



**ANISHINABEK
EDUCATION SYSTEM**

5 YEARS OF THE AES



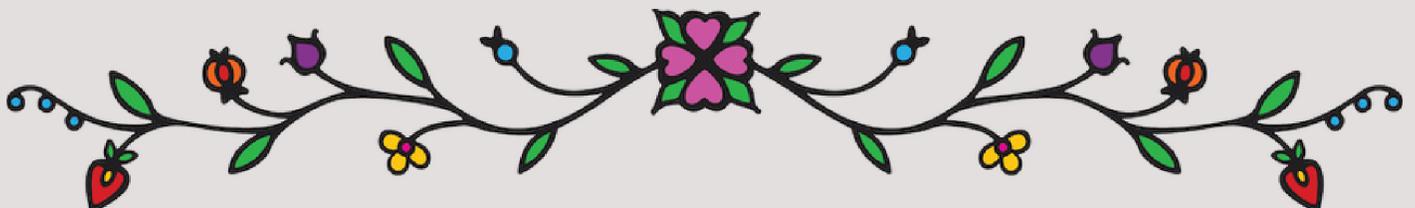
2018 - 2023



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In Memoriam



The Anishinabek Education System (AES) has had many champions and advocates throughout the years. We have been fortunate to have the support of many **amazing Elders, teachers, leaders, and colleagues**. Since 2018, a few special people began their journeys to the Spirit World – we honour them, and all those who have passed in the PFNs and throughout the Anishinabek Nation. Their contributions to the AES will be remembered always.



Muriel Sawyer – February 6, 2021

Muriel was a long-time supporter of the AES. She served as a Regional Education Council Representative for Nipissing First Nation and she was a valued member of the AES's Language and Culture Reference Group. Muriel was always teaching us, and keeping the importance of the language in our sights. Her contributions over so many years were instrumental in the development and implementation of our historical education system.



Darren Renaud – May 13, 2021

Darren tackled his role as the KEB's Data Management Officer with passion. He had a desire to create effective strategies that would bring the most benefit to Anishinabek students. He always had a positive and friendly nature, and he was keen to participate in anything that fostered connections with people throughout the AES. He was a community-oriented person who enjoyed volunteering and he was a proud member of the Algonquins of Pikwakanagan First Nation.



Getzit Gordon Waindubence – November 24, 2021

Elder Gord made an impact on everyone he knew. Everywhere he went, Gord brought his knowledge, shared the teachings, and left his mark of humour, friendship, and kindness. He believed in the work of the AES and in reclaiming Anishinabek jurisdiction. He held a steady place in guiding the development of the AES over many years and he reminded us always of Ngo Dwe Waandizid Anishinaabe.



Catherine Pawis – June 14, 2022

Catherine was a tireless advocate for the AES and she fulfilled her role on the KEB Board of Directors with the highest integrity and the best intention. Her dedication to the students and school community of Wasauksing First Nation was boundless. Whether she was interacting with students, colleagues, or leadership, Catherine's ability to make people feel heard and appreciated was a unique gift that she carried with humility. Her kindness, her devotion to education and youth, and her genuine nature are just a few of the qualities that many remember her for.

Introduction



On April 1, 2018, the AES officially opened its doors. The establishment of a new education system is an incredible endeavour, and an exciting journey, that requires the collective efforts of many people. From students and educators to leadership and communities – each plays an important role in building the foundation for a strong and sustainable education system. Since 2018, the AES has grown tremendously!

We have witnessed daily the incredible efforts of the 23 Participating First Nations (PFNs) to provide the best education for Anishinabek youth. The implementation of land-based opportunities, the integration of Anishinaabemowin and Lenape, and the connection to Elders and Knowledge Keepers are only a few of the ways that communities are delivering the best of experiential learning to their students.

The transition to self-governance is an important undertaking. We have seen communities approach education self-governance in their own ways, each focusing on their local education needs. We have also watched the communities come together at the Regional Education Councils (RECs) and as a collective membership to advance the priorities and goals of the system. Along the way, they have been supported by the leadership of the PFN Chiefs and the KEB Board of Directors.

