the Board and staff

- Recruit a permanent Executive Director, supervised and evaluated by the Board
- Confirm a Board chairperson
- Include Board orientation and training at quarterly meetings
- Schedule structured monthly staff meetings and team meetings
- Hold an annual Board-staff retreat
- Hold Board meetings bi-monthly
- Establish Finance and Human Resources Committees to report to the Board



Strengthen the organization's ability to provide quality support services.

1.3 Develop internal policies and practices for effectiveness and accountability

- Create a standardized approach to evaluate and respond to school needs and priorities
- Establish staff guidelines for balancing support services within and between schools
- Increase the length of community visits (2-3 days)
- Include service agreements and staff reporting in each First Nation protocol
- Enhance staff reporting, to reflect time spent with contacts and length of visits
- Improve personnel policies and procedures related to staff recruitment, orientation, retention, succession, supervision, evaluation, professional development, occupational health and safety
- Develop risk management and financial management plans and policies
- Review the Strategic Plan quarterly and update annually, with Board and staff

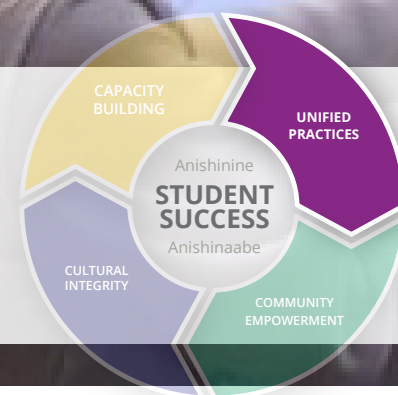
1.4 Enhance communications and outreach

- Develop a communications and outreach strategy
- Update and maintain routine communications – website and social media, newsletter, radio show
- Keep a database of community visits and activities
- Implement the IT/IM plan, digitize and centralize files within a shared access system
- Enhance the Annual Report to include a Strategic Plan progress report and district-wide data on student performance and attendance at each grade level
- Hold the AGM, Board meetings and Education Directors meetings in First Nations



Unified Practices

Goals & Activities



2.1 Develop protocols/service agreements with First Nations and education organizations

- Create a working group of FN representatives and senior managers to develop a protocol process
- Draft a template for protocols/agreements to include support services, rights, roles, responsibilities of Kwayaciiwin and FNs; dispute resolution, information-sharing and cost-sharing terms
- Negotiate a model protocol with one member First Nation, for Board approval
- Develop protocols with 13 First Nations, using the model, and then other communities
- Develop protocols or service agreements with other district education groups (tribal councils – Shibogama, Windigo, IFNA, Keewaytinook Ogimaakanak (KNet, KOBE, KIHS) NNEC, Wahsa, NAN
- Chiefs ratify Protocols at AGMs; add protocols to principal and teacher training

2.2 Promote standardized school policies and practices

- Facilitate shared policies and practices among the 13 community schools related to: attendance and school closures, assessment of student learning, data collection and information management, teacher/principal recruitment and screening, principal mentoring, supervision and evaluation, curriculum implementation
- Develop Kwayaciiwin-LEA-school-community information-sharing and communication guidelines
- Include approved standards and policies in First Nation Protocols and professional development
- Review approved standards and policies with Kwayaciiwin staff, FNs education authorities, Education Directors, and principals



Promote protocols, shared practices and partnerships.

2.3 Ensure consistent special education supports for all schools

- Expand the 2015-16 high cost special needs cost-sharing agreement, to include all 13 First Nations
- Develop proposals and negotiate funding for special needs assessments, speech and language therapy services at all grade levels, for all schools
- Include special needs services agreement in each First Nation protocol

2.4 Advance the use of shared technology and Information management systems by schools

- Complete an IT audit, needs assessment and plan for each school annually, to include in protocols
- Support renewed negotiations with Northwest Band-Width Initiative to ensure 200mb per student
- Identify and mentor an IT/IM liaison in each school
- Facilitate an IT/IM professional learning community
- Support DADAVAN systems maintenance and security; coach school staff in enhanced use
- Assist with internet connectivity troubleshooting

