



**SOUTHEAST COLLEGIATE  
STRATEGIC PLAN  
2019-2024**

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## MESSAGE FROM THE DIRECTORS

It is the intent of the Director/Principal and the Director of Operations to follow the prescribed strategic plan as directed by the Southeast Board of Directors to the best of our ability.

We promise to uphold the same values that are expressed by the Board of Directors and lead from that approach.

We will lead by example so that the team will value the approach we are taking and will follow to the best of their abilities.

We will coach and guide all staff and students throughout the process.

## INTRODUCTION

A strategic plan is an organizational driven document that can serve as a guide to moving SEC forward. It provides the goals, objectives and strategies to realize those goals. Once it is in place, it can serve as the starting point for other types of planning including yearly operational plans. This plan is based on the Strategic Directions adopted by the Board of Directors which formulated SEC's vision for the future.

In its strategic planning for 2019 – 2024, the SEC Board of Directors and senior management have identified the following strategic priorities:

- 1) Creating a learning environment that allows every student to reach their full academic potential;
- 2) Ensuring at the highest standard of education is available to the students; and
- 3) Fostering an environment in which students can enhance key life skills and cultural knowledge for personal growth.

Further discussion and consultations were conducted with the Director/Principal and Director of Operation, as well as, the school and lodge staff to build objectives, strategies, anticipated outcomes and key performance indicators in each of these areas. These may be used as a framework that will allow SEC to monitor the progress of the implementation of the plan. This strategic plan outlines a practical, collaborative and ambitious route forward.

## HISTORY

Southeast College Inc was established as a private high school (Grades 10 to 12) in 1995-1996 by The Southeast Tribal Council, incorporated as Southeast Resource Development Council Corporation (SERDC). The SERDC includes the communities of Bloodvein First Nation, Little Grand Rapids, Brokenhead, Pauingassi First Nation, Buffalo Point First Nation, Black River First Nation, Hollow Water, Berens River and Poplar River.

Many of these SERDC communities lacked high schools and from this need raised the vision for a centrally located education facility. Situated within the City of Winnipeg and nestled on approximately 40 acres, the purchase of the former Nazarene College seemed like the ideal opportunity and location.

SEC is unlike any other school in Canada. It is a unique facility that not only educates its students, but also houses the student body on site while nourishing the culture of First Nations in many of its day to day operations.

Prior to the establishment of SEC, there were very few “culturally appropriate” schools in the Province that suited the needs of the SERDC communities. A majority, if not all, of our students are from Cree, Oji-Cree and Ojibwe speaking communities.

SEC partners with First Nations, federal and provincial levels of government, as well as many organizations and agencies working together to achieve the ultimate goal of preparing students so that they may continue to further their education goals.

As the demand for education continued to grow among First Nations students, a larger campus was needed.

In 2016, SEC partnered with the Government of Canada who invested \$10 million toward a \$24 million state-of-the-art facility. The doors to the new SEC campus officially opened in September 2018.

In April 2019, we officially changed our name to Southeast Collegiate Inc, which has been its operating name for the duration.

## CURRENT CONTEXT

Southeast Collegiate is the only school of its kind in all of Canada. It serves as a campus to First Nations students during the school year – educating them in a beautiful school facility and housing them in the adjoining lodge.

Since 1995, SEC has proudly watched over 680 students graduate from its halls. This year, Southeast Collegiate officially welcomed students into its new, state-of-the-art school in Winnipeg, Manitoba – just a few steps away from its original home.

The new school can accept up to 156 First Nations youth from communities throughout Manitoba looking for the best opportunity to graduate high school.