As we look back on the first five years of the AES, there is much that we have learned and there is much that we have achieved. The most significant of these achievements being the perseverance, dedication, and passion demonstrated at every level of the system, all working towards one common goal: [Anishinabek student success and well-being](#).

The Kinoomaadziwin Education Body (KEB) is honoured to serve the AES. Chi-miigwech for celebrating this milestone with us, as we reminisce on our favourite moments from the last five years.

**Shining Turtle,
Enaagdenjget (Director of Education)**



2018 - 2019



The first year of implementation for the AES was heavily focused on **transitions** and **establishing operations**. As the administrative body for the AES, the KEB started its operation in a temporary location, hosted by Nipissing First Nation's Band Office, in Garden Village, Ontario.



Construction of the official KEB head office was completed in September 2018, when the KEB occupied its new space on Nipissing First Nation. An open house celebration in October 2018 welcomed nearly 100 guests from the PFNs, Canada, and Ontario.



The KEB had three full-time employees in April 2018 and grew to 12 by the end of the first fiscal year.



Members of the IOC in April 2019

The **Implementation and Operations Committee** and the **Joint Master Education Agreement Committee** were established during the first year of operation.

These committees respectively support the implementation of the Anishinabek Nation Education Agreement with Canada and the Master Education Agreement with Ontario.

Did you know?

The first KEB Chiefs Committee members were:

Chief Melvin Hardy	REC 1
Chief Dean Roy	REC 2
Chief Barron King	REC 3
Chief Chris Plain	REC 4

An ad hoc **KEB Chiefs Committee** was also established in June 2018, as a committee that links political vision and advocacy for the AES. The permanent committee was formalized in June 2019.

The Board of Directors attended an orientation and strategic planning retreat in May 2018. The retreat supported the development of a new vision and mission statement for the KEB.

VISION

Anishinawbe Aadzwin

A holistic learning path using Anishinabek ways of knowing, celebrating a bright future for our people.

Anishinawbe Bimaadzwin

MISSION

Embracing Our Past – Empowering Our Future



PowerSchool is an online Student Information System (SIS) licensed to the KEB in 2018. Training sessions for KEB staff and PFNs took place in the fall of 2019 and the winter of 2020.



The fourth Annual Niigaan Gdizhaami Forum was hosted in Toronto, in February 2019, with more than 150 participants from 18 PFNs. The 2019 gathering marked the first forum to be held since the AES took effect on April 1, 2018.



Community Highlights



Wasauksing First Nation hosted a special ceremony on September 5, 2018, to celebrate the first day of school under self-governance. The community invited guests from Canada, the Anishinabek Nation and the KEB to Wasauksing Kinomaugewgamik, where a beautiful ceremony was followed by a tour of the school, and a community feast.



Thirty-six Anishinabek students participated in the 2019 Youth Forum, with representation from 18 of the 23 PFNs. The group spoke about the development of the AES Youth Council and the priorities they would like to see addressed in their regions.

2018-2019 Youth Priorities:

- ✦ More education assistants, Indigenous support workers, Indigenous transition workers, and Indigenous teachers
- ✦ Indigenous classes, culture rooms, funding for cultural activities
- ✦ Mental health and physical health made equally important
- ✦ Indigenous games and teachings, competitions with other First Nation schools
- ✦ More support and funding for on-reserve schools
- ✦ Language classes/Ojibwe immersion programs



Nipissing First Nation was featured on Aboriginal Peoples Television News in October 2018.

The segment was broadcast nationally, and spoke about the positive impacts of self-governance in education.



Nipissing First Nation starting to see positive change after gaining control of education

🕒 5 years ago By [Annette Francis](#)

A law that gives First Nations full control over their education system is beginning...

