



ANISHINABEK EDUCATION SYSTEM

ANNUAL GENERAL REPORT

2024-2025





TABLE OF CONTENTS

05

**MESSAGE FROM THE BEMAAKINIGEJIG
(BOARD OF DIRECTORS)**

06

**MESSAGE FROM KINOOMAADIWIN
E'MINZHAANDANG (DIRECTOR OF
EDUCATION)**

07

**STRUCTURE OF ANISHINABEK
EDUCATION SYSTEM**

08

**MEET THE TEAM: BOARD OF
DIRECTORS AND BOARD COMMITTEES**

09

BOARD COMMITTEE HIGHLIGHTS

10

**MEET OUR TEAM: KINOOMAADZIWIN
EDUCATION BODY STAFF**

14

THE MASTER EDUCATION AGREEMENT

15

MULTI-YEAR ACTION PLAN HIGHLIGHTS

TABLE OF CONTENTS

17

STRATEGIC PLAN HIGHLIGHTS

19

**NIIGAAN GDIZHAAMI FUND -
PROJECT UPDATES**

20

**COMMUNITY HIGHLIGHTS:
REGIONS 1, 2, 3, 4**

25

**LANGUAGE STRATEGY PROJECT
UPDATE**

27

LANGUAGE AND CULTURE LEAD

29

AES YOUTH COUNCIL 2024-2025 REPORT

31

AES EDUCATION DATA

35

**FINANCIAL OVERVIEW: IMPLEMENTATION
OF THE FISCAL AGREEMENTS**



Artist Credit



Artist: Cynthia
Wemigwans,
Wiikwemkoong
Unceded Territory

The beaded medallion featured in this report was created by Cynthia Wemigwans of Wiikwemkoong Unceded Territory, a dedicated artist, cultural knowledge keeper, and advocate for Anishinaabe language and traditions.

In addition to her artistic work, Cynthia serves as the Language and Cultural Lead for the Kinooomaadziwin Education Body (KEB), where she supports the revitalization and integration of Anishinaabemowin and cultural teachings in education.

We are deeply honoured to feature Cynthia's work in the 2024–2025 Annual Report, and extend our heartfelt gratitude—chi-miigwech—for her generosity in sharing this meaningful piece and granting permission for its inclusion.

MESSAGE FROM THE BEMAAKINIGEJIG (BOARD OF DIRECTORS)

Aanin, Boozhoo, Koolmalsihmwa,

On behalf of the Board of Directors of the Kinoomaadziwin Education Body, I'm pleased to share with you how proud we are of our students in the Anishinabek Education System (AES). Every year, we see Anishinabek students participating in language and land-based learning, and at the start of every summer, we celebrate a new group of graduates.

Our accomplishments this year include projects carried out in the Participating First Nations with support from the Niigaan Gdizhaami Fund. The Virtual Secondary School began offering courses in Ojibwe and, along with the Virtual Learning Environment, delivers valuable online learning opportunities to students. These virtual platforms operate under the direction of KEB's new Systems Principal.

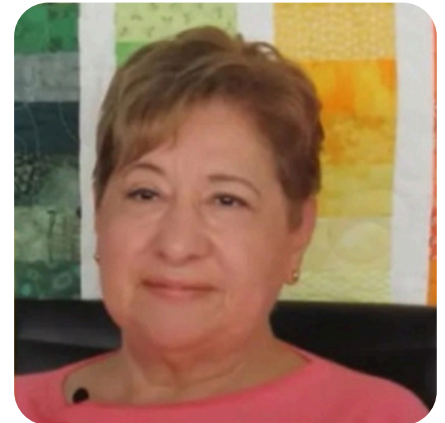
As we enter the fourth year of the AES 5-Year Strategic Plan, we continue to grow as an organization. Through collaboration with the Participating First Nations, we are building an education system that supports our students in following an Anishinaabe Aadziwin learning path.

The Board of Directors is grateful to all who support Anishinabek students on their path to success. We hope you enjoy reading the 2024-2025 Annual Report.

Miigwech, Anushiik,



Phyllis Anderson, Chairperson
KEB Board of Directors



MESSAGE FROM THE KINOOMAADIWIN E'MINZHAANDANG (DIRECTOR OF EDUCATION)



Boozhoo, Aanii, Koolmalsihmwa,

During the past fiscal year, the Kinoomaadziwin Education Body has collaborated closely with First Nations to promote the educational goals of the Anishinabek Education System. We are currently in the fourth year of the AES 5-Year Strategic Plan, with a strong emphasis on Strategic Goal 2: Integrating Anishinaabe Aadziwin, Bimaadziwin, Anishinaabemowin, and Ngo Dwe Waangizid Anishinaabe into the AES. A comprehensive overview of the AES Strategic Plan goals can be found in this AGM report on page 17.

