

## **APPENDIX 1 - KATIVIK SCHOOL BOARD – STRATEGIC DIRECTIONS**

### **STRATEGIC DIRECTION 1**

#### **STRENGTHEN INUIT VALUES, LANGUAGE AND CULTURE**

The JBNQA guarantees the KSB jurisdiction over the area of education. It is our intention to fully exercise this right and act, within the scope of the educational services we provide, as the sole Inuit institution that protects, maintains, and develops the Inuit language, culture, and way of life. For our youth to succeed in today's global world, we must ensure that they are given the opportunity to evolve within an education system that instills pride and strengthens their Inuit identity. The transmission of our Inuit values, culture, and Inuktitut language must remain at the core of all the educational services we provide.

### **STRATEGIC DIRECTION 2**

#### **ENSURE THAT KSB EVOLVES AS AN ORGANIZATION COMPOSED OF INUIT WORKING WITH AND FOR INUIT**

The institutional development of the Kativik School Board as an organization working for and with Inuit was identified as its own strategic direction. However, it is important to stress that this approach must remain the basis of all our operations and educational programming, beyond the four objectives detailed here. Our vision is that of a school board led by strong and educated Inuit leaders, staffed at all levels by competent and self-confident Inuit professionals, managers, support staff, and teachers.

### **STRATEGIC DIRECTION 3**

#### **ENSURE STUDENT SUCCESS AND WELL-BEING**

There is a significant achievement gap between Inuit students and the provincial average in terms of completing secondary studies. For this reason, encouraging and supporting school perseverance is essential. In the current Nunavik context, where serious and complex social issues affect our communities, our schools and education centres must provide the safe spaces and stability our students need to succeed. As a school board, we must find ways to foster community and parental involvement in the education of our children and youth.

School perseverance must also go beyond the completion of a secondary school diploma. There is also an important achievement gap to be filled in the Nunavik job market if Inuit are to hold the technical, administrative, and professional positions available in our region. Currently, 35% of the jobs in Nunavik require either a college or a university diploma (source: KRG, 2015). Only 3.1% of the Inuit population holds a college diploma, while 2% holds a university diploma (source: KRG 2011). Ultimately, our objective as an organization is to ensure that beneficiaries of the JBNQA are in a position where they take full advantage of the economic opportunities offered by our land claims agreement.

### **STRATEGIC DIRECTION 4**

#### **WORK WITH INUIT COMMUNITIES & OTHER STAKEHOLDERS TO ENSURE OUR PEOPLE, OUR RIGHTS AND OUR COMMUNITIES ARE STRENGTHENED**

As the provider of educational services for Nunavik, the Kativik School Board will continue to work closely with other regional organizations to develop a common vision of the future of Nunavimmiut. Beyond each organization's jurisdiction and designated area of expertise, the school board will remain actively engaged in the development of partnerships to help bring this vision to fruition.

**STRATEGIC DIRECTION 1  
STRENGTHEN INUIT VALUES, LANGUAGE AND CULTURE**

<b>OBJECTIVE</b>	<b>2-YEAR GOALS (2016-2018)</b>	<b>5-YEAR GOALS (2018-2023)</b>	<b>VISION</b>
1. Strengthen Inuit values, language and culture through the education services offered by KSB.	1.1. Develop and implement policies and procedures to support land-based cultural instruction, rooted in local communities and schools, with the support of competent local guides and/or teachers.	1.1. Develop language and cultural programs, with pilot project implementation, including programs review and evaluation.	1.1. All students are competent in Inuit language and culture.
2. Continually develop culturally appropriate curriculum to meet the needs of Inuit learners.	2.1. Develop and apply curriculum quality control standards. 2.2. Provide curriculum development expertise to support curriculum developers, including the use and integration of new technologies. 2.3. Create a working group to examine language-teaching certification. 2.4. Pilot the pathways in selected high schools.	2.1. Provide curriculum up to Grade 6 for Inuktitut language. 2.2. Through close interdepartmental coordination ensure coherence between all relevant curriculum developed for the regular sector and those developed for Adult Education. 2.3. Evaluate and assess of the pathways pilot project 2.4. Expand the pathways to all KSB high schools, with adjustments based on the assessment review.	2.1. A Nunavik college and/or university has been established, which also supports Inuit curriculum developers with the participation of Elders to integrate Inuit knowledge in specialized fields.
3. Conduct evaluation and research for continual improvement of processes and systems that ensure quality education.	3.1. Complete KSB evaluation for compassionate schools, pilot project on land-based cultural instruction, Inuktitut curriculum development and any other special project implemented by KSB.	3.1 Establish a KSB research department mandated to identify best cultural practices in the area of education.	3.1. The KSB research and evaluation studies are published and used at the Nunavik college and/or university.