2019 – 2020



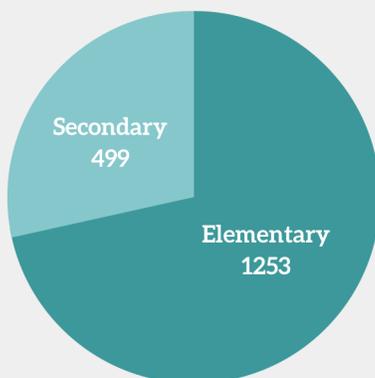
The second year of the AES brought a lot of change to **relationships and partnerships**, as we navigated education through a self-governing lens. Considerable effort went into advancing the numerous projects and initiatives that are driven from the Agreements. As an organization, the KEB operated under interim leadership and took time to examine the **effectiveness** of the organization's structure, making positive adjustments along the way.



The KEB met regularly with the Anishinabek Nation to receive updates on the development of the Anishinabek Nation Governance Agreement. These meetings focused on clarifying areas of overlap between the education and governance agreements and working collaboratively to support AES communities intending to ratify the governance agreement.

The Special Education Committee developed a guideline to support students that attend on-reserve and provincially-funded education systems.

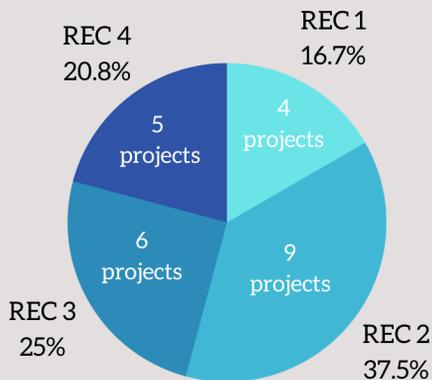
This guideline was the focus of the committee's work throughout 2019-2020. A draft version of the document was shared with PFNs to provide feedback, which informed the completion of the guideline.



Student enrollment data is collected each year in October. Enrollment data supports the development of AES statistics, identifies trends in student populations and informs annual education funding allocations. A total of **1752 AES students**, residing on-reserve, were enrolled at AES schools and Ontario schools in 2019-2020. Student enrollment decreased in 2019-2020 by **2.1%** from the previous year, due to families moving outside of the PFNs and a high number of graduating students in 2018-2019.



The **Niigaan Gdizhaami Fund** was offered for the second year in 2019–2020. Twenty-four projects were supported in 15 PFNs, totaling **\$739,730.00**. Since the fund was initiated, it 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.



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



In March 2020, the global Coronavirus pandemic reached the AES. The KEB adapted its operations to support the First Nations as staff worked remotely through COVID-19. 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 presented.



In February 2020, the fifth annual **Niigaan Gdizhaami "We are Moving Forward Together" Forum** was held in Toronto, Ontario. With approximately 180 participants in attendance, the event brought leadership, educators and students from the 23 PFNs together with District School Boards, and federal and provincial representatives. Keynote speaker Niigaan Sinclair connected with youth and shared best practices for creating educational environments that meet the needs of Indigenous students.



Community Highlights



Mississaugas of Scugog Island First Nation developed an Indigenous classroom to support healthy relationships and well-being for First Nation students. The classroom is supported by the Indigenous Resource person, along with the Durham District School Board's Resource Staff. The Indigenous Room became a touchstone of hope for Indigenous youth and their families.

Superior-Greenstone District School Board partnered with **Biigtigong Nishnaabeg, Pic Mobert First Nation**, and Superior North Catholic District School Board to plan a Fall Youth Gathering in 2019. The event was hosted in Biigtigong Nishnaabeg, and engaged students from grades 7-12 attending First Nation and provincial schools. The grade 7/8 students helped facilitate, organize, and lead certain parts of the event, which encouraged the development of leadership skills.



Whitefish River First Nation is host to an annual cross country running meet, called Running Wild with the Bobcats. Each year, the event is organized by Shawanosowe School.

