

Six Nations Lifelong Learning

How to Participate

The Lifelong Learning Taskforce (LLTF) is working towards fulfilment of their mandate using an information processing cycle of gathering information, sharing information, consolidating input and developing recommendations.

You can participate in several ways:

Comment on Survey: Please provide your written feedback to the survey. Your insights and ideas are very welcome here.

Tell us about yourself: On the “About You” page, please share a little about yourself.

Show your level of support: On each of the topic pages, please use the buttons to show your level of support for the different topics.

About You

GENDER

- ☐ Female ☐ Male
☐ Other: _____

AGE

- ☐ 18-29 ☐ 60-79
☐ 30-39 ☐ 80+
☐ 40-59

RESIDENCE

- ☐ On Six Nations of the Grand River Territory
☐ Off Six Nations of the Grand River Territory

BAND AFFILIATION

- ☐ A Band Member of Six Nations of the Grand River
☐ A Band Member of another First Nation community
☐ Not a Band Member

IDENTIFICATION (choose all that apply)

- ☐ SNGR parent/guardian/caregiver of a child in elementary school on SNGR Territory
☐ SNGR parent/guardian/caregiver of a child in secondary school on SNGR Territory
☐ SNGR parent/guardian/caregiver of a child in elementary school off SNGR Territory
☐ SNGR parent/guardian/caregiver of a child in secondary school off SNGR Territory
☐ SNGR parent/guardian/caregiver of a child receiving Special Education services on SNGR Territory
☐ SNGR parent/guardian/caregiver of a child receiving Special Education services off SNGR Territory
☐ SNGR student (over the age of 18)
☐ SNGR elementary school teacher/administrator
☐ Other SNGR elementary school employee
☐ SNGR secondary school teacher/administrator
☐ Other SNGR secondary school employee
☐ Retired SNGR school teacher/administrator
☐ SNGR Haudenosaunee language teacher
☐ Haudenosaunee language speaker
☐ Haudenosaunee language learner
☐ Knowledge Keeper
☐ Other: _____

Phase 1 Information Management and Technology

The LLTF contracted consultants in early 2020 to undertake additional research and community engagement to obtain clear recommendations on information management and technology for a K-12 education system at Six Nations. The outcomes recommend a phased-transition plan as a technology solution (see pages 104-108 of the [Six Nations Education Technology Assessment Final Report](#)). Your input will assist us in confirming and/or refining these recommendations.

Add additional thoughts, ideas or comments

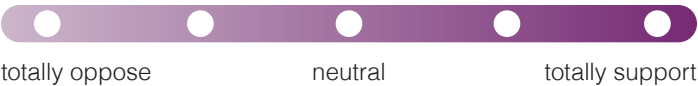
Information Management and Technology Phase 1

Phase 1 of the education technology transformation focuses on addressing critical pain points, including the need for a centralized location to retrieve information on students studying at K-12 entities. Access to vital information such as student demographics information, learning outcomes, and student progression will provide evidence to support planning for improvements consistently across the system. This phase can be considered a quick win in the immediate future (i.e., 6 months ~ 1 year).

IMT Phase 1 recommendation includes:

- Introduction of new Student Information System (SIS) at centralized location, which will be integrated with all K-12 entities' SISs to retrieve information on K-12 students.
- Entities are not required to introduce any new system but need to integrate the new centralized SIS with their SISs.
- Centralized IT support will be established to reduce operating costs.

What is your level of support for Phase 1 recommendations?



Information Management and Technology Phase 2

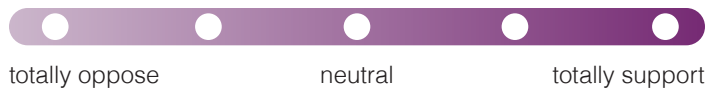
Phase 2 of the education technology transformation focuses on introducing a new centralized Learning Management System (LMS) platform to deliver education content rich in Haudenosaunee language and culture while improving the existing technology infrastructure that connects community and K-12 education entities.

The introduction of the centralized LMS will help Six Nations to build a repository of educational content that is rich in Haudenosaunee language and culture and make this available to families, educational entities and learners. This is the intermediate stage of the education technology transformation, which can be set to complete in approximately two years after completion of Phase I.

