

# KINOOMAADZIWIN EDUCATION BODY

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Annual Report  
2019-2020



Anishinaabe Aadzwin. Anishinaabe Bimaadzwin.  
Embracing our past - Empowering our future.

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## Message From the Board of Directors

It is remarkable to think of everything that has transpired throughout the Anishinabek Education System (AES) this past year. From communities that are exploring new opportunities in education, to school administrations that are implementing customized Anishinabek curriculum, transformations are taking shape across the AES.

The establishment of a new education system is an incredible endeavour that requires the collective efforts of many people. Participating First Nations, education champion, and leadership are building the foundation for a strong and sustainable system.

These efforts are exemplified in the role of the Regional Education Councils, which have taken notable form over the last year. It has been a pleasure to witness education representatives from the Participating First Nations being leading advocates for Anishinabek students.

As we look back at the work that has been accomplished this past year, the Kinooamaadziwin Education Body (KEB) Board of Directors would like to acknowledge the achievements of everyone involved in this unique journey.

Miigwech,

Catherine Pawis  
Chairperson

## Message From the Acting Director of Education

Aanii kina wiya!

The fiscal year 2019-2020 marked the second year of operation for the KEB. As the central administrative body for the AES, the KEB had an eventful year filled with significant accomplishments, new challenges, and constant adaptation. It was truly a transitional year.

Internally, the staff of the KEB remained dedicated to the strategic directions of the organization, and to supporting the Participating First Nations of the AES. Considerable effort has also gone into advancing the numerous projects and initiatives that are driven from the Agreements.

Externally, the KEB found itself at the helm of many transitional relationships. This has been a welcome and challenging position, as we navigate education through a self-governing lens. The commitment of federal and provincial partners, and of all AES stakeholders, demonstrates that although change takes time, it is constantly occurring and it is effecting positive outcomes.

For all of the partnership, collaboration, and trust that we have received this past year, the KEB staff and management team say chi-miigwech!



Andrea Crawford  
Acting Director of Education

# Who We Are

## Anishinabek Education System

Developed by the Anishinabek, for the Anishinabek, the Anishinabek Education System (AES) is comprised of 23 Participating First Nations (PFNs) that are self-governing in education. The system consists of Local Education Authorities, Regional Education Councils (RECs), and the Kinoomaadziwin Education Body (KEB).

## Local Education Authorities

Each of the Participating First Nations may have a Local Education Authority that supports and manages education programs and services at the community level. Throughout the AES, these authorities vary in their composition and their roles, but each one is established by its respective First Nation.

## Regional Education Councils

The role of the Regional Education Councils (REC), is truly essential to the AES. As the body that represents the educational interests of the PFNs, the RECs are constant advocates for Anishinabek students. The RECs work collaboratively to identify the regional priorities of the PFNs, which guide the strategic work plans of the KEB. Representatives of the RECs meet regularly throughout the year to provide feedback on various AES projects and initiatives. The regional councils also engage with Ontario District School Boards at various AES events. This changing relationship between PFNs and school boards is creating opportunities for joint projects and improved education service delivery to AES students.

## Kinoomaadziwin Education Body

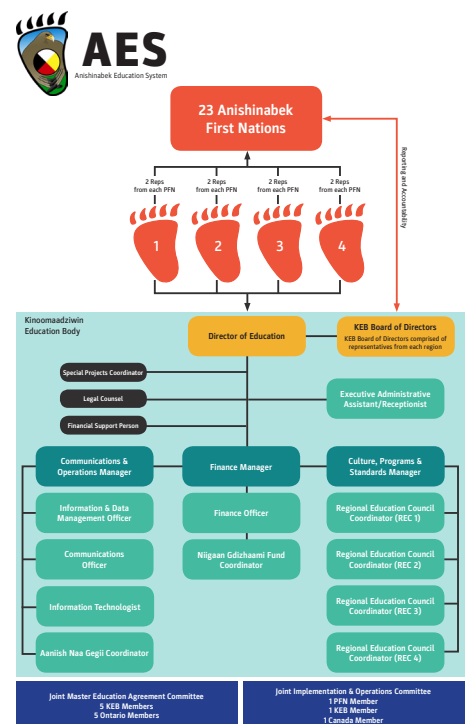
The Kinoomaadziwin Education Body (KEB) is the central administrative structure for the Anishinabek Education System. As its primary mandate, the KEB administers the implementation of the Anishinabek Nation Education Agreement and the Master Education Agreement. This includes supporting the priorities of the Regional Education Councils, managing education relationships with AES stakeholders, and ensuring the transfer of education funding to the PFNs. The KEB takes direction from the PFNs and supports First Nations in their delivery of education programs and services.

The Kinoomaadziwin Education Body currently employs 15 full-time staff and it is governed by a 13-member Board of Directors. Directors are selected by the Participating First Nations and are guided by the leadership of the 23 PFN Chiefs. The Board of Directors meets on a bi-weekly basis to advance the directives of the PFNs and to support the administration of the KEB. This work is further supported by a four-member Executive Committee, as well as a Finance Committee and a Human Resources Committee.

