



FACT SHEET

A RESPONSE TO A RECENT LETTER SUBMITTED BY KSS IN-SCHOOL CHAIRPERSON ON BEHALF OF SOME KSS PARENTS AND MADE PUBLIC

The following statements in black quotations are verbatim excerpts from a public document circulated on social media that was developed by some parents at the May 22, 2019 KSS In-school meeting. Not all statements require a response in this format; however, they will be addressed through our formal processes.

The KEC is drafting its response to the formal letter addressed in its entirety through our normal processes.

KSS In- School Chair

Robin should have been present to present the document so she could answer questions, provide explains and receive suggestions with explanations first hand KSS In-School Chair.”

FACT: It is not The Director of Education’s role to present at In-school parent meetings. It is the role and responsibility of the principal of KSS. In the other two community schools, it is the principals who led their growth plans, not KEC administration. If scheduling permits and we are requested to attend, the Director(s) will be present.

Parents were given the opportunity to give feedback on the KSS school plan for 2019-2020 school year during the KSS In-School meeting.

Parents in attendance refused to allow the principal and interim associate principal to complete their presentation of the 2019-20 KSS School plan.

“Both KSS KCSC reps declared that the document we were given was different from the document presented to them at their meeting (KCSC monthly mtg presented by Robin)” KSS In-School Chair

FACT: A plan is a living document, which is not stagnant. Meaning after the presentation to the KCSC by Robin, the team met and continued working on the plan. The KSS In-School Committee received a more in-depth plan built off the same goals and objectives that Robin presented to the KCSC.

Consultation, Analysis, Planning & Monitoring page:

“Does not state who is responsible for doing what at each point. Who is involved? Are teachers involved in each step of the process? Why not? Or How? Parents, where/how/will they be involved?” KSS Chair

FACT:

- The KEC now have a curriculum team who are responsible for developing curriculum. Their work is driven by the parent consultation and multiple formal and informal assessments and school reviews. There are various processes they go through when developing, implementing and piloting curriculum.

Who is involved? The KEC curriculum team along with specialized consultants and teachers.

Are teachers involved in each step of the process? Yes, they will be and have always been involved through various processes.

Teachers will be consulted for their feedback, which is ongoing.

Why not?

Parents, where/how/will they be involved?

- Parents approved curriculum changes within the KSS 3-Year Plan at the KCSC and In-School committees in March 2018. They were offered information at the AGA and the In-School meetings that parents refused to hear in both situations.
- Information will be provided to parents at their In-School Committee meetings by their principal and interim associate principal

Curriculum Initiatives to Date pages:

“Have ELO's been completed for all disciplines at KSS? (Last report from teachers is this has not been ongoing or consistent or near presentation ready”

FACT:

- No, they are not completed. ELO’s (Essential Learning Outcomes) are living documents that keep evolving. The process is ongoing which includes feedback from teachers in order to work collaboratively with the curriculum team.
- Consultants and some discipline specific KSS educators have been involved in the process of reviewing and identifying ELO’s since 2014.
- The Reading ELOs are unwrapped for 7/8 and they are now working on common reading assessments.
- The ELO’s for 9, 10 & 11 are being written in collaboration with the LA (Language Arts) team.

* ELO’s have been implemented at the other two schools since 2014 where consultants have worked with teachers to support this process with much success.



“Standardized exams/tests for science based on what? Who is creating them? Consultants? Teachers? Both parties together? What guidelines are being followed: MEQ? Ontario? American? •Standardize exams that are created by anyone outside of our own teachers has never been accepted and has always been a hard line drawn in the sand. Please specify.”**

FACT:

- Grade 7-8 will have a common exam for the end of this 3rd term, it is being developed in collaboration with teachers based on the questions they put forward they are developing a bank of questions for the exam.
- Grade 7-8 STEAM program in in the process of development in collaboration with teachers and collaborators. It has 5 different centers, involving community members and external arts and technology consultants.
- We do not administer MEES (Ministère de l'Éducation et de l'Enseignement supérieur) exams.
- Who is creating them? KSS science teachers, A science consultant with a PhD in school science curriculum, her assistant and the KEC curriculum team are working together to create assessments. This process alleviates the workload for the teachers and they can spend more time focused on teaching.
- What guidelines are being followed: MEQ? Ontario? American? In previous years and to date, the KEC has used the MEES (MEQ) science standards as our guide while incorporating our own outcomes. We have the responsibility to ensure that KSS students are prepared to attend and succeed in any post-secondary program they choose, so we must ensure our students understanding of science meets all universal standards.
- Currently, the UN Sustainable Development Goals are being review and are helping in determining content integral to an innovative, rigorous Science curriculum. It is seen that the goals are directly related to the goals of the foundations of the Tsi Niionkwarohò:ten Program.