IMT Phase 2 recommendation includes:

- Introduction of Learning Management System (LMS) to complement the Student Information System (SIS) introduced during phase 1. The LMS will work in conjunction with entities' LMS to deliver educational content related to Haudenosaunee language and culture.
- K-12 education entities are not required to introduce any new system but need to support the integration of their SISs and LMSs with those of the central entity.

What is your level of support for Phase 2 recommendations?



Add additional thoughts, ideas or comments

tion of the new ERP systems (i.e., HR and Finance systems) with entities' HR and Finance systems.

- K-12 entities aren't required to introduce any new system but need to support the integration of the centralized SIS, LMS, HR and Finance systems with similar systems at the individual entity level.

What is your level of support for Phase 3 recommendations?



Add additional thoughts, ideas or comments

Information Management and Technology Phase 3

Phase 3 of the education technology transformation aims to build a world-class education technology ecosystem on Six Nations, which is well integrated at both community and entity levels within the next 3~5 years (2-3 years after completion of Phase 2).

This ecosystem will provide a 360-degree view on students, teachers and staff, enabling an enhanced educational experience for all key stakeholders involved in education. Education leaders on both community and individual entity level will be able to access consolidated data for data-driven decision-making and reporting.

IMT Phase 3 recommendation includes:

- Introduction of new centralized Enterprise Resource Planning (ERP) systems (e.g., HR and Finance management) and
- integration with Student Information System (SIS) and Learning Management System (LMS). Integra-

Central Coordination

Overview

According to recent research and engagement (as well as previous initiatives in the community) the establishment of a standalone (separate from political) central coordination body would alleviate challenges of duplication and coordination of efforts and ensure consistency in supports offered for students, teachers, principals, and parents (see pages 24 & 32 of the Six Nations Education Study). We are currently considering the question, how might a centrally coordinated system for K-12 education benefit the students and the community as a whole?

Vote on Options: On each of the recommendations below regarding Central Coordination for a K-12 education system at Six Nations, please use the buttons to show your level of support for the recommended functions and staffing suggestions.

Draft recommendations on a centrally coordinated system designate the following functions as necessary for the successful delivery of K-12 education:

Finance

- Follow financial policies as developed by governing body.
- Paying for all staffing costs (salaries, wages and benefits) at competitive rates, transportation costs, and school utilities directly from central funds.
- Transferring funding to individual schools for specific purchases, such as textbooks, printing and photocopying, or other learning resources.
- Centralized purchasing to benefit from bulk purchasing.



Add your thoughts, comments or ideas

Human Resources

- Follow human resource policies as developed by governing body.
- Manage recruitment, development, retention and succession plans to develop, attract and retain well-qualified teachers and staff who have a deep understanding of our language and culture.



Add your thoughts, comments or ideas

Capital and Infrastructure

- Ensure all education related facilities are state-of-the-art education facilities and conduct annual assessments to ensure quality operations and maintenance provision.
- Ensure all education related facilities include outdoor space for learning and socializing, playgrounds, accessibility, and extracurricular infrastructure to support extracurricular programming.



Add your thoughts, comments or ideas

Transportation

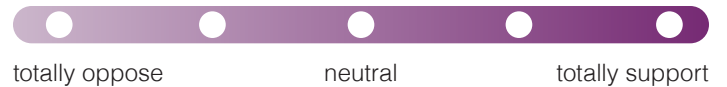
Conduct annual assessments of education transportation system and make adjustments as required to meet the needs of students and families.



Add your thoughts, comments or ideas

Technology

- Establish and manage a technology enabled education system that includes a student management and administration system, a finance and human resources system, a classroom technology platform, and in-classroom technology.
- Ensure the technology provides data to make decisions that will improve student success and have systems to enable finance and human resources to work effectively.



Add your thoughts, comments or ideas

Mental Health

Ensure a holistic array of supports and services are available to every K-12 student and their families to provide greater support for student success.



Add your thoughts, comments or ideas

Culture and Language

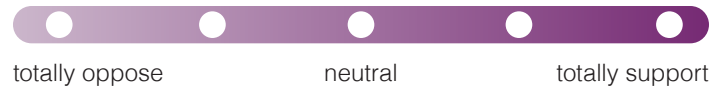
Ensure the foundational principles of fostering and promoting Haudenosaunee language and culture are integrated into all aspects of the education system in a way that can be measured, reported on and improved over time.