# Participating First Nations

- Aamjiwnaang First Nation
- Atikameksheng Anishnawbek
- Aundeck Omni Kaning First Nation
- Beausoleil First Nation
- Biigtigong Nishnaabeg
- Biinjitiwaabik Zaaging Anishinaabek
- Chippewas of Georgina Island First Nation
- Chippewas of Rama First Nation
- Dokis First Nation
- Henvey Inlet First Nation
- Long Lake #58 First Nation
- Magnetawan First Nation
- Michipicoten First Nation
- Mississaugas of Scugog Island First Nation
- Moose Deer Point First Nation
- Munsee-Delaware Nation
- Nipissing First Nation
- Pic Mobert First Nation
- Sheshegwaning First Nation
- Wahnapiatae First Nation
- Wausauksing First Nation
- Whitefish River First Nation
- Zhiibaahaasing First Nation

## AES Organizational Chart



# KEB Board of Directors



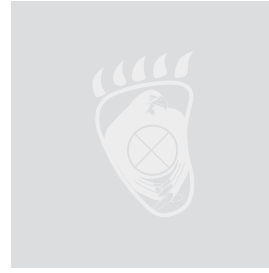
**Chief Judy Desmoulin**

Long Lake #58 First Nation  
REC 1



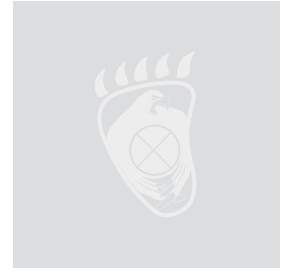
**Tim Hardy**

Biinjitiwaabik Zaaging  
Anishinaabek - REC 1



**Lisa Michano-Courchene**

Biigtigong Nishnaabeg  
REC 1



**Vacant**

Pic Mobert First Nation  
REC 1



**Janice Cada**

Sheshegwaning First Nation  
REC 2



**Sherry Dayfox**

Sheshegwaning First Nation  
REC 2



**Dave Shawanda (Treasurer)**

Whitefish River First Nation  
REC 2



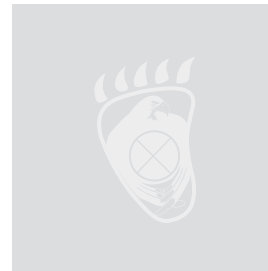
**Catherine Pawis (Chairperson)**

Wasauksing First Nation  
REC 3



**Phyllis Anderson**

Nipissing First Nation  
REC 3



**Marianna Couchie**

Nipissing First Nation  
REC 3



**Vicki Ware (Secretary)**

Aamjiwnaang First Nation  
REC 4



**Evelyn Ball (Vice-Chairperson)**

Chippewas of Rama First Nation  
REC 4



**Greer Atkinson**

Chippewas of Georgina Island  
First Nation - REC 4

# KEB Staff



**Andrea Crawford**  
Acting Director of Education  
Communications & Operations Manager



**Tammy Moreau**  
REC Coordinator (Region 2)



**Renee Restoule**  
Culture, Programs & Standards Manager



**Lisa Wabegijig**  
REC Coordinator (Region 3)



**Claire Scanlan**  
Finance Manager



**Sara Jamieson**  
REC Coordinator (Region 4)



**Andrea Wemigwans**  
Executive Administrative Assistant



**Liz Bigwin**  
Special Projects Coordinator



**Charles Serre**  
Information Technologist



**Laurianne Iserhoff**  
Finance Officer



**Julian Cote**  
Information & Data Management Officer



**Tammy Desmoulin**  
Niigaan Gdizhaami Fund Coordinator



**Haley Laronde**  
Communications Officer



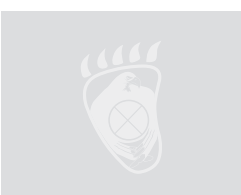
**Marie Chalykoff**  
Aaniish Naa Gegii Coordinator



**Tracey O'Donnell**  
Legal Counsel



**Helen Bobiwash**  
Fiscal Support



**Tanya Roote-Jamieson**  
MEA Executive Assistant



# What We Do

## Implementation of the Anishinabek Nation Education Agreement

One of the primary mandates of the KEB is to manage the implementation of the Anishinabek Nation Education Agreement (ANEA), which came into legal effect on April 1, 2018. Since then, the KEB has conducted many activities to support the implementation of the agreement and of the Anishinabek Education System.

A high-level work plan was established in 2018 to guide KEB staff in their daily work. In 2019–2020, progress was heavily focused on specific work plan activities, including the implementation of the Student Information System, the establishment of the Kinooaadziwin Education Body, the transfer of education payments to the PFNs, and the preliminary consideration for Additional Parties to the ANEA.

### Implementation and Operations Committee

A committee of key representatives from the PFNs, the KEB and Canada was established in 2018 to ensure the continual implementation of the ANEA and of the Education Fiscal Transfer Agreement. Within this role, the Implementation and Operations Committee (IOC) manages the collaborative process for annual education funding, addresses issues and concerns from Participating First Nations as they arise, and proposes amendments to the ANEA and the Education Fiscal Transfer Agreement.

The IOC met quarterly in 2019–2020. Additional meetings were conducted in August of 2019, to review funding formula changes under Canada’s [Education Transformation](#) Framework. The review with Indigenous Services Canada enabled the KEB to better understand the new policy and approach to funding Indigenous education in Canada. Education Transformation aims to replace proposal-based funding with access to core funding, and ensures base funding is comparable to Provincial systems.