In 2019, the event welcomed more than **400 runners from 11 schools** across the Manitoulin and North Shore region. Students completed five different racing divisions from JK through grade 8. Just over half a kilometre of new running trail was introduced at the meet on October 10, 2019. All of the trails are groomed and maintained by Whitefish River First Nation.



Wahnapiatae First Nation delivered cultural and educational workshop sessions through a project called Epiichi-maamwii-yaaying (While We're All Together). Community members, students, and staff participated in four sessions of Cultural Mindfulness Awareness, which supported increased knowledge and understanding of the history of residential schools, traditional medicines, meditation, Turtle Island, the Seven Grandfather Teachings, the Medicine Wheel, and Mother Earth.



Aundeck Omni Kaning First Nation developed curriculum resources to assist teachers and staff to implement content that is specific to Aundeck Omni Kaning First Nation's history and story, as told by community members. The curriculum resource is used in secondary schools, targeting Indigenous/Canadian and Indigenous English classes.



Nipissing First Nation implemented “It’s Our Time”, a curriculum and resources project. The objective of the project was to enhance treaty education and the implementation of the Truth and Reconciliation Commission calls to action.



Students and staff participated in focused professional development days with guest speakers. Teachers explored and **co-created unit and lesson plans**, and developed a clear programming map of First Nation content that could be delivered in all high school courses. A majority of the project focused on developing a “Canoe Building” unit that could be used in Nipissing Secondary School’s Green Industries class.



2020 – 2021



The arrival of the Covid-19 pandemic brought new challenges to the AES in 2020–2021. The PFNs and the KEB found new ways of conducting business and delivering education. Creativity and innovation were necessary skills that shone brightly throughout the year. For everyone, it was a year of **learning, compromising, and recentering**.



KEB has a total of 17 employees working at the head office and in remote offices.



In September 2020, REC 1 communities collaborated to develop customized Covid-19 posters with **Anishinaabemowin** translations for school and community use.



The third year of the Niigaan Gdizhaami Fund supported **27 projects in 19 PFNs**, totalling \$794,053.00. Four main themes emerged from the projects.

- ✦ Language Revitalization
- ✦ Student Supports
- ✦ Anishinaabe Foundations of Learning
- ✦ Preservation of History

Four working committees were established in July 2020 to **support the work of the KEB Board of Directors** and to provide enhanced direction to the KEB management team. The committees meet on a regular basis and are supported by KEB managers and the Director of Education.

- ✦ Finance Committee
- ✦ Education Services Committee
- ✦ Human Resources Committee
- ✦ Ad Hoc Governance Committee

In the spring of 2020, the KEB started planning for the negotiation of the second Multi-Year Action Plan (MYAP), which is a three-year workplan that supports the implementation of the Master Education Agreement. Throughout the month of July 2020, engagement sessions were held with RECs to collect PFN feedback on the 2021-2024 MYAP. The feedback informed the development of a framework for negotiation with Ontario.



In November 2020, the KEB initiated the AES Capital Needs Assessment to identify the major capital, minor capital, and operations and maintenance needs of the AES over **5, 10, and 15 years**. The project was conducted by First Nations Engineering Services Ltd and managed by FHR Inc.



In March 2021, Canada confirmed Covid-19 funding for the AES, to support some of the Covid-19 costs outlined in a proposal submitted by the KEB, on behalf of the PFNs. The additional funding supported:

- ✿ IT and communication costs for student and teachers
- ✿ Enhanced breakfast and lunch programs
- ✿ New school equipment
- ✿ Increased sanitation

As the KEB increased its capacity in 2020-2021, new tools and resources were developed and released to the PFNs and District School Boards.



AES Wellness Portal



Student Transitions Protocol



Special Education Guideline

Each of the resources can be accessed on the KEB website!

www.aes-keb.com

Community Highlights



Zhiibaahaasing First Nation held a Culture Camp for the entire community in September 2020. Elders and hunters taught students and community members traditional hunting skills and an Elder translated the daily activities into Anishinaabemowin.