## CORE VALUES

**Bravery** We will be courageous in the light of uncertainty, be strong and persevere.

**Truth** We will be true to ourselves, our goals and our aspirations.

**Wisdom** We will nurture knowledge that can be shared amongst all generations.

**Humility** We are humble, we do not believe we are better than others.

**Respect** We will have regard for the feelings, wishes, rights & traditions of everyone.

**Love** We will show compassion, empathy and kindness.

**Honesty** We act with integrity and value the importance of truthfulness.

## VISION

Southeast Collegiate students are the heart of everything we do, experiencing education that positively impacts their future.

## MISSION

The mission of Southeast Collegiate is to provide sound academic standards and a holistic balance of quality education that includes traditional, cultural and academic teachings.

## SEC PHILOSOPHY

It is the philosophy of SEC, through the advice of elders to always maintain a balanced development of our MIND, BODY, HEART and SPIRIT. It is therefore our philosophy to always remember this basic foundation of knowledge with the scope of Provincial regulations, and that our cultural knowledge will always supersede any foreign regulation. The people of Southeast Communities maintain that the learning of all students must be nourished to each individual's potential.

## STRATEGIC DIRECTIONS

In keeping with its philosophy, SEC believes in creating an environment tailored to each student so they can reach their full academic potential. SEC's Strategic Plan is based on three key strategic directions: Learning, Physical and Social.



### 1. LEARNING

*SEC will create a learning environment for every student, so they can reach their full academic potential*

**GOAL 1: We will ensure our students have every opportunity to succeed through a strong academic foundation.**

**Objective 1.1:** Provide strong programs that meet provincial and national standards and that are relevant to the current job market faced by our graduating students.

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**Objective 1.2:** Maintain and institute curriculum and individualized education plans that offer students an opportunity to realize their full potential.

**Objective 1.3:** Provide students and staff with professional development opportunities to help them to meet current job market needs.

**Objective 1.4:** Ensure students meet high standards by administering learning assessments on a regular and time basis.

**Objective 1.5:** Expand educational services to include vocational training.

**PERSONS/DEPARTMENTS RESPONSIBLE:** Administration and Teachers & Educational Assistants

**GOAL 2: We will ensure that support services are in place to allow our students to grow into confident and successful individuals.**

**Objective 2.1:** Offer students academic and extra-curricular activities that promote their physical, emotional, mental and spiritual growth

**Objective 2.2:** Offer students life skills services and support that will assist students with their academic and personal challenges.

**Objective 2.3:** Provide students with incentives and recognition to pursue excellence in their academic and personal pursuits

**Objective 2.4:** Promote the school's services and supports

**PERSONS/DEPARTMENTS RESPONSIBLE:** Administration, Life Skills Services and Teachers & Educational Assistants

### **GOAL 3: We will ensure our curriculum meets or exceeds the national standards.**

**Objective 3.1:** Regularly review and update curriculum to meet provincial/national standards.

**Objective 3.2:** Improve student engagement and support all learners through the development and integration of enhanced curriculum and assessment methods

**Objective 3.3:** Explore the possibilities of expanding the curriculum to introduce students to vocational training, apprenticeships, graphic arts, computer programming, and robotics.

### **STRATEGIES FOR LEARNING**

1. Regularly review and update curriculum to meet provincial/national standards
2. Ensure that course offerings meet Manitoba Curriculum standards
3. Promote high learning expectations for all students
4. Align curriculum with Post-Secondary needs
5. Provide opportunities for personalized learning through individual learning assessments and Individual Educational Plans

### **LONG-TERM STRATEGIES:**

- Develop and expand vocational training
  - Feasibility
  - Cost Analysis
  - Identify resource gap HR
  - Facilities/physical
- Visit other programs

### **DESIRED OUTCOMES FOR LEARNING**

- Improved student achievement
  - Increased graduation success in all pathways
  - Increased sense of relevance and motivation for students
  - Students will discover their interests and passions in view of their future career
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- Students will be able to reflect on their learning and set goals for improvement
- Students will apply their learning to address problems relevant to their lives and communities
- Increase completion and graduation rate
- Students will be better prepared to meet the needs of the job market
- Students will have more learning choices
- More engaged students