“Currently "exams" are being created to be administered this year (June 2019, a week after this report presented to parents) and then the curriculum is to be developed over the next year... .. so does that mean teachers will be "teaching to the exam" ? Why are we working backwards?”

FACT:

- In the past KSS had limited testing strategies. We are in the process of working with teachers and specialized educational consultants to implement a structured approach to assessment. These exams are under development for 2019-2020.
- All curriculum will be in alignment with the exams, which, were developed, or else we would be setting up students to fail.

“Why are non-teaching staff and their secretaries being sent to workshops and training sessions and not teachers. (Would it not be more beneficial to send teachers as part of their development, upgrading, learning and staying ahead with current trends in education as they have DIRECT CONTACT with the students and deliver the curriculum?”

FACT: Teaching staff are being sent to workshops. The KEC have invested in staff development that is an ongoing process. The greatest investment in PD in decades.

FNEC hosts an annual Special Education Symposium, which Kahnawà:ke attends annually. Teachers from all three KEC schools presented along with KEC support staff.

All expenses of presentors and support staff were paid by FNEC; there was no cost to the KEC.

Presenters:

Candia Flynn – Teacher KSS

Shannon Cross/Alyssa Angeletti – Teachers KSS

Dawn Ottereyes – Teacher Kateri School

Carrie Brisson, Tara Modlin, Ann Marie Couture – KEC Staff

Earlyn Sharpe, Wahiakatste Diome-Deer, Presentors

Meaghen Lafleur - Technical support staff – KEC

“Specialized subject teaching is mentioned as a need, which makes the last point even more relevant. Sending staff to workshops and then planning a "sharing of what they learned" meeting is not practical nor does it occur with any true effect. Most times the information stops with the person sent and when any information is relayed it is not as affective as hearing it first hand.”

FACT:

- A qualified secondary school teacher is trained (4 years of university) to be able to teach in all subject areas with the exception of math and science.
- The KEC has invested more funding into staff training than in the past decade.
- The KEC initiated the first BEd program in 2018
- The KEC has developed a leadership training program to begin in 2019-2020



“Teachers must be included at every step in the creation of any new curriculum. This needs to be 100% team effort. Teachers are going to be teaching this "new" curriculum and are the experts on what works and does not work in the classroom.”

FACT:

- KEC is following the universally researched and tested best practices in curriculum development and implementation. This is aligned with our Mobilization Framework.
- As previously stated, it is impossible for teachers to be included in every step of creating curriculum because they are busy teaching. However, our data from the past 5 years indicates that there has been extensive teacher consultation.
- The curriculum team develops the curriculum
- The curriculum is then presented to teachers for piloting and feedback.
- Teacher feedback and adjustments will be made as required.

“To truly embrace a grassroots and Tsi Niionkwariho:ton way of doing things it means including all staff in the process in a meaningful collaboration and NOT top down, dictatorship.”

FACT: The KEC is not of a dictatorship model. In fact we have a highly collaborative model. As stated previously, the curriculum team works collaboratively with consultants, the curriculum team and staff, which is then presented to the In-school Parents Committee for their information.

In order for our education system to work effectively everyone must be fully invested in succeeding at their role and then come together. Teachers state they are already over extended and also want to be leading curriculum, policy, administrative decisions etc., this is not feasible.

**** Time Allocation & Analysis pages:**

“In past years when the MEQ came out with their new "History & Citizenship..." Curriculum, it was not a "good fit" for our students because it was teaching how to be a good Canadian Citizen (in short) Staff and parents agreed that our focus at KSS would be on our history, our Mohawk values, and government, ECT.

-Proposing that this MUST be taught to "fit into provincial standards" because the province says it must be taught goes against the foundations of not just KSS but also all our schools. This recognizes provincial curriculum as being the end all in education (only entity that can establish and create curriculum that can be considered meeting high standard) Why is it now okay to bring this in?"

FACT: To be CLEAR we are not implementing the MEQ or any provincial exams. In order to prepare our students to meet the learning objectives of post-secondary or any schools outside of Kahnawake, we must prepare the students to be successful. If a student wishes to become a nurse we must be sure our students are learning math at the appropriate level. If a student chooses to be a carpenter he/she must know what courses are required to enter into the program.