2.5 Facilitate community-based First Nations education governance training

- Deliver training to 13 First Nations LEAs/Boards and Education Directors, to increase their governance knowledge and improve practices
- Include governance training plans in First Nation Protocols
- Develop education governance guidelines based on feedback from training sessions
- Provide coaching and mentoring to education directors and LEA's
- Include training through workshops at education conferences, institutes and meetings

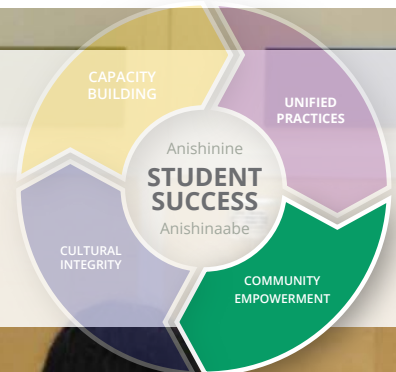
3.1 Promote community involvement in education

- Facilitate working groups of community members and school staff to promote involvement
- Host and participate in special events in communities - career fairs, family literacy nights, etc.
- Recruit corporate sponsors for events and expanded awards
- Showcase student and school/community success stories through the website, newsletter and radio
- Create a framework and funding for a Kwayiaciwin-community liaison in each First Nation school

3.2 Enhance social and special needs supports

- Lobby INAC to cost share for a specialist to go to each community
- Advocate with health providers (i.e. Nodin, Telehealth, Firefly) for school mental health supports
- Introduce, adapt and support restorative practices in every school
- Develop social counselling resources and a model for student life plans to include in OSR's
- Offer strategies and support for parents, Elders and community re students' special needs
- Increase training for teachers, parents, classroom assistants, social counsellors to better respond to the spectrum of students' special needs - i.e. health, addictions, FAS, bullying

Community Empowerment Goals & Activities



3.3 Focus professional development on community members

- Develop a 5-year professional development plan for all 13 First Nations
- Partner with universities and colleges to research and develop accreditation for First Nations educators (TA's, TE's, social counsellors, language teachers, psychometrists and speech pathologists)
- Advance the development of PLC's (Professional Learning Circles) to include community members
- Enhance summer institutes to include added days and participation of TA's, TE's
- Focus PD activities each year on a different group (TA's/TE's, social counsellors, Ed Directors, LEA's) and issues (special education, trauma/crises, health, nutrition, land-based/outdoor education)
- Provide ongoing virtual and on-site coaching/mentoring to enhance community members' roles and skills
- Partner with tribal councils to support an Annual district education conference in a First Nation

3.4 Partner with other groups to expand community-based education options

- Develop options for grade nine in all 13 First Nations
- Connect with non-profits, government and private sector groups where funding and community interests clearly align, to create new supports for students

Support community members as lifelong educators.



4.1 Advance the use of the Kwayaciiwin curriculum in every classroom

- Hire a Curriculum Implementer to advance the use of Kwayaciiwin curriculum in all classrooms
- Revise all Kwayaciiwin job descriptions to include curriculum implementation responsibilities
- Assess school reviews and school success plans to identify each FN's priorities, needs re curriculum
- Identify a curriculum liaison at each school
- Complete an annual on-site assessment of Kwayaciiwin curriculum use in each school
- Clarify teaching plans to use the curriculum in immersion or non-immersion streams
- Choose curriculum themes for each school year, and focus on a different grade each year
- Use a summer institute for curriculum implementation planning, with follow up for each FN
- Make curriculum review, materials and feedback a part of all professional development activities
- Conduct an annual evaluation of Kwayaciiwin curriculum with principals and teachers

4.2 Further develop bilingual/bicultural and community-based learning materials

- Create new courses and learning materials
 - o "My community", using Elders' stories, history, language, land, GIS maps
 - o Indigenous-Canadian history
 - o Life skills – traditional and mainstream
 - o Outdoor education, and land based learning courses
- Adapt and enhance materials for all courses to relate to land, language, traditions
- Develop a student guidance outline and student life plans framework
- Produce written and audio materials, songs, music for classrooms and broadcast over radio
- Increase the production and distribution of community designed learning materials
- Create an on-line library/access to materials