This year's highlights include the rollout of the AES Funding Formula, the finalized drafting the 10-Year AES Language Strategy, the establishment of a new 3-year agreement with Ontario, a heightened focus on the AES youth council, and the first data report on Anishinabek student success derived from the data consent forms.

Throughout the year, the Participating First Nations (PFN) celebrated numerous successes, such as increased land-based programs, enhanced language initiatives, and an increase in dedicated roles to support students on their educational journeys.

We continue to learn from one another across the four regions and value the knowledge, sharing, and support provided by the 23 Participating First Nations.

We are looking forward to another successful year!

Miigwech, Anushiik,

A handwritten signature in black ink, appearing to read "Nancy O'Donnell".

Nancy O'Donnell,
Kinoomaadziwin E'minzhaandang
(Director of Education)

THE KINOOMAADZIWIN EDUCATION BODY

The Kinoomaadziwin Education Body is the central administrative structure for the Anishinabek Education System and distributes education funding provided by the federal government to the Participating First Nations (PFNs). The KEB takes direction from the PFNs to support the implementation of the Regional Education Councils (REC) educational priorities, while working with the PFNs to establish system-wide education standards and manage education relationships with the Government of Canada and the Ontario Ministry of Education.

The PFNs work together through the KEB to identify and address their educational priorities and the systems' governance. Currently, there are 14 Directors selected by the PFNs to the Board of Directors to oversee the work of the KEB.

Structure of the AES

Local Education Authority (LEA)

Each of the PFNs may have an LEA 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. The Chief and Council may be the LEA.

Regional Education Councils (RECs)

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 RECs also engage with District School Boards (DSB) at various AES events. This relationship between PFNs and DSBs improved education service delivery to AES students.

Kinoomaadziwin Education Body

The KEB is the central administrative structure for the AES. As its primary mandate, the KEB administers the implementation of the Anishinabek Nation Education Agreement and the Master Education Agreement. The KEB employed **31 full-time staff in 2024-2025** and it is governed by a 14-member Board of Directors.

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
Netmizaaggamig Nishnaabeg
Nipissing First Nation
Sheshegwaning First Nation
Wahnapiatae First Nation
Wasauksing First Nation
Whitefish River First Nation
Zhiibaahaasing First Nation

Meet the Team

Board of Directors and Board Committees

The PFNs work together through the KEB to identify and address their educational priorities and the system's governance. Currently, there are 14 members of the Board of Directors, selected by the PFNs, who oversee the work of the KEB.

BOARD OF DIRECTORS 2024-2025

The KEB Staff are grateful and honoured to work together with the Directors who bring their unique talents, expertise, and perspectives. Below is a list of the current Directors and Officers.

Region 1:

Stan Sabourin, Treasurer

Term of Office: 2023-2026

Portfolio: Finance Committee and Governance and Policy Committee

Tim Hardy, Director

Term of Office: 2022-2025

Portfolio: Ad Hoc Building Committee and Education and Program Services Committee

Erin Shaw, Director

Term of Office: 2024-2027

Portfolio: Education and Program Services Committee and Governance and Policy Committee

Chief Judy Desmoulin, Director

Term of Office: 2022-2025

Portfolio: Education and Program Services Committee and Governance and Policy Committee

Region 3:

Phyllis Anderson, Chairperson

Term of Office: 2022-2025

Portfolio: Chair, Finance Committee and Chair, Governance and Policy Committee

Daniel Stevens, Director

Term of Office: 2023-2026

Portfolio: Ad Hoc Building Committee and Human Resources Committee

Carol Stevens, Director

Term of Office: 2024-2027

Portfolio: Chair, Education and Program Services Committee and Governance and Policy Committee

Region 2:

Ann Cada-Hamelin, Secretary

Term of Office: 2024-2027

Portfolio: Education and Program Services Committee and Human Resources Committee

Deborah Dumontelle, Director

Term of Office: 2024-2027

Portfolio: Ad Hoc Building Committee and Education and Program Services Committee

Heather Wilson, Director

Term of Office: March 6 to August 2025

Portfolio: Human Resources Committee and Finance Committee

Cheryl Miller-Martin, Director

Term of Office: May 1 to August 2025

Portfolio: Finance Committee and Education and Program Services Committee

Region 4:

Lise Kwekkeboom, Vice-Chairperson

Term of Office: 2022-2025

Portfolio: Chair, Human Resources Committee and Finance Committee

Tanya Roote-Jamieson, Director

Term of Office: 2024-2027

Portfolio: Ad Hoc Building Committee and Governance and Policy Committee

Elizabeth Bigwin, Director

Term of Office: 2024-2027

Portfolio: Ad Hoc Building Committee and Governance and Policy Committee

2024–2025 Highlights

Board Committees and Ad Hoc Building Committee

Finance Committee

- Annual budget and financial audit
- Financial oversight

Human Resources Committee

- Policy development and maintenance
- Onboarding of the Director of Education
- Organizational restructuring

Education Services Committee

- Development of an AES education service model and system-wide education standards

Governance and Policy Committee

- Development of the PFN Meeting Guidelines, Communications Policy, IT Policy
- Ongoing implementation of the Strategic Plan
- Board and Committee evaluations

Ad Hoc Funding Distribution Formula Committee

- This committee was suspended after the PFNs approved the Funding Distribution Formula.