Funding developments through Education Transformation were applied to the Anishinabek Education System, ensuring that PFNs were in receipt of any additional funds. Funding enhancements will continue to be applied to PFNs throughout the duration of the Education Fiscal Transfer Agreement.

### Relationship with Canada

As the implementation of the Anishinabek Nation Education Agreement progresses, the relationship between the Parties of the agreement continues to evolve. Through the Implementation and Operations Committee, the KEB advocates for equity and constant progress on behalf of the AES. This platform encourages a realistic understanding of Indigenous education needs and priorities within self-governance. The relationship between Canada and the Participating First Nations also continues to grow, as the parties maintain accountability to the agreement at annual membership meetings of the AES.

## Advocacy

Among the many roles and responsibilities of the KEB, is being an advocate for the PFNs. The KEB currently participates on committees and education working groups with The Assembly of First Nations, the Chiefs of Ontario, and the Anishinabek Nation.

Through policy consultations, and participation on education committees, the goal of the KEB is to build a voice for the PFNs that promotes the priorities of the AES and supports the enhanced quality of education in self-governing First Nations and schools.

The KEB strives to foster a collaborative and mutually-supportive relationship between the Anishinabek Education System and all of its stakeholders. Partnership initiatives, public presentations, and engagement with media and other organizations are a priority throughout the year.

## KEB Chiefs Committee

The KEB Chiefs Committee was officially established in June 2019 as a committee that links political vision and advocacy for the AES. In 2019–2020, the committee provided guidance and political advice to the KEB in advance of membership meetings and in preparation for the Anishinabek Nation Governance Agreement. The KEB Chiefs Committee membership includes:

- |                           |              |
|---------------------------|--------------|
| <b>Chief Melvin Hardy</b> | <b>REC 1</b> |
| <b>Chief Dean Roy</b>     | <b>REC 2</b> |
| <b>Chief Barron King</b>  | <b>REC 3</b> |
| <b>Chief Chris Plain</b>  | <b>REC 4</b> |

## Implementation of the Master Education Agreement

Similar to the work of the ANEA, the KEB is responsible for the implementation of the Master Education Agreement (MEA), which is supported by a three-year Multi-Year Action Plan (MYAP). The MYAP outlines 17 projects that reflect the commitments of the MEA, and were designed based on the feedback of the PFNs, through the Education Work Group.

Through the Niigaan Gdizhaami Fund, the MEA enables opportunities for PFNs to pilot local initiatives and to partner with local school boards. These projects carry out initiatives that address Anishinabek student needs. (Please see page 14 for more on the 2019-2020 Niigaan Gdizhaami Fund.)

In 2019-2020, the KEB conducted research, consultation, and data collection that advanced the development of five resources and inventories. These projects focus on culture and language, locally-developed curriculum, health and social services, and professional development opportunities. Each of the products is specifically designed to promote student success and to support Anishinabek students and educators, in AES schools and in provincial schools.

The Regional Education Council Coordinators play an essential role in the implementation of all MYAP projects. In addition to conducting work plan activities, the REC Coordinators are also responsible for supporting relationship-building between the AES and Ontario District School Boards. Within this role, the REC Coordinators work collaboratively with the Ministry of Education's Indigenous Education Office Education Officers (EOs).

Throughout the last year, the REC Coordinators supported numerous Regional Education Council meetings, including the REC Fall Meetings and the regional networking sessions at the 2020 Niigaan Gdizhaami Forum.

Six of the MYAP projects focus on the work of five joint committees with the Ministry of Education (please see page 15 for more information on the joint committees). These committees oversee the following project areas:

- Annual Niigaan Gdizhaami Forum
- Special Education
- Data and Information Sharing
- Research and Evaluation
- Student Transitions
- Early Development and GIS Service Mapping

All of the work established in the projects of the MYAP is supported by an overall communications plan that was developed and approved by the Joint Master Education Agreement Committee in November 2019. The joint communication plan strives to enhance information-sharing and project engagement at the PFN and school board levels. The plan outlines specific communication activities, messages, and products that will be synchronized with the work of the MYAP projects, throughout the next fiscal year.

## Strategic Initiatives

The implementation of the strategic initiatives continued this past year in five pilot communities throughout the AES, and in one Ontario District School Board. The data collected from the pilot sites will continue to inform the feasibility of system-wide implementations for each of the initiatives in the future.

**Aaniish Naa Gegii** is an Anishinabek student well-being assessment tool developed by Wiikwemkoong in collaboration with Laurentian University. Data collected from the tool will support responsive programs and services that can target specific health and well-being needs among Anishinabek students. Four AES communities piloted the tool in 2019-2020. Each of the communities will continue the pilot implementation in 2020-2021.



Nbisiing Secondary School's implementation team completed training for Aaniish Naa Gegii in October 2019.

### The Graduation Coach Approach

supports a position in a school or a school board, that works directly with students to manage credit requirements, course selections, and post-secondary planning. Preliminary outcomes for this initiative indicate increased attendance, increased positive student work ethic, self-advocacy, and positive behavioural impacts.