Cultural Integrity Goals & Activities



4.3 Research and reflect Anishinine/Anishinaabe traditions in education

- Establish a Kwayaciiwin Elders working group to develop projects and materials for schools
- Record and archive Elders' knowledge in each community
- Promote Elders' involvement in community schools
- Adapt student learning assessment tools to reflect cultural/language differences
- Develop 'tradigital' models for combining traditional and contemporary education practices
- Sponsor land/language/culture-based pilot projects annually – summer camps
- Promote outdoor education and healthy, active living strategies

4.4 Support cultural foundations in every school

- Facilitate an inventory of each community's cultural resources – elders, trappers, hunters, materials
- Kwayaciiwin staff participate in cultural activities in communities – one per year per community
- Showcase Anishinine/Anishinaabe ways of learning and teaching, the cultural strengths and successes of students, teachers, elders, and community – through the website, newsletter, radio



Uphold Anishinine/Anishinaabe culture as the foundation for First Nations' education.

2016 Strategic Planning Participants

Kwayaciiwin Board of Directors

Richard Morris, Independent First Nations Alliance (retired),
Kitchenuhmaykoosib Inninuwug
Moses Kakekaspan, Keewaytinook Okimakanak, Education Director,
Fort Severn
Michael Bottle, Education Director and Band Councillor,
Mishkeegogamang

Barbara Wynn, Independent First Nations Alliance (interim), White Sands
James Chapman, Windigo Tribal Council, Education Director, Sachigo
Lake
Mary Angees, Shibogama Tribal Council, Wunnumin
Sophie Moskotaywenene, Elder, Bearskin Lake

Kwayaciiwin Staff

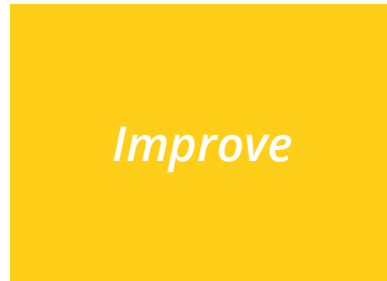
Matthew Angees, Executive Director (Interim)
Margaret Angeconeb, First Nations School Success Program Coordinator
Nelson Makoop, Academic Readiness Project Coordinator
Eugene Southwind, Finance and Human Resource Officer
Charlotte Semple, Administrative Assistant
Amanda McLean, School Success Planning Lead
Lesley Tomporowski, Assessment Lead
Charles Brown, School Success Planner
Brooke Skene, Literacy Coach
Melissa Bortlis, Early Literacy Coach

Bronwyn MacDonald, Numeracy Coach
Sandra Bighead, Native Language Specialist
Ballena Anderson, Immersion Specialist
Robert Turtle, IT Technician/Database Clerk
Gabrielle Cosco, Artist/Illustrator
Doris Kamenawatemin, Production Assistant
Monika Orzechowska, Technology and Performance
Measurement Lead

