

DIBAAJMOWIN

A bi-monthly communication from the
Kinoomaadziwin Education Body

October
2019



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The Ministry of Education visited the KEB head office on September 17, 2019, to make a formal announcement about the Reciprocal Education Approach. Read the whole story on page 2.

Left to Right: Parliamentary Assistant Sam Oosterhoff, KEB Board of Directors Chairperson Catherine Pawis, Minister of Education Stephen Lecce, Anishinabek Nation Grand Council Chief Glen Hare, Minister of Indigenous Affairs Greg Rickford, and Nipissing First Nation Deputy Chief Muriel Sawyer.

MINISTER OF EDUCATION VISITS KEB HEAD OFFICE

The Ministry of Education made a formal announcement on the Reciprocal Education Approach (REA) at the KEB head office on September 17, 2019. Provincial delegates and representatives of the Anishinabek Education System (AES) gathered together at the media event, which drew a crowd of approximately 40 people. The announcement highlighted the benefits of a new legislation that addresses reciprocal education arrangements between school boards and First Nations in Ontario. Stephen Lecce, Minister of Education, and Greg Rickford, Minister of Indigenous Affairs were both in attendance at the event. Minister Lecce spoke about the importance of ensuring equal opportunity for every student in Ontario.

“My top priority is to make sure that students acquire the skills they need,” said Minister Lecce. Anishinabek Nation Grand Council Chief Glen Hare supported the efforts of the Ministry and the work of the REA advisory committee, which guided the development of the legislation. Chairperson for the KEB Board of Directors, Catherine Pawis, reminded guests about the significance of the partnership that exists between the Participating First Nations of the AES, and the Ministry of Education.

The Reciprocal Education Approach aims to ease the logistical process for students transitioning between First Nation-operated schools and provincial schools, and vice-versa. Some of the changes effected by the legislation include a new written notice system, eligibility requirements, and base tuition fees.

A breakdown of the legislation was developed by the KEB and shared in a communication kit with AES communities. The simplified documents highlight key points of the legislation and offer answers to common questions that have been raised, as many First Nations are still adjusting to the changes brought on by the new legislation.

The complete communication kit can be found on the AES website at: www.aes-keb.com/publications.



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REC FALL MEETINGS 2019

The fall regional meetings took place throughout the month of October, with REC Representatives gathering in collaborative settings with their PFN peers and with Ontario District School Boards.

The meetings provided a platform for networking, collecting feedback on various initiatives, reviewing regional priorities, and receiving information for community-sharing.

Each regional session consisted of two days of meetings. The first day focused on community networking and providing REC Representatives with priority updates on KEB operations. The second day of the meetings invited local Ontario District School Board representatives to join discussions related to programs and services, collaboration, provincial legislation, etc.

The positive energy and collaborative atmosphere at each of this year's meetings was notable. The parties are eager for learning opportunities and partnership, and the transformation in relationships is evident.

As part of the regional gatherings, the KEB ensures that community and school board input are collected on various issues and topics. The feedback is used to inform the next phases of implementation for the Master Education Agreement.

Each Regional Education Council reviewed their established priorities from 2018-2019, in group exercises.

The activity was conducted to draw a visual connection between the education needs and priorities of the regions, and the work of the KEB.

Group discussions and sharing circles are the primary source of input at the REC Fall Meetings. The recommendations and feedback collected at each meeting are critical to the implementation of the Multi-Year Action Plan, which supports the goals and objectives of the Master Education Agreement.

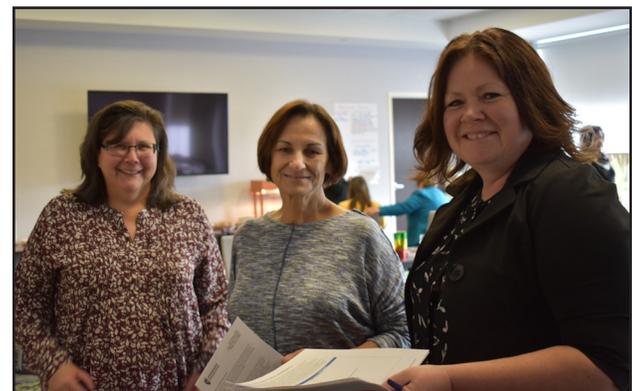
Reports from each of the four regional meetings will be completed in December 2019.