Add your thoughts, comments or ideas

Second Level Services

- Responsible for establishing appropriate community-wide committees to represent the interests of parents, including parents of children with special needs.
- Manages all contracts for support service requirements that cannot be accommodated internally.



Add your thoughts, comments or ideas

Central Hub

For language and culture, curriculum, professional development and research.



Add your thoughts, comments or ideas

Central Coordination Staffing Suggestions

Please select ALL staffing positions you feel are necessary and in the comments add any additional suggestions

Suggested Staffing for a central coordination unit includes:

- ☐ Director of Education
- ☐ Finance and Administrative Lead: Finance
- ☐ Finance and Administrative Lead: Payroll
- ☐ Finance and Administrative Lead: Purchasing
- ☐ Human Resources
- ☐ Academic Lead
- ☐ Mental Health Lead
- ☐ Administrative Staff
- ☐ Information Technology
- ☐ Support Staff: Psychologist
- ☐ Support Staff: Occupational Therapist
- ☐ Support Staff: Researchers

Other suggestions or ideas:

Add your thoughts, comments or ideas

Phase 2 Special Education

Early work of the LLTF revealed a need to provide increased assistance to address the requirements of special needs students in order to increase graduation rates and ensure their full participation in the education system. The Six Nations Education Study indicated the need for additional funding for education assistants, resource and classroom teachers, and special equipment and technology.

The LLTF contracted Kevin V. Sandy Consulting to review the current landscape of Special Education at Six Nations and identify promising practices, gaps, and needs in the form of recommendations. Current findings reveal that the current Special Education landscape is not supporting or meeting the needs of all Six Nations learners. This work reveals a community desire to ensure an inclusive approach to Special Education.

The LLTF also contracted Marlene Finn Wolfman Consulting to identify gaps in the provision of education services (including Special Education Services).

The LLTF is currently following up on many of the recommendations identified in the reports on Special Education and Second Level Services. Your input on the following will assist us in further refining these recommendations.

Summary of Special Education Report

Dawn T. Maracle Consulting & Kevin V. Sandy Consulting (2020)

Community Needs

- Special Education Resource Teachers (SERT) – there are no SERT positions in our school system. However, a number of teachers have Special Education certification. According to Indigenous Services Canada (ISC) officials, there are enough teachers to provide this support, which primarily falls on the Teaching Assistants.
- Students with Individual Education Plans (IEPs) need more time, alternative learning settings, and modifications. The key is individualizing programs to meet their needs.
 - more funding needed to address Special Education needs, on every level (admin, teacher salary and benefits, time, resources, technology, home technology, and other support tools).

An Ideal Haudenosaunee Special Education

- inclusive, not separate
- Special Education Resource Teachers at every school
- more land-based learning opportunities
- Haudenosaunee teachings and values must guide the development of a Special Education model
- inter-agency approach; connect with community partners
- Special Education support for wrap-around services
- regular staff development training re: meeting diverse learner needs

Recommended Calls to Action

- create Special Education Advisory Committee
- budget for culture and language support resources
- examine technology needs
- examine second level services
- seek updates from AFN re: 2020 special education report
- use document "A Guide to an Act Respecting Indigenous Languages" to support culture and language strategy
- identify knowledge and skills needed to hire Special Education Resource Teachers
- develop a Human Resources plan for Special Education
- determine what student success means to us
- identify culture and language aspects of Special Education
- create strategic plan
- create 5 year cost model



Special Education Advisory Committee (SEAC)

1. Create a Special Education Advisory Committee (SEAC) made up of educators, parents and those knowledgeable of Haudenosaunee culture to lead the design of a community-based Special Education Strategy/Program that provides individualized support to the students.



Add your thoughts, comments or ideas

Resources for Indigenous/Haudenosaunee Educators

2. Designate financial resources for Indigenous/Haudenosaunee Educators to develop cultural and language resources/books/audio to support a wide range of learning styles.



Add your thoughts, comments or ideas

Resources for assistive technology and training

3. Designate financial resources for assistive technology and training that will support the needs of students with disabilities and their families.



Add your thoughts, comments or ideas

Special Education Director

The 4th recommendation from the Special Education and Second Level Services reports is to designate a Special Education Director position. Please review the list of potential roles and responsibilities below and select ALL you are in agreement with.