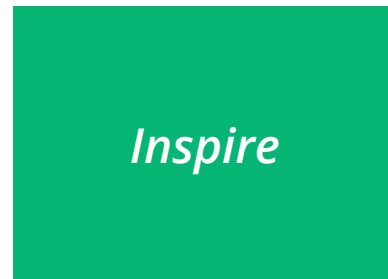
First Nations Representatives

Chief Rosemary McKay, Bearskin Lake
Albert Chapman, Michikan Education Authority, Bearskin Lake
Jerry Mekanak, Education Director, Bearskin Lake
Christine Beardy, Michikan Education Authority, Bearskin Lake
Darlene Beardy, Chair, Michikan Education Authority, Bearskin Lake
Tilleya Nothing, Michikan Education Authority, Bearskin Lake
Deputy Chief Ellen Wesley-Oombash, Cat Lake
Marie Stewart, Education Director, Cat Lake
Evelyn Meekis, Education Authority member, Deer Lake
Lavina Winter, Education Authority member, Deer Lake
Mona Meekis, Education Authority member, Deer Lake
Stephen Doyon, Principal, Deer Lake
Connie Thomas, Education Authority member, Fort Severn
Josie Semple, Education Director, Kasabonika
Madeline Cutfeet, Education Authority member, Kasabonika
Mike Morris, Councillor, Kasabonika
David Thompson, Education Director, Keewaywin
Milton Harper, Principal, Keewaywin
Amos Mamakwa, Councillor, Kingfisher Lake
Edna Quequish, Education Director, Kingfisher Lake
Angus McKay, Deputy Chief, Kitchenuhmaykoosib Inninuwug
Bill Sainnawap, Education Director, Kitchenuhmaykoosib Inninuwug
Jemima Cutfeet, Principal, Kitchenuhmaykoosib Inninuwug
Sadie McKay, Elder & school board member, Kitchenuhmaykoosib
Inninuwug
Lois James, Councillor, MacDowell Lake
Chief Connie Gray-McKay, Mishkeegogamang
Deputy Chief Roy Fiddler, Muskrat Dam
Edith Thunder, Principal, Muskrat Dam

Roy Morris, Education Director, Muskrat Dam
Chief Dinah Kanate, North Caribou Lake
Saul Williams, Education Director, North Caribou Lake
Emily Anishnabe, Teacher, North Caribou Lake
Calvin Rae, Education Authority member, North Spirit Lake
Jesslynne Oombash, Education Authority member, North Spirit Lake
Samson Keeper, Education Authority Chair, Pikangikum
Daniel Keeper, Assistant Education Director, Pikangikum
Dorothy Quill, Education Authority trustee, Pikangikum
Lillian Peters, Education Authority trustee, Pikangikum
Robert Beardy, Councillor, Sachigo Lake
Rhoda Tait, Education Authority Board member, Sachigo Lake
Fabian Crow, Councillor, Sandy Lake
Frankie Crow, Board of Education, Sandy Lake
Troy Kakepetum, CEO, Sandy Lake Board of Education
Cecilia Spence, Councillor, Slate Falls
Chancellor Crane, Education Director, Slate Falls
Georgina Winter, Councillor, Wapekeka
Ronald James Brown, Education Director, Wapekeka
Darryl Brown, school staff, Wapekeka
Leighton Anderson, Councillor, Wawakapewin
Myla Wabasse, Education Authority member, Wunnumin Lake
Sam Mamakwa, Education Director, Wunnumin Lake
Darrin Potter, Director of Education, Keewaytinook Okimakanak
Desta Buswa, Education Advisor, Keewaytinook Okimakanak
Mida Quill, Support Services Coordinator, Shibogama Tribal Council
Charles Meekis, Program Services Director, Windigo Education Authority
Gail Winter, Health Services Coordinator, Independent First Nations
Alliance



5 Year Milestones 2016-2021



Updated April 2019

I. CAPACITY BUILDING: Strengthen the organization's ability to provide quality support services.						
1.1 Manage growth and secure sustainable funding	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Continue to access structural readiness/capacity development funds	Capacity Development	√	√	√		
b. Pursue core funding as a regional education organization for 13 First Nations	Capacity Development			S		
c. Consolidate revenues and restructure staff into community-focused teams	Board			S		
d. Increase and diversify revenues through publishing and printing sales, special projects, fees for service, cost-sharing initiatives and research ventures	Printing & Publishing	S	S	S		
e. Develop a business model and marketing plan to increase and manage sales and fees for services	Printing & Publishing			S		
f. Expand facilities to include a storefront location, with larger production space	Capacity Development					

I. CAPACITY BUILDING: Strengthen the organization's ability to provide quality support services.						
1.2 Foster leadership and team work within the Board and staff	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Recruit a permanent Executive Director, supervised and evaluated by the Board	Board		S	√		
b. Confirm a Board chairperson	Board	√	√	√		
c. Have Board meetings bi-monthly. Establish Finance & Human Resource Committees to report to the Board. Create an Education Leadership Council to support the Board and staff	Board & E.D.					
d. Include Board orientation and training at quarterly meetings (twice a year)	Board		√	√		
e. Schedule structured monthly staff meetings and team meetings	E.D.		S	S		
f. Hold an annual Board-staff retreat	Board & E.D.	√	√	√		