Guest speakers included a helicopter pilot from Team Orange and an Ontario Provincial Police officer. All shared stories about their education, careers, and how they stay in touch with their culture and traditional hunting. The animals harvested during the hunt camp were celebrated with a ceremony and, in the end, participants received the Canadian Firearms Safety Course certificate.



Netmizaaggamig Nishnaabeg supported students achieving credit recovery during the COVID-19 lockdown. While it became unsafe to gather with students, they hired a dedicated support person to work with the students remotely by offering a variety of presentations about traditional knowledge, teachings, careers, and land-based learning activities.



Biinjitiwaabik Zaaging Anishinaabek hired an Indigenous Advocate Tutor to support students as they transition from grade 8 on-reserve into the provincial high school in Red Rock. The Indigenous Academic Tutor provided a critical support system for students who were at risk of not obtaining enough credits to graduate. The program offered monthly cultural activities, **knowledge sharing with Elders**, and a variety of Anishinabek learning opportunities. Students received monthly visits from the Chief of the community and the project also offered an LGBTQ+ support group with an Elder.



Atikameksheng Anishnawbek students and their families learned traditional harvesting practices based on seasonal harvest times. The project promoted traditional knowledge and focused on preservation of language and ceremonies.



Students learned about science, math, and mapping skills through harvesting practices. Anishinaabemowin was incorporated throughout the entire project and students received hands-on experience with harvesting and using hand tools. Participants received the Hunter's Safety Course and Wilderness First Aid certificate.



"I am very happy that everything will be documented properly and will be put in a way that is most respectable to our history."

- Student,
Munsee-Delaware
Nation



Munsee-Delaware Nation recognized the need to document their history, which has suffered significant loss, as an impact of the residential school system. It was important that the people of Munsee-Delaware Nation know their history and provide an opportunity for their history to be taught in school. The community recorded stories from Elders, which will be used to create curriculum that is unique to Munsee-Delaware Nation. Post-secondary students assisted with the recording process.



This video can be found by typing in "Jean-Loup Brisson on the NGF History Project" on YouTube or scan the QR code!



2021-2022



The fiscal year 2021-2022 marked the fourth year of operation for the AES. For the KEB, it was a year of significant growth that enabled the KEB team to make great strides in important areas, such as [special education](#), [language and culture](#), and [resource development](#).

The fourth year of the Niigaan Gdizhaami Fund supported [24 projects in 17 PFNs](#), totaling \$746,020.00.

Emerging trends from the projects:

- Education counselor/student supports
- Cultural knowledge in schools/cultural advisors
- Language revitalization
- Land based learning opportunities/curriculum development



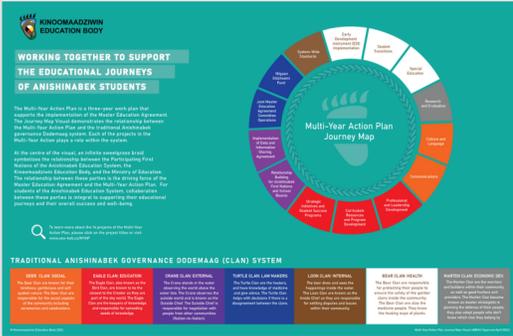
KEB projects and initiatives started in 2021:

- ✿ Development of a five-year strategic plan
- ✿ Development of the AES Funding Distribution Formula
- ✿ Negotiations on the next financial agreement for education self-government
- ✿ Designation under the Ontario Teachers' Pension Plan

The KEB hosted the sixth annual Niigaan Gdizhaami "We are Moving Forward" Forum on May 4-7, 2021. The event, held for the first-time as a virtual forum due to Covid-19, was hosted in partnership with the Indigenous Education Office of the Ministry of Education. The theme of the forum focused on [Anishinabek Student Well-Being](#).



James Vukelich Kaagegaabaw was the keynote speaker on language!



A new three-year MYAP was signed in September 2021, outlining 14 projects to support the implementation of the Master Education Agreement.