Regional Education Council 2 - Sudbury



Regional Education Council 4 - Rama



Regional Education Council 3 - North Bay



Regional Education Council 1 - Thunder Bay

KEB ORGANIZATIONAL REVIEW

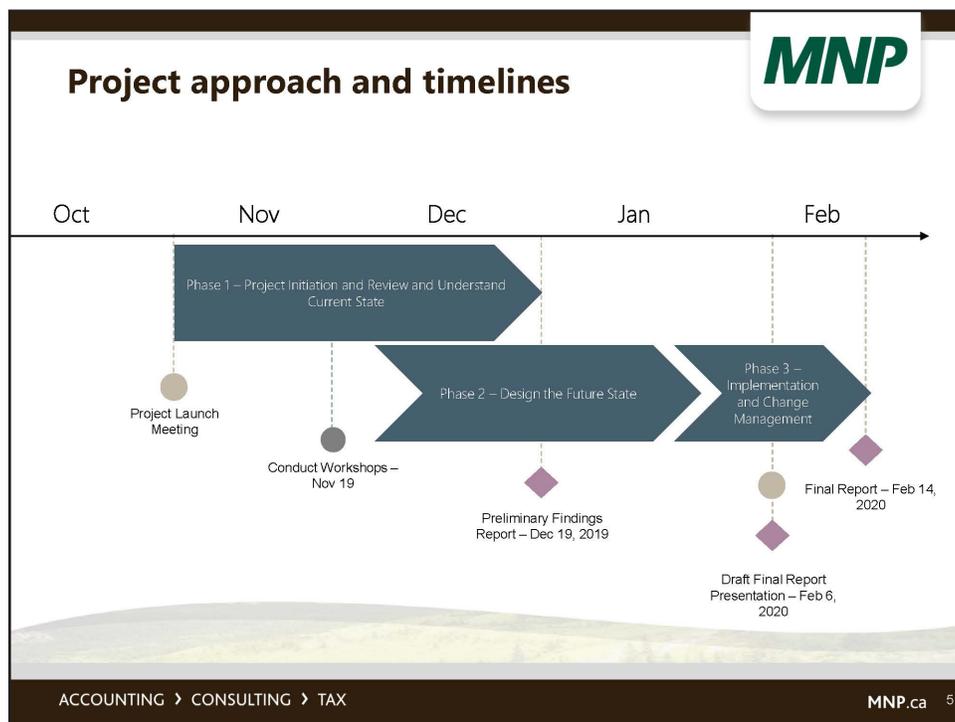
The Kinoomaadziwin Education Body has engaged MNP, an accounting and business-advisory consultation firm, to conduct a comprehensive review of the organization.

After completing one full year of operations, it is practical to conduct a review of the Kinoomaadziwin Education Body in order to ensure that the system's structure retains its integrity with increasing expectations, workload pressures, staffing challenges, changing First Nation education priorities and program changes.

The purpose of the review is to:

- assess the existing structures, processes, practices, and staffing of the KEB;
- identify opportunities for improvement that will optimize service-delivery while making the best use of resources; and
- identify immediate, short-term and long-term operational strategies.

The review will be conducted over several months, and will involve an analysis of the governance and organizational structure, as it relates to system, departmental and staff responsibilities and workloads.



A review process has been established by MNP and will include a series of in-person and telephone interviews with key stakeholders, as well as focus groups and online surveys. Key stakeholders will consist of a representative combination of parties, including:

KEB Board of Directors
REC Representatives

KEB employees
KEB Chiefs Committee

Contract staff

Final recommendations from the review will focus on ensuring efficiency and effectiveness in meeting current and anticipated service-delivery requirements for the Anishinabek Education System and its Participating First Nations.

ORANGE SHIRT DAY

The story of Phyllis Webstad is one that many of us have come to know and understand, through the Orange Shirt Day campaign. Fuelled from the first few days of her residential school experience, Phyllis and her orange shirt have become a beacon for resilience and inspiration, advocacy and reconciliation.