I. CAPACITY BUILDING: Strengthen the organization's ability to provide quality support services.						
1.3 Develop internal policies & practices for effectiveness and accountability	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Create a standardized approach to evaluate and respond to school needs and priorities	School Success Coord			S		
b. Establish staff guidelines for balancing support services within and between schools	"			S		
c. Increase the length of team community visits (2-3 days)	"			S		
d. Include service agreements and staff reporting in each First Nation protocol	Capacity Development Coord			S		
e. Enhance the tracking of visits and contacts, to reflect time spent with contacts and length of visits	E.D.			S		
f. Improve personnel policies and procedures related to staff recruitment, orientation, retention, succession, supervision, evaluation, professional development, occupational health and safety	HR	→	→	→		
g. Develop risk management and financial management plans and policies	E.D.	S	S	S		
h. Review the Strategic Plan quarterly and update annually, with Board and staff (<i>only reviewed annually</i>)	E.D.	→	→	→		

I. CAPACITY BUILDING: Strengthen the organization's ability to provide quality support services.						
1.4 Enhance communications and outreach	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Develop a communications and outreach strategy	Communications	S	S	S		
b. Update and maintain routine communications – website and social media, newsletter, radio show	“	→	→	→		
c. Keep a database of community visits and activities Post a quarterly calendar with a schedule of community visits on the website	Performance Measures Lead			S		
d. Enhance the Annual Report to include a Strategic Plan progress report and district-wide data on student performance and attendance at each grade level	E.D.		√	√		
e. Implement the IT/IM plan, digitize and centralize files with shared access systems	IT/IM Lead	S	→	→		
f. Hold the AGM, Board meetings and Education Directors meetings in First Nations	Board E.D.					

III. COMMUNITY EMPOWERMENT: Support community members as lifelong educators.						
3.3 Focus professional development on community members	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Develop a 5-year professional development plan for all 13 First Nations	Capacity Development		√			
b. Partner with universities and colleges to research and develop accreditation for First Nations educators (TA's, TE's, social counsellors, language teachers, psychometrists and speech pathologists)	E.D. Cap Dev					
c. Advance the development of PLC's (Professional Learning Circles) to include community members	School Success	S	S	S		
d. Enhance summer institutes to include added days and participation of TA's, TE's	School Success		S	S		
e. Focus PD activities each year on a different group (TA's/TE's, social counsellors, Ed Directors, LEA's) and issues (special education, trauma/crises, health, nutrition, land-based/outdoor education)	School Success	→	→	→		
f. Provide ongoing virtual and on-site coaching/mentoring on how to enhance community members' roles and skills	School Success	S	S	S		
g. Partner with tribal councils to support an Annual district education conference in a First Nation	E.D. & Board					
3.4 Partner with other groups to expand community-based education options	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Develop options for grade 9 in all 13 First Nations.	Cap Dev					
b. Connect with non-profits, government and private sector groups where funding and community interests clearly align, to create new supports for students.	E.D. Cap Dev					

II. UNIFIED PRACTICES: Promote protocols, shared practices and partnerships						
2.2 Promote standardized school policies and practices	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Facilitate shared policies/practices among the 13 community schools re: attendance/school closures; student assessment; data collection /information management; teacher/principal recruitment and screening; principal mentoring/ supervision, evaluation; curriculum implementation	Capacity Development	→	→	→		
b. Develop Kwayaciiwin-LEA-school-community information-sharing and communication guidelines	Capacity Development					
c. Include approved standards and policies in First Nation Protocols and professional development	Capacity Development					
d. Review approved standards and policies with Kwayaciiwin staff, FNs education authorities, Education Directors, and principals	Capacity Development					
2.3 Ensure consistent special education supports for all schools		YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Expand the 2015-16 high cost special needs cost-sharing agreement, to include all 13 First Nations	School Success	→	→	→		
b. Develop proposals and negotiate funding for special needs assessments, speech and language therapy services at all grade levels, for all schools	School Success	→	→	→		
c. Include special needs services agreement in each First Nation protocol	School Success	→	→	→		