## STRATEGIC DIRECTION 2

### ENSURE THAT KSB EVOLVES AS AN ORGANIZATION COMPOSED OF INUIT WORKING WITH AND FOR INUIT

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
1. Educate and train Inuit employees in all categories of employment at all levels.	1.1. Offer mentoring, training and support to all Inuit employees, including measures and incentives to obtain high school or higher level diplomas.	1.1. Train KSB employees through targeted courses and workshops to improve efficiency at the workplace.	1.1. Full-time accredited college and university programs are offered, with the required community infrastructure where Inuit are training/educating Inuit.
2. Ensure the effective management of all KSB schools and centres.	2.1. Define KSB's vision of autonomous schools and centres 2.2. Identify areas where school and centre autonomy would be developed 2.3. Identify the resulting training needs for Inuit administrators.	2.1. Offer training to all Inuit schools and centres administrators, tailored to the KSB vision of school autonomy.	2.1. KSB autonomous schools and centres are provided with all required support within a common framework of operations.
3. Plan, develop and maintain infrastructure at all KSB premises.	3.1. Fill maintenance positions with skilled local employees: 3.1.1. Promote KSB careers in infrastructures maintenance with Inuit students and recent graduates (post-secondary and vocational programs). 3.1.2 Collaborate with adult education to ensure vocational trainings are tailored to KSB infrastructures maintenance needs. 3.1.3 Continually review and revise the KSB maintenance program.	3.1. Evaluate the KSB vocational and training programs related to the development and maintenance of infrastructures to ensure that KSB's needs are met. 3.2. Evaluate the KSB vocational and trainings programs related to the development and maintenance of infrastructures to ensure that other Nunavik organizations' needs are met.	3.1. A fully operational and efficient maintenance program is being offered. 3.2. All maintenance positions are filled with qualified and competent employees.
4. Recruit Inuit employees.	4.1. Define KSB's vision of an Inuit cultural foundation and ensure the organization evolves on that basis. 4.2. Ensure support for cross cultural communication and awareness at all levels of the organization.	4.1 Review and evaluate the KSB mentoring, internship and training programs to ensure all needs are met.	4.1. Attain 95% Inuit representation in the KSB workforce in all employment categories (management, professionals, teachers and support staff).

**STRATEGIC DIRECTION 3**  
**ENSURE STUDENT SUCCESS AND WELL-BEING**

<b>OBJECTIVE</b>	<b>2-YEAR GOALS (2016-2018)</b>	<b>5-YEAR GOALS (2018-2023)</b>	<b>VISION</b>
1. Improve secondary school graduation rate.	1.1. Establish a baseline 1.2. Review secondary school graduation data over the last five years. 1.3. Determine a benchmark for secondary school graduation rate increase for the 2018-2023 period.	1.1. Meet the 2018-2023 benchmark for secondary school graduation rate increase <sup>1</sup> . 1.2. Determine a 2023-2028 benchmark for secondary school graduation rate increase.	1.1. Close the gap between the secondary school graduation rate of KSB students and the secondary school graduation rate of Quebec's non-aboriginal students.
2. Improve elementary school success rate.	2.1. Establish a baseline 2.2. Determine a benchmark for elementary school success rate increase for the 2018-2023 period.	2.1. Meet the 2018-2023 benchmark for elementary school success rate increase (see footnote 1). 2.2. Determine a 2023-2028 benchmark for elementary school success rate increase.	2.1 Close the gap between the elementary school success rate of KSB students and the elementary school success rate of Quebec's non-aboriginal students.
3. Improve student retention.	3.1. Establish a student retention baseline at the primary level. 3.2. Determine a student retention rate increase at the primary level for the 2018-2023 period. 3.3. Establish a student retention baseline at the secondary level. 3.4. Determine a student retention rate increase at the secondary level for the 2018-2023 period.	3.1 Meet the 2018-2023 benchmark for student retention rate increase at the primary level (see footnote 1). 3.2. Meet the 2018-2023 benchmark for student retention rate increase at the secondary level (see footnote 1). 3.3. Determine a 2023-2028 benchmark for student retention rate increase at the primary and secondary level.	3.1 Successful strategies have been developed and are implemented, enabling KSB to effectively achieve student retention at the secondary and primary levels.
4. Reduce bullying in schools and centres.	4.1. Offer training and provide intervention tools to school employees to achieve the following: a. Improve the identification and management of bullying and cyberbullying situations b. Establish a baseline of data on violent incidents occurring in our schools c. Determine a violent incidents reduction benchmark for the 2018-2023 period. d. Bridge anti-bullying measures and interventions with the	4.1. Continue to offer training and intervention tools to school employees to achieve the following: a. Continue to improve the identification and management of bullying and cyber bullying situations b. Meet the 2018-2023 benchmark for violent incidents reduction (see footnote 1). c. Determine a violent incidents reduction benchmark for the 2023-2028 period.	4.1. Interventions are successful and there are immediate resolutions. Incidents of bullying are exceptions.