**Learning As We Go** is a continuous school improvement model that focuses on student success and well-being. This initiative is being piloted at Long Lake #58 First Nation and will continue until August 2021.



## Implementation of the Fiscal Agreements

The Anishinabek Nation Education Agreement and the Master Education Agreement are each accompanied by its own fiscal transfer agreement. The Kinooaadziwin Education Body manages the implementation of the fiscal agreements, ensures the transfer of education funding to the PFNs, and completes financial reporting requirements with Canada and Ontario.

### 2019-2020 Financial Statements

The Audited Financial Statements for the fiscal year 2019-2020 were presented by KPMG and accepted by the Board of Directors. The following projects were supported this year:

- The Niigaan Gdizhaami Fund
- Learning as We Go
- Graduation Coach
- Aaniish Naa Gegii

## Statement of Revenue and Expenses

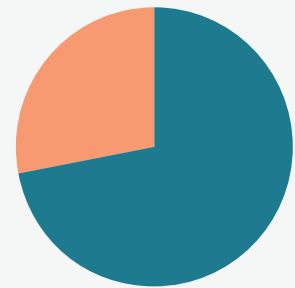
### Revenues

Education Self-Government	\$56,255,157
One-Time Program Funding	\$3,423,223
Implementation of the Master Education Agreement	\$1,789,514
Employment and Social Development Canada	\$12,239
Interest	\$1,723
<b>TOTAL REVENUE</b>	<b>\$61,481,856</b>

### Expenses

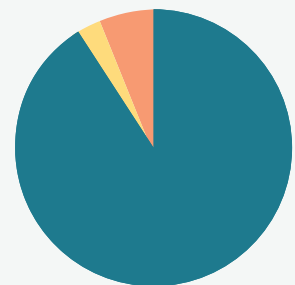
Education transfers (JK to Grade 12 & Post-Secondary)	\$58,072,492
Admin and Overheads	\$1,716,200
Payments to First Nations (Projects)	\$1,088,129
Support Services	\$468,075
Information Technology (including PowerSchool)	\$136,960
<b>TOTAL EXPENSES</b>	<b>\$61,481,856</b>

## Transfer of Education Payments to the PFNs



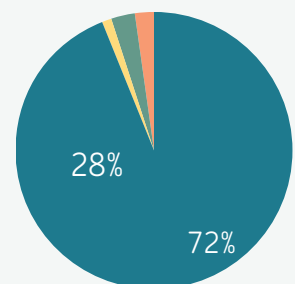
JK-12	\$41,918,686
Post Secondary	\$16,153,806
<b>TOTAL</b>	<b>\$58,072,492</b>

## Revenues



Education Self-Government	94%
One-time Program Funding	6%
Implementation of the MEA	3%
Employment and Social Development Canada	0%
Interest	0%

## Expenses



Education Transfers	94%
Admin and Overheads	3%
Payments to FNs (Projects)	2%
Support Services	1%
Information Technology	0%

# A Year of Transitions

## Changes Within the KEB

### Staff Vacancies

In 2019-2020, the KEB was faced with multiple vacancies in staff positions. This included a critical vacancy in the Director of Education position, in June 2019. While the vacancy occurred unexpectedly, the KEB's Board of Directors set in place an interim plan to ensure the ongoing operation and administration of the organization. The KEB's Communications and Operations Manager was temporarily appointed to the position of Acting Director of Education, and the engagement process for a permanent Director of Education was initiated.

The Communications and Operations Manager retained the position of Acting Director of Education throughout the 2019-2020 fiscal year. This decision was effected in September 2019, and was supported by a strong team of KEB employees and key service contractors.

The extended appointment of the Acting Director of Education enabled the Board of Directors to carry out a comprehensive organizational and governance review of the KEB and the AES. The engagement of a permanent Director of Education will be conducted following the completion of the organizational review, and will reflect any organizational recommendations deemed practicable by the Board of Directors.

### Organizational and Governance Review

After one full year of operation, the KEB Board of Directors identified an opportunity to review the overall effectiveness of the organization's operations and administration, as well as the overall effectiveness of governance within the AES.

A Request for Proposals was released by the KEB, and a professional consultation firm, MNP, was contracted in October 2019 to conduct the review. MNP consulted with the Participating First Nations in November 2019, at the 23 PFN Gathering held in Sudbury, Ontario. This initial consultation focused on identifying successes and gaps in AES and KEB support, services, and advocacy.

Throughout the months of December 2019 to March 2020, MNP continued consultations with the KEB Board of Directors, staff, PFN leadership, and REC representatives. A total of 29 interviews were conducted with various stakeholders, and more than 100 responses were collected from an online stakeholder survey.

MNP presented a Current State Assessment to the Board of Directors in January 2020, and a draft framework for future state recommendations was developed in March. The final report with future-state recommendations, including actionable activities and risk-management considerations, is expected to be delivered by MNP in spring 2020. The final report from MNP will inform the KEB Board of Directors in the development of a strategic implementation plan in 2020-2021.