II. UNIFIED PRACTICES: Promote protocols, shared practices and partnerships						
2.4 Advance the use of shared technology and Information management systems by schools	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Complete an IT audit, needs assessment and plan for each school annually, to include in protocols	Perf Measures Lead	S	S	S		
b. Support renewed negotiations with Northwest Band-Width Initiative to ensure 200 MB per student	Board					
c. Negotiate service-level agreements with each FN to guarantee dedicated band-width for schools						
d. Identify and mentor an IT/IM liaison in each school	Perf Measures Lead	S	S	S		
e. Facilitate an IT/IM professional learning community	Perf Measures Lead	S	S	S		
f. Support DADAVAN systems maintenance and security; coach school staff in enhanced use	Perf Measures Lead	→	→	→		
g. Assist with troubleshooting such as connecting to the Internet, speed	Perf Measures Lead	→	→	→		

II. UNIFIED PRACTICES: Promote protocols, shared practices and partnerships						
2.5 Facilitate community-based First Nations education governance training	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Deliver training to 13 First Nations LEAs/Boards and Education Directors, to increase their governance knowledge and improve practices	Capacity Development			S		
b. Include governance training plans in First Nation Protocols	Cap Dev					
c. Develop education governance guidelines based on feedback from training sessions	Cap Dev					
d. Provide coaching and mentoring to education directors and LEA's	Cap Dev	S	S	S		
e. Include training through workshops at education conferences, institutes and meetings	Cap Dev		S	S		

III. COMMUNITY EMPOWERMENT: Support community members as lifelong educators.							
3.1 Promote community involvement in education	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21	
a. Facilitate working groups of community members and school staff to promote involvement	School Success						
b. Host and participate in special events in communities - career fairs, family literacy nights, etc.	School Success	→	→	→			
c. Recruit corporate sponsors for events and expanded awards	School Success						
d. Showcase student and school/community success stories through the website, newsletter and radio	School Success w Communi- cations	→	→	→			
e. Create a framework and funding for a Kwayaciiwin-community liaison in each First Nation school	School Success						

III. COMMUNITY EMPOWERMENT: Support community members as lifelong educators.						
3.2 Enhance social and special needs supports	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. lobby INAC to cost share for a specialist to go to each community	School Success					
b. Advocate with health providers (i.e. Nodin, Telehealth, Firefly) for school mental health supports	School Success					
c. Introduce, adapt and support restorative practices in every school	School Success					
d. Develop social counselling resources and a model for student life plans to include in OSR's	School Success					
e. Offer strategies and support for teachers, parents, Elders and community re students' special needs	School Success	S	S	S		
f. Increase training for teachers, parents, classroom assistants, social counsellors to better respond to the spectrum of students' special needs – i.e. health, addictions, FAS, bullying	School Success	S	S	S		

NOTE: Jordan's Principle funding is being accessed by schools and other groups to increase youth supports, i.e. NAN's Choose Life

III. COMMUNITY EMPOWERMENT: Support community members as lifelong educators.						
3.3 Focus professional development on community members	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Develop a 5-year professional development plan for all 13 First Nations	Capacity Development		√			
b. Partner with universities and colleges to research and develop accreditation for First Nations educators (TA's, TE's, social counsellors, language teachers, psychometrists and speech pathologists)	E.D. Cap Dev					
c. Advance the development of PLC's (Professional Learning Circles) to include community members	School Success	S	S	S		
d. Enhance summer institutes to include added days and participation of TA's, TE's	School Success		S	S		
e. Focus PD activities each year on a different group (TA's/TE's, social counsellors, Ed Directors, LEA's) and issues (special education, trauma/crises, health, nutrition, land-based/outdoor education)	School Success	→	→	→		
f. Provide ongoing virtual and on-site coaching/mentoring on how to enhance community members' roles and skills	School Success	S	S	S		
g. Partner with tribal councils to support an Annual district education conference in a First Nation	E.D. & Board					
3.4 Partner with other groups to expand community-based education options	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Develop options for grade 9 in all 13 First Nations.	Cap Dev					
b. Connect with non-profits, government and private sector groups where funding and community interests clearly align, to create new supports for students.	E.D. Cap Dev					