<sup>1</sup> An updated version of this document will be released to the public in September 2018. It will include the specific percentages for all rates, increased and performance targets under the 2018-2023 period.

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
	Compassionate Schools project and use PBIS data when feasible and applicable.	d. Continue to bridge anti-bullying measures and interventions with the Compassionate Schools project and PBIS when feasible and applicable.	
5. Improve success rates for students with learning difficulties.	<p>5.1. Establish a baseline to measure the success of students with learning difficulties, including a detailed overview per school and centre.</p> <p>5.2. Determine a benchmark for improving the success rate of students with learning difficulties for the 2018-2023 period.</p>	<p>5.1. Continue to offer training to support teachers in identifying and managing students with learning difficulties.</p> <p>5.2. Identify the needs and funding required to address gaps in improving the success rate of students with learning difficulties.</p> <p>5.3. Meet the 2018-2023 benchmark for improving the success rate of students with learning difficulties (see footnote 1, p. 4).</p> <p>5.4. Determine a benchmark for improving the success rate of students with learning difficulties for the 2023-2028 period.</p>	5.2. Close the achievement gap between KSB students with learning difficulties and the rest of the KSB students.
6. Improve retention and graduation rates for students in Adult Education and Vocational Training (AEVT).	<p>6.1. Establish a baseline.</p> <p>6.2. Determine a benchmark to improve the retention rate among students in Adult Education and Vocational Training for the 2018-2023 period.</p> <p>6.3. Determine a benchmark to improve the graduation rate among students in Adult Education and Vocational Training for the 2018-2023 period.</p>	<p>6.1. Meet the 2018-2023 benchmark for improving the retention and graduation rate among students in Adult Education and Vocational Training (see footnote 1, p. 4).</p> <p>6.2. Determine a benchmark to improve the retention rate among students in Adult Education and Vocational Training for the 2023-2028 period.</p> <p>6.3. Determine a benchmark to improve the graduation rate among students in Adult Education and Vocational Training for the 2023-2028 period.</p>	<p>6.1. Successful strategies have been developed and are implemented, enabling KSB to effectively achieve student retention at the secondary and primary levels.</p> <p>6.2. Close the gap between the graduation rate of KSB Adult Education and Vocational Training students and that of Quebec non-aboriginal AEVT students.</p>
7. Increase the number of students enrolled in Adult Education and Vocational Training (AEVT).	<p>7.1. Establish a baseline</p> <p>7.2. Determine a benchmark to increase the number of students in Adult Education and Vocational Training for the 2018-2023 period.</p> <p>7.3. Determine a benchmark to increase the number of students enrolled in AEVT programs through referrals from the regular sector for the 2018-2023 period.</p>	<p>7.1. Meet the 2018-2023 benchmark for an increased number of students in Adult Education and Vocational Training (see footnote 1, p. 4).</p> <p>7.2. Meet the 2018-2023 benchmark for an increased number of students enrolled in AEVT programs through referrals from the regular sector (see footnote 1, p. 4)</p> <p>7.3. Determine a benchmark to increase the number</p>	7.1. Successful strategies have been developed and are implemented, enabling KSB to effectively increase the number of students enrolled in Adult Education and Vocational Training.