Please add any additional thoughts and suggestions in the comments section.

It is recommended that the Special Education Director:

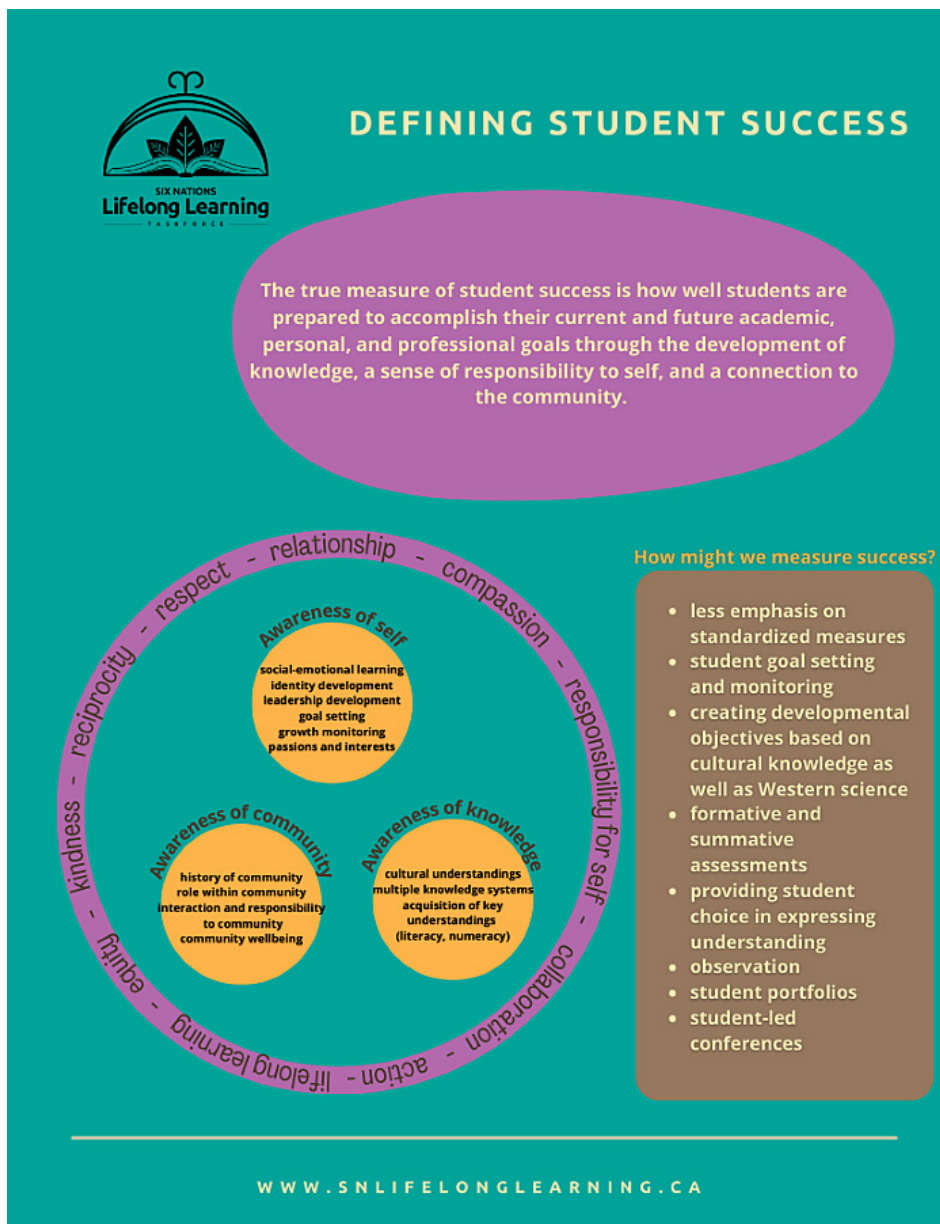
- ☐ Work in conjunction with the SEAC to develop a multi-year Special Education strategy
- ☐ Establish a Special Education program in every school including education for neuro-diversity learners, gifted learners, and physically limited learners
- ☐ Work in partnership with teachers & family to develop Individual Education Plans and monitor individual progress
- ☐ Make curriculum modifications and accommodations
- ☐ Develop and maintain a parent guide to Special Education
- ☐ Make recommendations for purchasing
- ☐ Coordinate, supervise and evaluate contracted paraprofessionals and Special Education Resource Teachers (SERTS)

Add your thoughts, comments or ideas

Phase 2

Defining Student Success

The following graphic was developed through review and synthesis of multiple avenues of information such as, previous and recent documents produced at Six Nations, scholarly articles related to student success and several discussions on the topic. Included in this graphic is a draft definition of student success, three draft target elements for student success and their associated draft components, and a draft list of ideas on how we might measure student success.