## COVID-19

In March 2020 the global Coronavirus (COVID-19) pandemic reached the Anishinabek Education System. Participating First Nations began closing their administrative offices and securing their communities, following the health and safety recommendations of federal and provincial medical officers. The KEB also initiated a strict remote work policy for all staff and discontinued all forms of travel and in-person meetings.

Staff continued to work from home throughout the remainder of the fiscal year, with the anticipation of being under physical distancing restrictions for the next several months. Services continued to be offered to the PFNs, and the implementation activities of the agreements were modified to accommodate a new virtual reality and all of the limitations that it presents.



Throughout the COVID-19 pandemic, the KEB adapted its operations to support the unique needs of working-from-home. Microsoft Teams enabled the KEB staff to stay in communication with instant online chatting and easy video conferencing. Staff meetings took on a whole new perspective!

# Changes Throughout the AES

## Regional Education Council 1

### Partnerships in REC 1

*Submitted by Nancy O'Donnell, Superior-Greenstone District School Board*

This year, Superior-Greenstone District School Board (SGDSB) was fortunate to partner with Biigtigong Nishnaabeg, Pic Mobert First Nation and Superior North Catholic District School Board to collaboratively plan a Fall Youth Gathering in 2019.

The initial discussions began in the spring of 2019, and focused on the importance of all students being engaged in learning about local Anishinabek community history. The planning group valued the input of youth and was committed to engaging students in the planning process for the gathering. After collecting student feedback, the planning committee identified the following sessions for the event: Local First Nation History (Figure 1), Traditional Indigenous Games (Figure 2), Smudging, Medicine Wheel teachings, Sweat lodge Teachings (Figure 3), and a presentation from Great Lakes Cultural camps about Harvesting Foods & Sustainability (Figure 4).

The Youth Gathering was hosted in Biigtigong Nishnaabeg, and engaged students from grades 7-12 attending First Nation schools and provincial schools. The day opened with a Drum Song, Elder's opening Prayer, welcome from Chief Duncan, and a welcome from Biigtigong Youth Council (Figure 5). This was an amazing start to the day, and provided a strong welcome to all participants. The experience brought together students, staff and communities for a day of learning. It also enabled the grade 7/8 students to develop leadership skills as they helped facilitate, organize, and lead certain parts of the event.

Feedback collected from the students who participated was very positive and they expressed interest in making the Youth Gathering an annual event. The SGDSB appreciated the opportunity for school board representatives to meet and collaborate with PFN communities at the REC Fall Meetings, and at the Niigaan Gdizhaami Forum, so that we may continue to strengthen the relationships that are being built. Miigwech.

## Regional Education Council 2

### Anishinaabemdaa!

*Submitted by education staff at Whitefish River First Nation*

As a member of the Anishinabek Education System, Whitefish River First Nation received support through the 2019-2020 Niigaan Gdizhaami Fund for the Revitalizing Our Language project. The project enables language promotion and traditional cultural opportunities within our school and community. The Shawanosowe School staff participated in language and cultural lessons every Tuesday after school from October 2019 until the school closed in March 2020, due to COVID-19.

The purpose of this initiative was to encourage the staff to apply Anishinaabemowin in lessons in their own classroom with their students. This initiative was a huge success thanks to the involvement of community leader, teacher, and Elder Marion McGregor. It is great to hear the language being used by our students throughout our school! Aapji nishin, Shawanosowe!

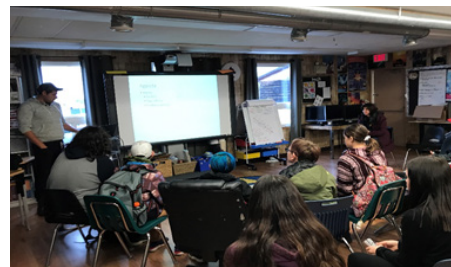


Figure 1: Learning Local History



Figure 2: Star Blanket Game



Figure 3: Learning about the Sweat Lodge



Figure 4: Great Lakes Cultural Camps



Figure 5: Biigtigong Youth Council Welcome



Figure 6: REC 3 and Near North School Board



## Regional Education Council 3

### **Relationship-Building with our Provincial Partners** *Submitted by education staff at Nipissing First Nation*

In April 2019, the Near North District School Board released a survey to students that collected data on student identity. In the survey, students were asked to share how they define themselves.

The “This is Me” survey will help the school board and First Nations to understand our Indigenous student demographic. The survey data captures the voice of Indigenous students, based on how they are experiencing school in grades 7-12.

After the survey was closed, some of the Participating First Nations in REC #3 met with the Near North School Board to review the data results, which will help to support Indigenous student achievement (Figure 6). The Near North District School Board will utilize First Nations input to inform future surveys, system and school-based planning, and actions moving forward.

## Regional Education Council 4

### **Supporting Successful Education Journeys** *Submitted by Lauri Hoeg and Alayne Bigwin, Chippewas of Georgina Island First Nation*

What an exciting time in the history of First Nation education for communities involved in the AES! Working within the context of self-governance in education, we have made huge strides toward achieving our goals of creating a strong, vibrant First Nation education system that responds directly to the educational needs of our children and youth. Within that broad framework, our approach to education programming here at Georgina Island is grounded in our history and traditions. It focuses on positive identity-building, and serves to provide a supportive educational experience for each student that sets the stage for success, as defined by our First Nation.