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
		<p>of students in Adult Education and Vocational Training for the 2023-2028 period.</p> <p>7.4. Determine a benchmark to increase the number of students enrolled in AEVT programs through referrals from the regular sector for the 2023-2028 period.</p>	
<p>8. Increase the number of students enrolled in post-secondary education and improve retention and graduation rates among post-secondary students.</p>	<p>8.1. Establish a baseline</p> <p>8.2. Determine a benchmark to improve retention rate among post-secondary students for the 2018-2023 period.</p> <p>8.3. Determine a benchmark to improve graduation rate among post-secondary students for the 2018-2023 period.</p>	<p>8.1 Meet the 2018-2023 benchmark for an improved retention rate among post-secondary students (see footnote 1, p. 4).</p> <p>8.2. Meet the 2018-2023 benchmark for an improved graduation rate among post-secondary students (see footnote 1, p. 4).</p> <p>8.3. Determine a benchmark to improve retention rate among post-secondary students for the 2023-2028 period.</p> <p>8.4. Determine a benchmark to improve graduation rate among post-secondary students for the 2023-2028 period.</p>	<p>8.1. Close the gap between the graduation rate of KSB post-secondary students and that of Quebec non-aboriginal students.</p> <p>8.2. Successful strategies have been developed and are implemented, enabling KSB to effectively achieve student retention at the post-secondary level.</p>
<p>9. Promote healthy living habits.</p>	<p>9.1. Promote and support projects and school initiatives that reinforce healthy living habits.</p> <p>9.2. Ensure that all Nunavik schools implement at least 1 sustainable project a-year focused on the promotion of healthy living habits, including but not limited to eating habits and physical activity.</p>	<p>9.1. Ensure that all Nunavik schools implement at least 2 sustainable projects a-year focused on the promotion of healthy living habits, including but not limited to eating habits and physical activity.</p>	<p>9.1. Sustainable projects promoting healthy living habits are implemented in our schools.</p>
<p>10. Work with our communities to achieve the well-being of our students.</p>	<p>10.1. Develop internal protocols for youth support and well-being</p>	<p>10.1. Implement and evaluate yearly the compassionate schools project.</p>	<p>10.1. Nurture and protect the well-being of children.</p>
<p>11. Inspire parents, family members, and communities to engage in their children's education and well-being</p>	<p>11.1. Identify the needs of parents, family members, in order to develop measures that would improve their involvement with the school and in their child's education.</p>	<p>11.1. Develop a plan to foster the involvement of parents, family members in their child's education (parental involvement plan).</p>	<p>11.1. Continue to support parental and family involvement in all aspects of their child's educational life: parents are actively involved with children's education by nurturing their children, volunteering at the school, meeting the educational needs of their children at home and continually working to create a safe</p>

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
<p>12. Ensure student success by providing professional development support to all KSB employees through access to comprehensive training and tools directly relevant to the Nunavik context and Inuit culture, values, and history.</p>	<p>12.1. Determine the professional development support needs of new and long-term KSB employees working in various capacities (teaching, professional, support staff, and management positions)</p> <p>12.2. Develop a comprehensive and coherent professional development support program available to all KSB employees</p> <p>12.3. Identify mandatory components of the training and professional development program</p>	<p>12.1. Offer the training and professional development program to all KSB employees</p> <p>12.2. Monitor the program implementation as well as its impact on student success and staff retention</p>	<p>community.</p> <p>12.1. Kativik School Board staff is trained and proficient.</p>
<p>13. Ensure the development of literacy and numeracy skills as the foundation to all student learning in Inuktitut, French, and English</p>	<p>13.1. Incorporate literacy and numeracy development into all curriculum development work</p> <p>13.2. Develop tools to assess the student's literacy and numeracy skills and monitor their progress</p> <p>13.3. Establish a baseline</p> <p>13.4. Determine benchmarks and assess progress.</p>	<p>13.1. Monitor and assess progress</p>	<p>13.1. Kativik School Board students are engaged in their learning.</p>

**STRATEGIC DIRECTION 4****WORK WITH INUIT COMMUNITIES & OTHER STAKEHOLDERS TO ENSURE OUR PEOPLE, OUR RIGHTS AND OUR COMMUNITIES ARE STRENGTHENED**

<b>OBJECTIVE</b>	<b>2-YEAR GOALS (2016-2018)</b>	<b>5-YEAR GOALS (2018-2023)</b>	<b>25-YEAR GOALS (2038-2043)</b>
1. Collaborate with Nunavik leaders to ensure that the education services provided by KSB are aligned to a common vision of the future of Nunavimmiut.	1.1. Contribute to the establishment of a process with all Nunavik leaders, in order to reach a common vision and understanding of the future of Nunavimmiut. 1.2. Determine areas where the education services provided by KSB can be aligned to this common vision.	1.1. Identify priority educational issues within the framework of the Nunavik partnerships.	1.1. Acknowledge partnership achievements.