Student Success – Draft Definition

What is your level of support for:

The draft definition of Student Success: The true measure of student success is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility to self, and a connection to the community.

totally oppose neutral totally support

Add your thoughts

Your input on the following will assist us in further refining recommendations on defining and measuring student success in our own terms.

Awareness of Self

Draft Target Element for Student Success – Awareness of Self

Indicate your level of support for individual components of – Awareness of Self as a target element for student success

Social-emotional learning



Add your thoughts

Identity development



Add your thoughts

Leadership development



Add your thoughts

Goal Setting



Add your thoughts

Passion and interests



Add your thoughts

Growth monitoring



Add your thoughts

Other Component

Add your thoughts

Awareness of Community

Draft Target Element for Student Success – Awareness of Community

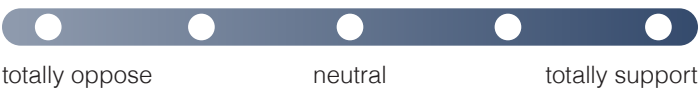
Indicate your level of support for individual components of – Awareness of Community as a target element for student success

History of community



Add your thoughts

Role within the community



Add your thoughts

Interaction and responsibility to community wellbeing



Add your thoughts

Other Component

Add your thoughts

Awareness of Knowledge

Draft Target Element for Student Success – Awareness of Knowledge

Indicate level of support for individual components of – Awareness of Knowledge as a target element for student success

Cultural understandings



Add your thoughts

Multiple knowledge systems



Add your thoughts

Acquisition of key understandings (i.e. literacy and numeracy)



Add your thoughts

Other Component

Add your thoughts

Measuring Student Success

Check off all ideas you are in agreement with and add any other ideas and thoughts you may have on measuring student success

- ☐ Less emphasis on standardized measures
- ☐ Student goal setting and monitoring
- ☐ Creating developmental objectives based on cultural knowledge as well as Western science
- ☐ Formative evaluation (monitor student learning to provide ongoing feedback)
- ☐ Summative evaluation (evaluate student learning by comparing it against some standard or benchmark)
- ☐ Providing student choice in expressing understanding
- ☐ Observation
- ☐ Student portfolios
- ☐ Student-led conferences
- ☐ Other (add your ideas and thoughts)

Add your thoughts

Please e-mail the completed survey to vernajohnson@sixnations.ca

Upcoming Phases

Schedule of Consultation



Lifelong Learning Taskforce

LLTF Community Engagement Planner 2020-2021

Recommendations on Lifelong Learning - Schedule of Engagement Topics for Discussion

Engagement Phase	Category	Topic	Starting	Ending
Phase 1	Governance	Mission (round 1)	Oct-20	Dec-20
		Vision (round 1)	Oct-20	Dec-20
		Principles (round 1)	Oct-20	Dec-20
	Operations	Central Coordination	Oct-20	Sep-21
	Infrastructure	Information Management and Technology	Oct-20	Sep-21
Phase 2	Learning Environment	Special Education	Nov-20	Sep-21
Phase 3	Learning Environment	Student Success	Jan-21	Sep-21
Phase 4	Governance	Governance Model	Apr-21	Sep-21
	Operations	Operational Structure	Apr-21	Sep-21
	Learning Environment	Secondary School	Apr-21	Sep-21
Phase 5	Infrastructure	Capital & Infrastructure Plan	May-21	Sep-21
		Transportation	May-21	Sep-21
Phase 6	Operations	Funding Formula	Jun-21	Sep-21
Phase 7	Learning Environment	Spiritual, mental and physical health	Jul-21	Sep-21
Phase 8	Governance	Mission (round 2)	Aug-21	Sep-21
		Vision (round 2)	Aug-21	Sep-21
		Principles (round 2)	Aug-21	Sep-21
		Transition Plan	Aug-21	Sep-21