At Waabgon Gamig First Nation School, we continue to focus on recognizing and building on each individual’s gifts and strengths. Our caring and committed education team works in partnership with parents and families to provide a full range of programming and supports that is student-focused and tailored to the needs of each individual. Our land-based learning programs and cultural activities reinforce positive identity-building through connections to history, culture, language, and community. Our positive partnerships with local schools off the island and with our partner school board are also a key element in supporting successful transitions, as our students from Waabgon Gamig enter into the provincial education system beginning in Grade 6.

We have all experienced profound challenges in this school year given the COVID-19 pandemic, however, supporting our students has remained front and centre. We greatly appreciate our education staff for rallying together during this time to support the well-being of our students. As we approach the end of the school year, it is a time for celebrating milestones and for looking to the future with hope and excitement. To all of our graduates this academic year, we wish you congratulations and best wishes for continued success as you move on to new adventures!!

## Magnetawan FN

In reflection, the past year was amazing and rewarding! Under the new direction of self governance, Magnetawan was able to write up several unique proposals that were geared to improving our community’s student educational needs. For example, the students were able to manage their work load with the assistance of a Graduation Coach, tutors, elders, etc. Our secondary students received new technology, and the students were given support letters from their teachers stating that the technology was essential for learning at home. First letters of support from my students’ respective teachers. In addition, under the new agreement, we had the opportunity to address the exceptional needs of our students with appropriate professionals so that they can have opportunities to achieve educational success. Magnetawan also hired an Ojibway Language teacher who not only taught the language but involved the students in many traditional ceremonies.

Furthermore, we found that the school staff and teachers were more communicative with the parents, the students and myself after the implementation of the AES. The proof could be clearly seen during COVID-19 as every principal and teacher was able to reach out to our parents through different types of media. All around, it created a more positive and better working relationship with all parties.

Lastly, our community will have 2 Grade 12 graduates this June! Invariably, the agreements are moving at a good pace with excellent results for this school year, despite the interruption of the pandemic.

Miigwetch,

Carol Stevens  
Education Counselor

## Featured Progress

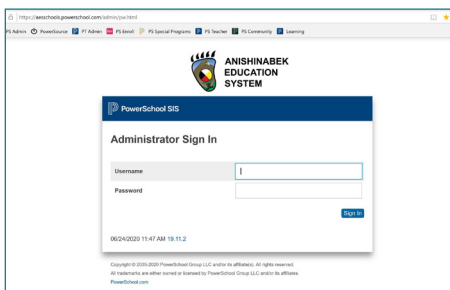
### Building a Student Information System

PowerSchool is an online Student Information System (SIS) licensed to the KEB in 2018. It offers AES schools, teachers, parents and students an advanced tool to communicate student performance, provide secure records management, and to facilitate compliance reporting and analytics.

In 2019-2020, several AES schools migrated from their legacy systems to the AES implementation of PowerSchool. The PowerSchool SIS will enable long-term benefits to AES students and schools by providing accurate, timely data for day-to-day decision making, and long-term policy development.

This past year, the KEB was faced with many challenges throughout the data migration process. It is with the patience and understanding of the PFNs, that the KEB staff continued to make strong progress towards the goal of bringing AES schools together in a common platform that will prove to offer a positive future for online learning, student well-being, and unified data collection.

In February 2020, the KEB offered schools the familiar provincial system report card templates, as the development of customized AES report cards was not complete. The long-term goal of the AES is to develop automated templates that will be available to all PowerSchool administrators at their respective schools. The February 2020 reporting period served as a starting point for creating templates suitable for the AES' reporting and business requirements, as they relate to grading, attendance, and graduation.



Over the past year, a number of training opportunities were offered to AES PowerSchool administrators and teachers. These sessions included in-person and online training in the following subject areas: PowerSchool SIS Initial Product Training, PowerTeacher Pro, Special Programs, Learning, and Report Cards.

The KEB recognizes that regular and ongoing training is a critical element of SIS implementation and long-term system use. Training will be offered on a continual basis to cover new versions of the software and to accommodate staffing and role changes within AES schools. In February 2020, the Data and Information Management Officer received Certified PowerSchool Initial Product Training, and will soon be able to offer customized training from the KEB office.

Throughout the next fiscal year, the KEB will begin the preliminary development of two new custom PowerSchool modules to support student well-being and post-secondary information. These modules will enable custom areas of data tracking for unique user needs, methods and desired outcomes. In addition to the development of these new modules, the KEB will also initiate a PowerSchool advisory committee made up of experts from AES schools. Recruitment for this committee will continue into next year.

## AES Performance Data and Statistics

As part of the reporting requirements of the Anishinabek Nation Education Agreement, the KEB collects annual information from the PFNs related to performance data and statistics. This includes:

- Graduation rates
- Attendance rates
- Retention rates
- Post-secondary student enrollment
- JK-Grade 12 student enrollment

Performance data for the 2018-2019 academic is not available, as these data sets were not collected throughout the first year of AES implementation. Starting in 2019-2020, performance data will be collected from the PFNs and made available through the KEB.

Year-over-year data and statistics for the AES will be further enhanced by the information captured in the AES student information system (PowerSchool), and through the evaluation of MYAP projects and strategic initiatives.