A series of videos was released to help young ones and beginners learn Anishinaabemowin (Nbisings dialect). These videos can be found on our YouTube page by typing **Anishinabek Education System** in the search bar.



The AES Scholarship and Award Program was launched in 2021! The scholarship and award program **honours and celebrates** the many educational achievements of Anishinabek students and educators in three categories:

- Academic Achievement Scholarship
- Murial Sawyer Nishnaabemwin Memorial Scholarship
- Educator Excellence Award



Kweji-Kinoomaagzidaa! "Let's Learn" sessions were launched in the winter of 2022. The virtual sessions are offered monthly to provide an opportunity for students, staff, educators, and community members to learn from Elders in a relaxed and welcoming environment. Each month, Elders and Knowledge Keepers from the PFNs speak about different topics. The sessions are public and open to everyone!



Cindy Fisher (Biigtigong Nishnaabeg) teaches about Anishinaabe ways of knowing and understanding balance, in March 2022.



Community Highlights



Biigtigong Nishnaabeg took their students out on the land for an annual moose camp. They invited students from the Superior Greenstone District School Board to participate in the moose camp. Biigtigong Nishnaabeg’s goal was to enhance the understanding of Indigenous education from an authentic standpoint, by providing **authentic Indigenous learning opportunities** for all students, both Indigenous and non-Indigenous.



Chippewas of Georgina Island First Nation created an outdoor land-based learning environment for Indigenous students in the community. The space created a place of learning that is founded in the resiliency of the Indigenous community, local to their school, and advocates for inclusion and change through reflective opportunities designed for Indigenous learners. This outdoor land-based learning site has given students an opportunity to reconnect with the land, Elders, and their language. The outdoor classroom created a culturally-rich, vibrant, and safe space for students to gather on the land and learn in the community.



Aamjiwnaang First Nation expanded their school in 2021 to include grade 1. They also piloted the “Learning As We Go” continuous school improvement project.



Seven PFNs in REC 3 started producing Community Profile Books and Teacher Guides. The books will help the region's students, in AES schools and provincial schools, to gain a better understanding of the history and culture of the seven PFNs.



Nipissing First Nation and Our Lady of Sorrows Catholic Elementary School developed a meaningful partner project to revitalize culture and language through innovative strategies. Students learned about their culture and language by fusing technology and land-based learning together. Students worked with staff to create an outdoor garden. Throughout the project, students learned about:

- traditional medicines;
- different types of lodges (tipi, sweat lodge, etc.);
- Anishinaabemowin vocabulary related to medicines and gardening;
- medicine wheel teachings;
- connection to nature;
- stewardship; and
- gratitude for Mother Earth.

Students used the information learned to plant traditional medicines in the school's courtyard, then students harvested the traditional medicines.



Munsee-Delaware Nation developed a textbook on the culture of Munsee-Delaware.

Course binder includes:

- ✘ unit plans
- ✘ daily lessons
- ✘ quizzes, tests, and assignments
- ✘ final exam/culminating project

Mnjikaning Kendaaswin Elementary School (MKES) in **Chippewas of Rama First Nation** amped up the fun factor in math by running a family game night with “Math Olympics” in February. With just a set of dice and a deck of cards, kids and their families learned new games that build math skills. The games were put together by Matt Everitt, a Math Support Teacher. Families responded with enthusiasm and kids talked about it in class. To create strong links between home and school, daily math problems were provided for all grades to take home.