Now in its 7th annual year, Orange Shirt Day is celebrated in schools and communities across Canada. Many First Nations of the Anishinabek Education System host customized events, including Nipissing First Nation, Mnjikaning Kendaaswin, and Shawanosowe School. Special events, guest speakers, programs, curriculum, and ceremonies fill Orange Shirt Day events everywhere, with social media acting as a catalyst for sharing and promoting the event.

For more information about Orange Shirt Day, please visit the official website at: www.orangeshirtday.org



KEB staff participated in Orange Shirt Day on September 30, 2019, at the KEB head office in Nipissing First Nation.

COMMUNITY HIGHLIGHT - WHITEFISH RIVER

For the last eight years, Shawanosowe School has hosted a cross country running meet, called *Running Wild with the Bobcats*. The event invites students from various schools throughout the Manitoulin and Espanola regions, to the community of Whitefish River First Nation.

This year's event welcomed more than 400 runners from 11 schools. Students competed in five different racing divisions, from JK through high school. Just over half a kilometre of new running trail was introduced at the October 10 meet, all of which is groomed and maintained by Whitefish River First Nation volunteers.

Eight years ago, the run was founded by Whitefish River First Nation's Chief Shining Turtle, along with Greg Sutherland, a local parent, and Peggy McGregor, a former principal at Shawanosowe school.

Running Wild with the Bobcats is more than just a cross-country meet. The community works together to host a day-long event that includes an awards ceremony and a live DJ. Students, families and friends enjoy the annual race that celebrates athletics and promotes healthy living and well-being.

More coverage on *Running Wild with the Bobcats* can be found in the October issue of *Rezound*, Whitefish River First Nation's community newsletter at www.whitefishriver.ca.

Congratulations Bobcats!

Run Wild with The Bobcats

10 **8TH ANNUAL CROSS COUNTRY RUN** **10**
OCTOBER **SHAWANOSOWE SCHOOL** **AM START**

241 MAPLE HEIGHTS RD. BIRCH ISLAND, ON
Awards, Live DJ, Concession stand, Water Station
Bring Your Best Cheer!

Divisions: 6 and under, 7/8, 9/10, 11/12, 13 and up (girls and boys)
Please confirm your attendance by email at rfgrow@shawanosowe.ca

2019 STUDENT COUNT SURVEY

Annual student count deadlines are just around the corner for Participating First Nations of the Anishinabek Education System. Previously known as “nominal roll”, the collection of student count information is an important process that occurs every year in the fall.

Student counts are not only used to drive the calculation of funding formulas, but they also provide necessary data that is used to develop statistics, inform programs and services, and anticipate education trends.

This year, the KEB will be collecting student count information from Participating First Nations, through an online survey form. The use of Google Forms will enable communities to submit data conveniently, while allowing the KEB to maximize the development of reports.

Data gathered in the student count survey includes, but is not limited to:

- early-learning program information
- number of elementary students
- number of secondary students
- number of post-secondary students

The deadline for submitting student count information is FRIDAY, NOVEMBER 15, 2019. For access to the student count survey, and for assistance completing the Google Form, please contact:

Renee Restoule
Culture, Programs & Standards Manager
renee.restoule@a-e-s.ca | 705-845-3634

NEW STAFF

Aanii! Marie Chalykoff ndizhnikaaz, Bawaating ndoonjibaa miinwaa Michipicoten First Nation. Hello, my name is Marie Chalykoff and I'm from Sault Ste. Marie, ON and from Michipicoten First Nation. When I was young, my mom taught me about Anishinaabe culture and values through her own journey of learning. From an early age I was instilled with a sense of pride in my identity as Anishinaabe. During my post-secondary education, I gravitated towards Indigenous topics with a desire to learn more about the culture and understand my place in it. Before being employed at KEB, I always wanted to work to improve the lives of Anishinabek in whichever ways I could, which I'm eager to realize through KEB.