## PowerSchool Modules:

- PowerTeacher Pro
- Special Education
- Enrollment
- Learning



## Niigaan Gdizhaami Fund

The Niigaan Gdizhaami Fund (Fund) is an annual grant that was established by the Kinooaadziwin Education Body and the Ministry of Education. The objective of the Fund is to support and invest in community and joint projects, that advance the objectives of the Master Education Agreement, through five guiding priorities.

2019-2020 was the second year of the Fund. Twenty-four projects were supported in 15 Participating First Nations, totaling \$739,730.00.

An information booth was also set up at the annual Niigaan Gdizhaami Forum in February 2020, where Fund guidelines, proposal templates, sample proposals and formula documents were distributed to participants from the PFNs and Ontario District School Boards.

Over the last year, the Fund has positively affected students across the AES. Students are engaged and invested in the projects, and feedback from the youth has been positive and uplifting. Many students indicated their self-esteem, sense of culture and identity have been solidified through the projects.

In March 2020, the unexpected pandemic of COVID-19 caused a crippling effect on many of the projects in progress. The KEB implemented responsive modifications to completion dates and reporting requirements, which will enable the continuation of several projects over the coming months. As the KEB adapts the process and the timelines for the 2020-2021 Niigaan Gdizhaami Fund, the long-term impacts of COVID-19 will certainly have an effect on the proposed projects submitted by AES communities and their partner school boards.



**Project: While We're All Together**  
Cultural mindfulness gathering.  
Wahnapiatae First Nation



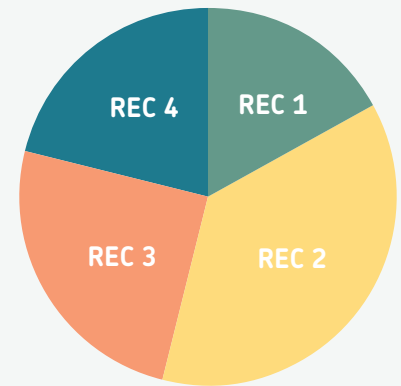
**Project: Bimaadizowin Centre**  
Learning on the Land excursion.  
Long Lake #58

Additional information regarding the 2020-2021 Fund Guidelines and supporting materials, will be made available in the early months of the new fiscal year. Participating First Nations are encouraged to contact [Tammy Desmoulin](#), the KEB's Niigaan Gdizhaami Fund Coordinator, for continued support and assistance.

### Looking Forward...

Participating First Nations are encouraged to submit proposals that can be completed if social distancing restrictions continue. For example: Projects that can be completed remotely.

## Niigaan Gdizhaami Fund Projects



REC 1 — 4 Projects (17%)  
REC 2 — 9 Projects (37%)  
REC 3 — 6 Projects (25%)  
REC 4 — 5 Projects (21%)

The chart above is an illustration of the distribution of Niigaan Gdizhaami Fund projects among the Regional Education Councils.

*"It has been good that the Bimaadizowin Centre. I've had a lot of fun. I liked going geese hunting and building the blind. I am looking forward to going again in the spring. When we go moose hunting it was fun in the bush. It was hard work but I liked it."*

—Student at Bimaadizowin Centre Project, Long Lake #58 First Nation

## Committees in Action

### Joint Master Education Agreement Committee

The Joint Master Education Agreement Committee (JMEAC) met quarterly over the 2019–2020 fiscal year, to oversee the implementation of the Master Education Agreement and the Multi-Year Action Plan. A Technical Table was established in 2019, as a sub-committee to the JMEAC, to address technical and administrative tasks. This sub-committee met 23 times and focussed its work on the Year Two MYAP evaluations, supporting events and committees, proposing MYAP amendments, and implementing the MYAP communication plan.

### Data, Research and Evaluation Committee

The Data, Research and Evaluation Committee (DREC) supports matters of data and information, and research and evaluation. The committee meets monthly to advance the objectives of the Master Education Agreement, to make recommendations to the JMEAC, and to resolve challenges that affect the Multi-Year Action Plan. DREC's 2019–2020 work plan priorities and milestone achievements included finalizing the logic model framework and visual, continuing work on data sharing consent forms, implementing the Early Development Instrument program in AES schools, finalizing a Joint Research Protocol, and initiating work in longitudinal research.

### Special Education Committee

The Special Education Committee (SEC) meets on a monthly basis and is guided by a work plan that supports the priorities and needs of Indigenous special education. Within its responsibilities, the SEC membership has been developing a special education guideline for students that attend First Nation and provincial education systems.

The guideline has been a focus of the committee's work throughout 2019–2020, and a draft version of the document was shared with Participating First Nations at the Niigaan Gdizhaami Forum in February 2020. Participants at the event provided feedback that will inform the completion of the guideline. PFNs will have access to the final Special Education Guideline in summer 2020.

### Transition Working Group

The Transition Working Group (TWG) was established in October 2018, as a joint working group between the KEB, the Ministry of Education and school board representatives. The TWG was tasked with developing a strategic and responsive protocol that could support the needs of Anishinabek students in various transitional phases of education.