Our curriculum team is developing curriculum to ensure it is grounded from the KEC Tsi Niionkwariho:ten Program. They are analyzing the current curriculum at KSS and will be developing it further to ensure the outcome meets and exceeds what is expected of students in the province and truly reflects a what we determine as requirements for successful completion leaving grade 11.

“What happened to our stance on this type of curriculum? When did we start bending to what "others" believe we should be doing? Doesn't this go against the KEC vision, mission statement, curriculum goals.....EVERYTHING?! If we accept this, what does it mean for our own curriculum development? This needs to be examined very closely because we could be losing a great deal not gaining. Robin should have been present to discuss this because it is-VERY important.”

FACT:

- PREPARE STUDENTS FOR ANY LIFE PATH THEY CHOOSE...is part of our mission statement. A nurse,, a farmer, a carpenter and engineer. We must be sure they are prepared for any post-secondary path they choose.
- What happened to our stance on this type of curriculum? Our stance did not change however; KEC did not have a baseline for curriculum previously, now we do.
- We have a responsibility to our students
- Doesn't this go against the KEC vision, mission statement, curriculum goals.....EVERYTHING?! No, this does not go against the KEC vision and mission. The mission says that Kahnawà:ke schools will be equal or better, and right now, we are working to achieve sound academic success.
- If we accept this, what does it mean for our own curriculum development? We never had our own curriculum. We are proud to say this is new, within the last two years.
- Robin should have been present to discuss this. This is not Robin's role or responsibility to present this; it is the responsibility of the principal.



***Teacher's Work Load Before and After page:**

"Before you can compare Kahnawake teachers work loads, breaks times, duty etc. with provincial standards, they must be on par salary wise, and fall under the province. We tend to forget a lot of things in this area. The KEC is not part of the provincial entity. The foundation of our Kahnawake education system (remember our reasoning for our break from Indian Affairs!) was to create a system in line with our traditional philosophies and teachings. When you compare our staff to provincial staff think about all they have that ours doesn't: unions, curriculum (already developed for them, our teachers must "create" the worksheets or pull together from various sources the materials they need to teach all subjects! That alone takes a great deal of time and effort.) higher pay scale, do not punch in and out, and just to mention a few things. Comparison between the two must be examined carefully before making such statements. Our staff works incredible hard for our STUDENTS, often going above and beyond for the STUDENTS. This whole page reads of disrespect towards our staff."

FACT:

- This is an operational matter and will be addressed accordingly.

***What do we define as success? And RTI pages:**

"These are serious issues. First, the statement "Have a world view based on.....and implementation of curriculum based on Tsi Nionkwariho:ton curriculum" seems in contrast to all other points made before this page in regards to curriculum standards and development.

"To achieve and maintain balanced mental health students and staff". Sounds great but a closer look at this and you see how the opposite has been created and continues to be maintained.

FACT: In order for any organization to function efficiently, there are rules and guidelines for ALL employees to follow. The KEC is no different.

"Here is a short list: teacher time back, not able to use when they want. Ped days mtgs are scheduled at times that do not allow for staff to use their time (afternoon mandatory staff mtgs for example) no fraternizing "rule" staff can not be in a group larger than 3, specialized teachers given less duty because they are "specialized" teachers while "regular" staff expected to take on more responsibility, which leads to the lack of appreciation and staff to staff resentment, most staff are constantly confronted with negative comments or criticism for what they did "wrong" and rarely for all they do "right" because it is seen as part of their job."

FACT: Pedagogical days (Ped days) are given for professional development; they are not allotted for staff to "use their time".

"Staff who are ready and eager to take on leadership rolls denied because administration "knows better"

FACT: Leadership positions are posted approximately 3 times before we receive any applicants from the community. In the past five years we have never seen more than three Okwehón:we applicants per position.

"Emails and letters that threaten the staff job security if they speak out on issues"

FACT: There are policies and procedures in place in every organization for staff to adhere to and follow.

When staff make statements that are false or misleading to the public, they will be held accountable as per policy.

This letter made many false and misleading statements. It is a good model of how information can be manipulated.

Rather than work for the betterment of the KEC students, our team must be replying to inaccurate documents like this one. A parent information session was set up to answer all of these questions and it was relayed that the In-School refused to have that presentation.

"Try to "start a union" and the list can go on and on and that is just the staff issues not the student issues."

FACT: This is an internal HR matter and concerns related to staff dissatisfaction will be reviewed by KEC Human Resources department.