## **KEY PERFORMANCE INDICATORS FOR LEARNING**

- Manitoba Curriculum followed
- Percentage of students who pass
- Graduation rates
- Retention rates
- Survey – Academics (simplified form)
- Number of students who complete the year
- Number of graduating students who go on to post-secondary
- Provincial Exam results
- Number of students enrolling in vocational training options
- Competency Needs Assessment
- Cost Benefit Analysis
- Student Participation Rate
- Student Feedback
- Student Completion or Graduation Rate

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## 2. PHYSICAL



*SEC is committed to the investment in our resources and facilities. Ensuring the highest of standard of education is available for our students.*

**GOAL 1: Maintain and grow a solid Governance structure over the decision making and risk management of our operations.**

**Objective 1.1:** Strengthen ethical leadership and accountability

**Objective 1.2: Foster a health organizational culture through sound governance practices**

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- Objective 1.3:** Improve decision-making guided based on strategic directions
- Objective 1.4:** Build capacity in resource allocation and risk management
- Objective 1.5:** Ensure that policies, decision-making and instructional practice is informed by evidence-based data and information

## **GOAL 2: Attract, develop and retain the highest quality of Staff committed to the success of our students.**

- Objective 2.1:** Attract, recruit and retain exceptional staff
- Objective 2.2:** Support the on-going development of all employees
- Objective 2.3:** Build a strong culture of professionalism
- Objective 2.4:** Foster conditions that promote workplace safety and well-being

**PERSONS/DEPARTMENTS RESPONSIBLE:** Administration, Life Skills Services and Teachers

## **GOAL 3: Implement an effective marketing practice to showcase SEC to our prospective students and partners.**

- Objective 3.1:** Promote recognition of the contributions of students, staff and community partners
- Objective 3.2:** Provide collaborative environments which foster creativity and innovation
- Objective 3.3:** Modernize resources and technology to help promote SEC to prospective students and partners

**PERSONS/DEPARTMENTS RESPONSIBLE:** Administration, Life Skills Coaches

## **Goal 4: Provide a respectful, safe and growing environment.**

- Objective 4.1:** Build relationships with post-secondary, technical educational institutions and business partners to foster successful transitions to higher learning or work.
- Objective 4.2:** Foster conditions to improve health and safety for students and staff
- Objective 4.3:** Engaged partners bring valuable perspectives and experiences to education, leading to more meaningful outcomes for all students.

**PERSONS/DEPARTMENTS RESPONSIBLE:** Everyone

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## **STRATEGIES FOR PHYSICAL**

1. Build leadership capacity by offering Board training and new member orientation
2. Review existing policies, codes of conducts, etc to ensure that they are aligned with strategic priorities
3. Develop dispute resolutions mechanisms and procedures to deal with complaints and disputes
4. Modernize instruction and administrative practices through professional development
5. Support and encourage the collection and use of data to inform decision-making and policy development
6. Develop an effective communication strategy for the communities
7. Operational Assessment
8. Recruitment
9. Review Job Descriptions
10. Hire competency
11. Address Recruitment/Retention strategy
12. Identify 3 to 5 areas based on demands for such jobs
13. Promote greater awareness of the opportunities and quality of instruction available to prospective students
14. Highlight the modern, attractive and welcoming facilities that enhance the learning and teaching experience
15. Develop promotional strategies that celebrate students' successes, program innovations and which highlight SEC's commitment to excellence
16. Produce and update promotional and marketing materials (booklets, videos, social media, merchandise, etc.) that further enhances SEC's brand and name recognition

## **DESIRED OUTCOMES FOR PHYSICAL**

- An engaged Board of Directors with a high level of participation and good attendance
  - Awareness of the Roles and Responsibilities of the Board
  - Respect of policies and procedures
  - Improved business processes and efficiency
  - Greater accountability and reporting
  - Evidence-based decision-making
  - Health and Safety Issues resolved
  - Dispute Resolution Mechanism
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- Increase in student enrolment
- Increase in the number of inquiries
- Higher name recognition
- Improved connections and relations with First Nation communities
- Sufficient number of applications to allow us to be more selective of student body