IV. CULTURAL INTEGRITY: Uphold Anishinine/Anishinaabe culture as the foundation for First Nations' education						
4.1 Advance the use of the Kwayaciiwin curriculum in every classroom	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Revise all Kwayaciiwin job descriptions to include curriculum implementation responsibilities	Human Resources					
b. Assess school reviews and school success plans to identify each FN's priorities, needs re curriculum	Language & Culture	S	S	S		
c. Identify a curriculum liaison at each school	Language & Culture	S	S	S		
d. Complete an annual on-site assessment of Kwayaciiwin curriculum use in each school	Language & Culture	S	S	S		
e. Clarify teacher plans to use the curriculum in immersion or non-immersion streams	Language & Culture					
f. Choose curriculum themes for each school year, and focus on a different grade each year	Language & Culture					
g. Use a summer institute for curriculum implementation planning, with follow up for each FN	Language & Culture					
h. Make curriculum review, materials and feedback a part of all professional development activities	Language & Culture					
i. Conduct an annual evaluation of Kwayaciiwin curriculum with principals and teachers	Language & Culture					

IV. CULTURAL INTEGRITY: Uphold Anishinine/Anishinaabe culture as the foundation for First Nations' education						
4.2 Further develop bilingual/bicultural and community-based learning materials	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Create new course outlines, units and learning materials <ul style="list-style-type: none"> ◦ "My community", using Elders stories, history, language, land, GIS maps ◦ Indigenous-Canadian history ◦ Life skills – traditional and mainstream ◦ Outdoor education, and land-based learning courses 	Language & Culture			S		
b. Adapt and enhance materials for all courses to relate to land, language, traditions	Language & Culture		→	→		
c. Develop a student guidance outline and student life plans framework	Language & Culture					
d. Produce written and audio materials, songs, music for classrooms and broadcast over radio	Language & Culture	→	→	→		
e. Increase the production and distribution of community designed learning materials	Language & Culture	→	→	→		
f. Create an on-line library/access to materials on the website	Language & Culture			S		

IV. CULTURAL INTEGRITY: Uphold Anishinine/Anishinaabe culture as the foundation for First Nations' education						
4.3 Research and reflect Anishinine/Anishinaabe traditions in education	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Establish a Kwayaciiwin Elders working group to develop projects and materials for schools	Language & Culture		S	S		
b. Record and archive Elders' knowledge in each community	Language & Culture		S	S		
c. Promote Elders' involvement in community schools	Language & Culture	→	→	→		
d. Adapt student learning assessment tools to reflect cultural/language differences	Language & Culture					
e. Develop 'traditional' models for combining traditional and contemporary education practices	Language & Culture w Perf Measures		S	S		
f. Sponsor land/language/culture-based pilot projects annually – summer camps	Language & Culture					
g. Promote outdoor education and healthy, active living strategies	Language & Culture	→	→	→		

IV. CULTURAL INTEGRITY: Uphold Anishinine/Anishinaabe culture as the foundation for First Nations' education						
4.4 Support cultural foundations in every school	WHO WILL DO	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21
a. Facilitate an inventory of each community's cultural resources – elders, trappers, hunters, materials	Language & Culture					
b. Kwayaciiwin staff participate in cultural activities in communities – one per year per community	Language & Culture	S	S	S		
c. Showcase Anishinine/Anishinaabe ways of learning and teaching, the cultural strengths and successes of students, teachers, elders, and community – through the website, newsletter, radio	Language & Culture					



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— 6·7·8·9 —

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