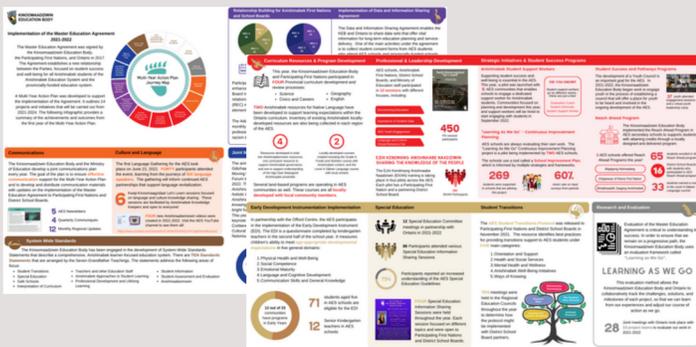


2022-2023



The AES five-year Strategic Plan guided the work of the KEB in year five, focused on four main goals related to **student success and well-being, Anishinaabe Aadziwin and Bimaadziwn, relationship building, and organizational effectiveness.**

In September 2022, the KEB was proud to share its first joint publication with Ontario in full Anishinaabemowin translation! The "AES in Partnership" is a quarterly communique that highlights partnership work occurring with PFNs, District School Boards, the Ministry of Education, and the KEB. The publication is now offered in Anishinaabemowin, English, and French.



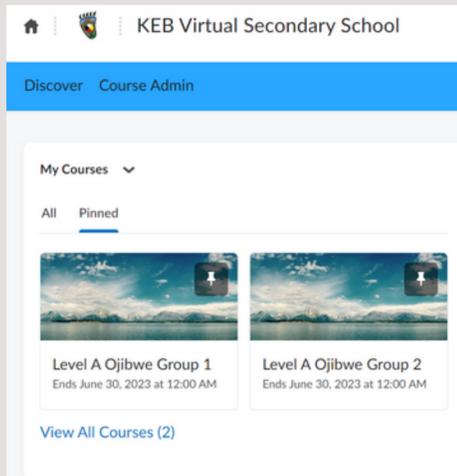
The KEB released a public report on year one of the 2021-2024 MYAP in November 2022. The report is a digital infographic that showcases the **milestones of each project** that were achieved from September 2021 - August 2022.

The KEB hosted the virtual Maamwi Anishinaabeg Weshginiijig Youth Leadership Camp on August 25, 2022. The event provided an opportunity for Anishinabek youth, aged 16-25, to build their leadership skills and to **share their vision of the AES Youth Council.**



Zachary Beaudette, Language and Culture Lead, gifted the KEB with the Anishinaabe name for the event. It means “a gathering of young Anishinabeg people”. The idea came from his own experiences as a youth, when he and his friends formed a drum group. The name Anishinabeg Weshginiijig was given to them by a member from his community.





The KEB Virtual Secondary School is established and the first semester of the Level A Ojibwe course started in February 2023.



AES Five-Year Strategic Plan is developed and approved by the PFNs for implementation.

In November 2022, the first AES student data set from Ontario is shared with the KEB, as part of the Data and Information Sharing Agreement.

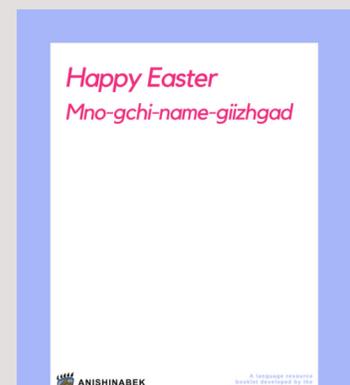


The KEB produced four new Anishinaabemowin resources for educators in 2022-2023 and the PFNs also received holiday language booklets for Christmas, Valentine's Day, and Easter.

The booklets are available to PFNs and can be customized to local Anishinaabemowin dialects or Lenape, as needed.

On January 26, 2023, the AES launched a new tool for students, parents, and families to report incidents of anti-Indigenous racism that take place in education settings. The AES Reporting Racism Tool was created in response to requests from the First Nations to offer support to families when faced with incidents of racism. For more information visit:

aes-keb/addressingracism.



Community Highlights

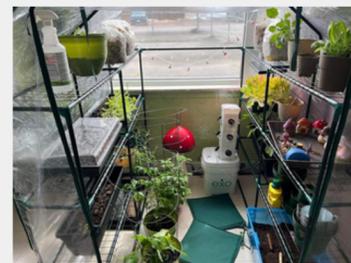


Biigtigong Nishnaabeg Endzhi-gkinoohmaading is in the process of building a new home for their elementary students from kindergarten to grade 8! The construction of the new school started in the spring of 2022 and is expected to be completed in Summer 2023. The new facility will provide a larger space that accommodate approximately 400 students!