## **KEY PERFORMANCE INDICATORS FOR PHYSICAL**

- Board Attendance
- Participation level in Board Training
- Efficiency of meetings and decision-making process
- Involvement and implication from Board Members
- Employee Satisfaction levels
- Absenteeism and Employee Turnover rates
- Number of Workplace Incidents
- Number of reported injuries and critical incidents
- Awards given to students, teachers, programs
- Number of visits to website, likes on Facebook, Instagram, etc.
- Number of requests for information
- Website traffic, social media followers, and online engagement

### 3. SOCIAL



***Maintain an environment that enables our students to enhance key life skills, personal growth and cultural knowledge.***

#### **GOAL 1: A culturally respectful institution inclusive of all our students and staff**

- Objective 1.1:** Ensure that First Nations students see their culture reflected in the classroom and the school
- Objective 1.2:** Link the curriculum to the historical and modern-day contributions of Indigenous peoples and specifically local First Nations
- Objective 1.3:** Incorporate an Indigenous worldview and approach to learning and teaching

#### **GOAL 2: Foster and grow opportunities that will allow our students to be inclusive to our surrounding community.**

**Objective 2.1:** Engaged partners bring valuable perspectives and experiences to education, leading to more meaningful outcomes for all students.

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**Objective 2.2:** Strengthen the engagement and collaboration among students, teachers, staff and parents

**Objective 2.3:** Build relationships with post-secondary educational and business partners to foster successful transitions of students to higher learning or to work.

### **GOAL 3: Provide life skills for personal growth and development.**

**Objective 3.1:** Provide learning opportunities and resources to support student well-being.

**Objective 3.2:** Ensure the dignity and well-being of students in an inclusive and caring environment.

**Objective 3.3:** Provide opportunities for personalized learning.

### **STRATEGIES FOR SOCIAL**

1. Promote high expectations for all students
2. Update the school curriculum to include activities that involve participation in traditional cultural ceremonies
3. Incorporate the 94 Calls to Action from the Truth and Reconciliation Commission
4. Implement cultural perspective across the SEC curriculum
5. Promote traditional practices to be incorporated within the curriculum
6. Work with partners to develop curriculum and allow students to have their input
7. Include Land-based education initiatives
8. Encourage collaboration among all students, teachers and the communities to create new and dynamic learning opportunities.
9. Encourage a sense of caring and belonging to a community
10. Promote environmental stewardship and sustainability practice
11. Coordinate with outside resources – Eg. Rainbow, MATC
12. All meetings, all events will be tracked
13. Referral of students to appropriate outside resource
14. Ensure that Jordan's principle is respected and applied

### **LONG-TERM STRATEGIES (3 – 5 years)**

15. Develop a youth care leader retention strategy
  - Review and revise recruitment and hiring strategy
  - Review All Star and Incentives and try to build upon them
  - Develop a checklist of tasks and responsibilities
16. Food Menu Choices
  - Review past menu
  - Survey students and staff on what they would like
  - Track food wastage volume
  - Ensure nutritious food by providing training for kitchen staff
  - Implement changes based on survey results competencies and feasibility analysis.

### **DESIRED OUTCOMES FOR SOCIAL**

- Improved social and emotional skills;
- Increased student voice;
- Improved student behaviour;
- Life skills staff are being utilized
- By category
- Pregnancy awareness
- Drug awareness strategies

### **KEY PERFORMANCE INDICATORS FOR SOCIAL**

- Student participation in extra-curricular activities
  - Teenage pregnancy rates
  - Substance Use among students
  - Number of incidents
  - Level of student engagement
  - Feedback
  - Observations
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