Marie Chalykoff
Aaniish Naa Gegii Coordinator

The KEB recognizes that success in learning depends on a balance in all aspects of a child's life. As the Aaniish Naa Gegii Coordinator, my position involves improving the well-being of First Nations children and youth in the education system. My main responsibility is to oversee the implementation and administration of the Aboriginal Children's Health and Well-being Measure (ACHWM), also known as Aaniish Naa Gegii. Aaniish Naa Gegii is a tool that provides Anishinaabe children with a way to assess their own health, which helps communities to identify opportunities to enhance policies, programs and services that are responsive to their needs. The results of this initial pilot project will be used to plan for the system-wide delivery of Aaniish Naa Gegii within the AES.

STRATEGIC INITIATIVES

ANIISH NAA GEGII

In September 2019, the KEB welcomed Marie Chalykoff as the Aaniish Naa Gegii Coordinator. Marie will oversee the Aaniish Naa Gegii pilot project, which involves the implementation of the Aboriginal Children's Health and Wellbeing measure (ACHWM). The ACHWM (also known as Aaniish Naa Gegii in Anishinaabemowin) was first developed in Wiikwemkoong, as a culturally-appropriate, and child-friendly way, to gather data on the status of Indigenous children's health and well-being. The information gathered from the ACHWM can be used to inform program and service planning in Indigenous communities, to meet children's health needs.

Marie will collaborate with five First Nation schools who have agreed to implement the ACHWM during the fall and winter of 2019. Staff from the pilot communities will receive training on how to administer the ACHWM, in order to be ready for implementation. Children fill out the ACHWM questionnaire on a tablet, which only takes a few minutes to complete.

The KEB initiated the pilot project to support one of the goals established in the Master Education Agreement (MEA): to promote student success, well-being and transitions. The ACHWM aligns with the MEA and will inform the KEB's plans to promote programs and initiatives that support student success and well-being. For more information on ACHWM, visit: <http://achwm.ca/public/home>.



Nipissing First Nation's implementation team with Laurentian University ACHWM trainer Marnie Anderson (right) and Aaniish Naa Gegii Coordinator Marie Chalykoff (left), at a training event for Aaniish Naa Gegii on October 31, 2019.

LEARNING AS WE GO

Long Lake #58 First Nation is the solitary pilot site for a continuous school improvement initiative, known as Learning As We Go.

The initiative is supported by the Kinoomaadziwin Education Body, through the Master Education Agreement with the Ministry of Education.

With dozens of students attending Migizi Wazisin Elementary School and Migizi Miigwanan Secondary School, Long Lake is an ideal site for the project to be implemented and evaluated over three years.

The overall goal of the project is to increase opportunities for children and youth of Long Lake #58 First Nation to be successful, confident, and accomplished Anishinabek.

Long Lake's continuous improvement model focuses on four main areas, which include literacy, numeracy, social well-being and attendance.

As Long Lake entered into its second year of implementation, the KEB and the Ministry of Education visited the community on September 24-25.

The visit allowed for information and knowledge exchange, with a specific focus on developing an evaluation plan for the initiative.

Overall evaluation results will allow the community to customize and improve upon the existing model. The evaluation will also allow the KEB to determine the feasibility of system-wide implementation of the Learning As We Go model.



NEWS & EVENTS

TREATY RECOGNITION WEEK

Treaty Recognition Week was established by the Ministry of Indigenous Affairs, as an annual event, in 2016. Supported by Bill 207, the legislation for the Treaties Recognition Week Act supports all Ontario students in learning about treaties, honouring their significance and recognizing their role in treaty relationships.

November 4-8, 2019, will mark the fourth consecutive year that treaty education has had a focused platform in Ontario schools.

In a letter submitted to the Anishinabek News on October 24, 2019, Kelly Crawford, author of *We Are All Treaty People*, urges teachers, schools and school boards to actively engage in treaty education.

Many AES schools and Ontario District School Boards will be hosting learning events and treaty talks throughout the week, with the participation of First Nation treaty experts and knowledge-keepers.

An extensive list of treaty education resources and materials is referenced by Crawford, in her Anishinabek News submission. The complete resource list can be viewed at the following link:

<http://anishinabeknews.ca/2019/10/24/a-letter-to-teachers-on-treaty-education/>



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