Students at Kikendawt Kinoomaadii Gamig in **Dokis First Nation** have been learning about Indigenous Food Sovereignty in their grade 2/3/4 classroom. With a focus on vegetables, fungi, and fish, students have been finding out how they can help support their community's food program.



Students also had the opportunity to help the local fish population with their class hatchery. Roughly **500 Brook Trout** have been released into the local French River waterways. Students loved to watch the daily progression of the fish hatching from their eggs!



Nipissing First Nation, in partnership with the KEB, hosted a Nishnaabemwin Promotion Camp bringing together students from Nbisiing Secondary School and St. Joseph-Scollard Hall Catholic Secondary School. The students heard from **Elders and language carriers** who hoped to inspire the next generation of Nishnaabemwin speakers.



Beausoleil First Nation hosted a Youth Language Day in February 2023, through their Niigaan Gdizhaami Fund project “Anishinaabemowin Motivator”. The project has enabled unique ways to engage the community and students to continue learning Anishinaabemowin.

Students played various games in Anishinaabemowin, Elders from the community sang songs in Anishinaabemowin, and the group ended the day with Anishinaabemowin teacher, Jake King, mentoring the students with encouraging words and a language lesson.



Wasauksing First Nation's 2022-2023 Niigaan Gdizhaami Fund project, titled Gikenjigwin Miikaan (Knowledge Path), provides students with opportunities to experience learning through knowledge carriers in the classroom.

The project allowed youth to see themselves in healthy ways, reflecting cultural land appreciation, and learning beyond being survivors. Rodney Stranger, Cultural Carrier, brought many learning experiences to the youth through cultural knowledge and cultural events.



St. Joseph's Anishinabek School in Sheshegwaning First Nation has been expanding its Ojibwe language learning by reciting the Ngo Dwe Waangizid Anishinaabe every morning after singing O' Canada!

Every spring, Aamjiwnaang First Nation invites their students and preschoolers to learn about their connection to the plant world with creation stories and teachings about how sacred, loved, and needed the maple trees are. Aamjiwnaang sugar bush teachings were led by Sophie Solares and her dad Roger Williams, who picked up the community tradition of harvesting maple sap 13 years ago.



Supporting Links



The following links are provided as additional reference materials to support the contents of this booklet.

A. Anishinabek Education System/Kinoomaadziwin Education Body Website

<https://aes-keb.com/>

B. Anishinabek Education System Wellness Portal

<https://aeswellnessportal.ca/>

C. AES Student Transitions Protocol

<https://simplebooklet.com/studenttransitionsprotocol#page=1>

D. Niigaan Gdizhaami Fund Webpage

<https://aes-keb.com/ng-fund/>

E. AES Reporting Racism Tool

<https://aes-keb.com/addressingracism/>

F. Multi-Year Action Plan – Project Summaries

<https://aes-keb.com/logic-model/>

G. AES Five-Year Strategic Plan

<https://aes-keb.com/wp-content/uploads/2023/05/2022-2027-AES-Strategic-Plan.pdf>



Anishinabek
Education
System



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aes-keb.com



Vision

Gakina ni-gikinoo'amaaganaanig ji-miikwenimowaad, ji-minosewaad, zoongiziwaad, anishinaabemowin, anishinaabewaadiziwin, miinawaa anishinaabe gikendaasowin.

All of our students are confident, successful, and strong in their language, culture, and traditional knowledge.



Mission

Ni-wiiji'aamin ni-gikinoo'amaaganaanig ji-bimosewaad, Anishinaabewaadiziwin-gikendaasowin miikana.

We support our students in following an Anishinaabe Aadziwin learning path.



**ANISHINABEK
EDUCATION SYSTEM**

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