In 2019–2020, the group conducted extensive research and consultation, meeting monthly and gathering in person on two separate occasions. Feedback and priorities for the protocol were collected from the PFNs through the Regional Education Councils and at previous Niigaan Gdizhaami Forums. A draft Student Transitions Protocol was completed in February 2020, and was presented to participants at the Niigaan Gdizhaami Forum for final input.

The TWG finalized the AES Student Transitions Protocol in March 2020, and it will be available for distribution in 2020. The TWG was dissolved on March 31, 2020, after completing its final objective.

## Committee Membership

### JMEAC

- Andrea Crawford (Co-chair)
- Taunya Paquette (Co-chair)
- Claire Scanlan
- Lisa Wabegijig
- Renee Restoule
- Liz Bigwin
- Megan Borner
- Pauline McNaughton
- Stephen Simard
- Bryon Brisard

### TECHNICAL TABLE

- Andrea Crawford (Co-chair)
- Taunya Paquette (Co-chair)
- Nick Bertrand
- Liz Bigwin

### DREC

- Andrea Crawford (Co-chair)
- Megan Borner (Co-chair)
- Julian Cote
- Liz Bigwin
- Olia Kchik
- Keiko Kuji-Shikatani
- Shirley Carter

### SEC

- Nancy Allaire (Co-Chair)
- Virginia Rutledge (Co-chair)
- Lisa Michano-Courchene
- Tammy Moreau
- JoAnn Henry
- Claudine Munroe

### TWG

- Renee Restoule (Co-chair)
- Yvonne Morrison (Co-chair)
- Beena Kondooppampil
- Nancy O'Donnell
- Kathy Dokis
- Sara Jamieson

## Anishinabek Nation Governance Agreement

The Anishinabek Nation Governance Agreement (ANGA) is an agreement between the Anishinabek Nation, on behalf of its member First Nations, and Canada. It recognizes the authority of the First Nations and the Anishinabek Nation to pass laws in the areas of elections, citizenship, language and culture, and government management.

Over the past two years, the KEB has met with the Anishinabek Nation frequently, to receive updates on the development of the ANGA. The meetings also enabled the KEB to seek clarification regarding areas of overlap between the two agreements, to discuss and determine an approach to harmonizing fiscal and operational matters, and to plan collaboratively for the period of transition leading up to the implementation of the agreement. These activities are necessary to support the Participating First Nations of the AES that may ratify and sign the ANGA.

The Anishinabek Nation signed the final draft ANGA in August 2019, and quickly began organizing the agreement's first ratification period in February 2020.

In preparation for ratification of the ANGA, the Participating First Nations of the AES gathered at the semi-annual membership meeting in November 2019. The PFNs passed a resolution affirming the position of the Anishinabek Education System in relation to the ANGA. The resolution sought to address concerns related to First Nation Fiscal Contributions (OSR), the Delegation of Law-Making Authority, and Fiscal Harmonization, among other things.

Between November 2019 and February 2020, the PFNs and the KEB worked collaboratively with the Anishinabek Nation to reconcile outstanding matters related to the concurrent operation of the two agreements. This included attending information sessions, developing joint communications, and participating in the Anishinabek Nation's Governance Summit in January 2020.

Although certain areas of impact may remain unresolved until the implementation of the ANGA occurs, these joint efforts fostered a better understanding of the agreement throughout the AES. In February 2020, 12 AES communities held ratifications to vote on the Anishinabek Nation Governance Agreement. Additional AES communities may hold ANGA ratifications throughout the next fiscal year.

As the ratification process for the ANGA continues, the KEB will maintain its partnership with the Anishinabek Nation, to establish a transition plan, enhance communications, and support the Participating First Nations in their respective decisions.



## Moving Forward Together

As we enter a new fiscal year, the KEB is eager to pursue new operational efficiencies with growing confidence. Building on the progress and the essential transitions of 2019-2020, the Board of Directors and the staff of the KEB are well-positioned for another progressive year of implementation.

The engagement of a permanent Director of Education, enhanced communications, and the development of policies and standards will be a focus of work for the organization. As the PFNs continue to customize education to meet the needs of Anishinabek students, the KEB looks forward to providing ongoing support to community projects, initiatives and educational endeavours throughout the AES.

**Anishinaabe Aadzwin – Anishinaabe Bimaadzwin!**



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North Bay ON P1B 9N5  
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www.kpmg.ca

**PRIVATE AND CONFIDENTIAL**  
**Ms. Andrea Crawford**  
**Kinoomaadziwin Education Body**  
132 Osprey Miikan  
North Bay ON P1B 8G5

June 11, 2020

Dear Ms. Crawford:

Please be advised that during our audit of the financial statements of the Kinoomaadziwin Education Body for the year ended March 31, 2020, no significant control weaknesses or deficiencies were identified.

We trust this is satisfactory. Should you have any questions or require any additional information, please do not hesitate to contact our office.

Yours very truly

A handwritten signature in black ink, appearing to read 'Donald Garrioch', with a stylized flourish extending to the right.

Donald Garrioch, FCPA, FCA  
Partner

A handwritten signature in blue ink, appearing to read 'Kevin Sanderson', with a stylized flourish extending to the right.

Kevin Sanderson, CPA, CA  
Manager

/lb