"RTI: has not been implemented (despite KEC staff presenting at a workshops how our schools have implemented it and how it is done in indigenous schools) lies. This topic is just too large to address here, even in a short list. Point being, staff has not been fully and properly trained in RTI. What is currently being hailed as RTI in the school is NOT how RTI is to be carried out to be 100% effective."

What is Response to Intervention (RTI)?

- Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The first tier good teaching that meet the needs of all students.
- The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.
- Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.
- These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists.
- Progress is closely monitored to assess both the learning rate and level of performance of individual students.



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- Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.
- RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

FACT: When Response to Intervention (RTI) was introduced to KSS staff in 2018, the feedback from **MOST** not **ALL KSS staff** was: “ We can’t do RTI we are not trained. How are we going to do this? This is crazy what is wrong with what we are doing? The schedule is not going to work. Our kids don’t need RTI we’ve been doing it like this for forty years we don’t need no RTI, it’s going to take five years to implement RTI and you want to do this now? NO! No! We Can’t!”

FACT: Ongoing resistance to change has cost the KEC time money and energy that we do not have. If the staff and parents of KSS would have been more open to working with the KEC and their administration this year. RTI would have been implemented this school year. KSS would have been fully on track by June 2019.

“The tool being used to set the RTI up is CAT4? How is this a useful tool when it does not match the curriculum our students are receiving? It is a school wide program not an in class program where students are given "books" to read alone while others play a "learning" game in the other corner. Who is monitoring these things!!!!!!!!!!!!!!”

FACT:

- Once again, parents are being given false information.
- No, CAT 4 is not being used to set up Response to Intervention (RTI)
- Cat 4 has been used in previous years as data to support teaching instruction that addresses student needs
- A universal screening from a company called Renaissance will be used to identify literacy levels for grades 7 to 9
- A Renaissance instructor came into KSS and trained KSS middle school teachers on the universal screening.
- KSS middle school teachers also received Differentiated Instructions training with Karen Gazith (Consultant, McGill), which is teaching to the level of each student in the classroom to meet their needs. Meaning, moving away from teachers providing the entire class with the same lesson regardless of where any particular student is.
- KSS middle school teachers were then given a refresher before the scheduled implementation of the universal screening
- A decision has not been made yet for grades 10 and 11. We will look at CAT 4 results and report cards.

“What happens to those students who do not need "help" or re-teaching? Are their needs being looked into? This is for the students, shouldn't we be invested 100% and following how RTI works to success!..!???”

FACT: RTI is used to address the needs of ALL students.

“Special needs, resource students is a whole issue that also can not be fully expressed here. What "help" are these students given? Who is responsible for over seeing resource/special needs needs?”

FACT:

- Three resource teachers and two behavior technicians were hired at KSS for 2018-19 school year
- There were postings for (3) Educational Assistants to be hired for the 2019-2020 school year
- The associate principal is responsible for overseeing the Student Services team, which includes resource, behavior technicians, and counsellors.

“Where has the money gone for this? Where are the resource staff? Why is there such a large turn over?”

FACT: The money has been spent on Resource Staff for all KEC schools.

Kahnawake Survival School

3 Resource teachers

2 Behavior Technicians

2 Social Counsellor,

Occupational Therapist services

Speech Therapy

Sound Fields system throughout the school

2 teaching assistants

2 Special Education teachers

Montreal Oral School for the Deaf Itinerant Services



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Kateri School:

15 Teaching Assistants

8 Behaviour Technicians

1 Counsellors

1 Home and School Liaison

3 Resource teachers

1 Skennen'kó:wa room Student Support Worker

Psychologist (contracted for testing)

1 Speech and Language therapist

1 Speech and Language technician

1 Art Therapist

Occupational Therapist (3 days per week)

Sound Fields system throughout the school

2 Special Education Teachers

Karonhianónhna School:

7 Teaching Assistants

3 Language Assistants

2 Behaviour Technicians

1 Counsellor

2 Resource teacher

1 Ka'nikonhrí:io room Student Support Worker

1 Psychologist (contracted for testing)

1 Speech and Language therapist (shared between the three elementary schools)

1 Speech and Language technician (shared between the two elementary schools)

1 Art Therapist

Occupational Therapist (2 days per week)

Sound Fields system throughout the school

“Why are CAT4 provincial standardized tests being used with these students?”

FACT:

- The CAT 4 assessments are used because it is mandatory by FNEC in accordance with each school's success plan.
- The CAT 4 assessments have been in place for more than 10 years and are related to funding requirements from First Nation Education Council (FNEC) and Indigenous Services Canada (ISC)