Kinoomaadziwin Education Body

MEET OUR TEAM

KEB Staff 2024–2025



Nancy O'Donnell
Kinoomaadiwin
E'minzhaandang
Director of Education



Tracy Paul
Eko Niizhing
Enjigaabwid
Executive
Administrative
Assistant



Cynthia Wemigwans
Naagaaniwiwidod
Anishinaabe
Aadiziwin
Language and
Culture Lead



Colleen Sheriff
E'minzhaandaang
Nakiitaagewin
Human Resources
Manager



Marlo Beaucage
E'gimaakidang
Kinomaadiwin
Systems Principal

Finance Team



Michelle Pigeon
Zhooniiyaa
E'minzhaandang
Finance Manager



Wilma Tabobondung
Zhooniiyaa
Bemiikang
Finance Officer



Matthew Penasse
Zhooniiyaa
Zhibiigenini
Finance Clerk

Information Technology Team



Glenn Woods
Waasimooni Kendimookiiwin
E'minzhaandang
Information Technology Manager



Reid Istvan
Waasimooni Kendimookiiwin
E'naabiisijged
Information Technology Coordinator



Charles Serre
Waasimooni
Kendimookiiwin
Information Technologist

MEET OUR TEAM

Communications Team



Eva Brown

**Kendimookiiwin
E'minzhaandang**

Communications Manager



Walter Quinlan

**Kendimookiiwin
Bemiikang**

Communications Officer



Deb Mishibinijima

**Kendimookiiwin
Bemiikang**

Communications Officer

Student Success Team



Paige Fortier

**E'kinoomaagaazad Gaa
Kshkewizid**

E'minzhaandang
Student Success Manager



Tammy Desmoulin

**Niigaan Gdizhaami
Zhooniiyaa Endobiiged**

Niigaan Gdizhaami Fund Coordinator



Jacqueline Paquette

Naagaanwiwidoong Kinoomaagewin

**Naasaabaakinigewin
Yaasigaabwiitaaged**
Master Education Agreement,
Executive Assistant



Kaelyn Pizzale

**Eshkiniigaanhyig
Menawaamdamaad
Enaabiisijiged**

Youth Initiatives Coordinator



Danya Skworchinski

**Shpi Miingowewiziwin
E'zhinoomaaged Waa
Naadimaagiyin**

Special Education Coordinator



Tammy Moreau

**Anishinaabemowin Waa
Nikinoomaading
Waa Naagidoong**

Curriculum Development
Coordinator



Charity Caluori

**Kinoomaagewin
Kinoowaajibiigan
E'maawndoobiayang**

AES Education Data Analyst

MEET OUR TEAM

Education Programs and Services Team



Kristin Kewaquom

**Kinoomaadiwin
Edibgobidek
E'minzhaandang**

Education Programs and
Services Manager



Kris Skworchinski

**Eko Bezhig Dibaakiiwin
Kinoomaadiwinan
Maawndobiigan
Ezhinoomaaged**

Regional Education Council 1
Coordinator



Bonnie Nahwegahbow

**Eko Niizhing Dibaakiiwin
Kinoomaadiwinan
Maawndobiigan
Ezhinoomaaged**

Regional Education Council 2
Coordinator



Lisa Wabegijig

**Eko Nsing Dibaakiiwin
Kinoomaadiwinan
Maawndobiigan
Ezhinoomaaged**

Regional Education
Council 3 Coordinator



Greer Atkinson

**Eko Niiwing Dibaakiiwin
Kinoomaadiwinan
Maawndobiigan
Ezhinoomaaged**

Regional Education Council 4
Coordinator



Hannah O'Donnell

**Eko Bezhig Dibaakiiwin
Anishinaabemowin
Anokiit**

Regional Education
Council 1



Lynn McGregor

**Eko Niizhing
Dibaakiiwin
Anishinaabemowin
Anokiit**

Regional Education
Council 2



Jacinta Shawanda

**Eko Nsing Dibaakiiwin
Anishinaabemowin
Anokiit**

Regional Education
Council 3



Darla Stinson

**Eko Niiwing Dibaakiiwin
Anishinaabemowin Anokiit**

Regional Education Council 4



Velma Noah-Nicholas

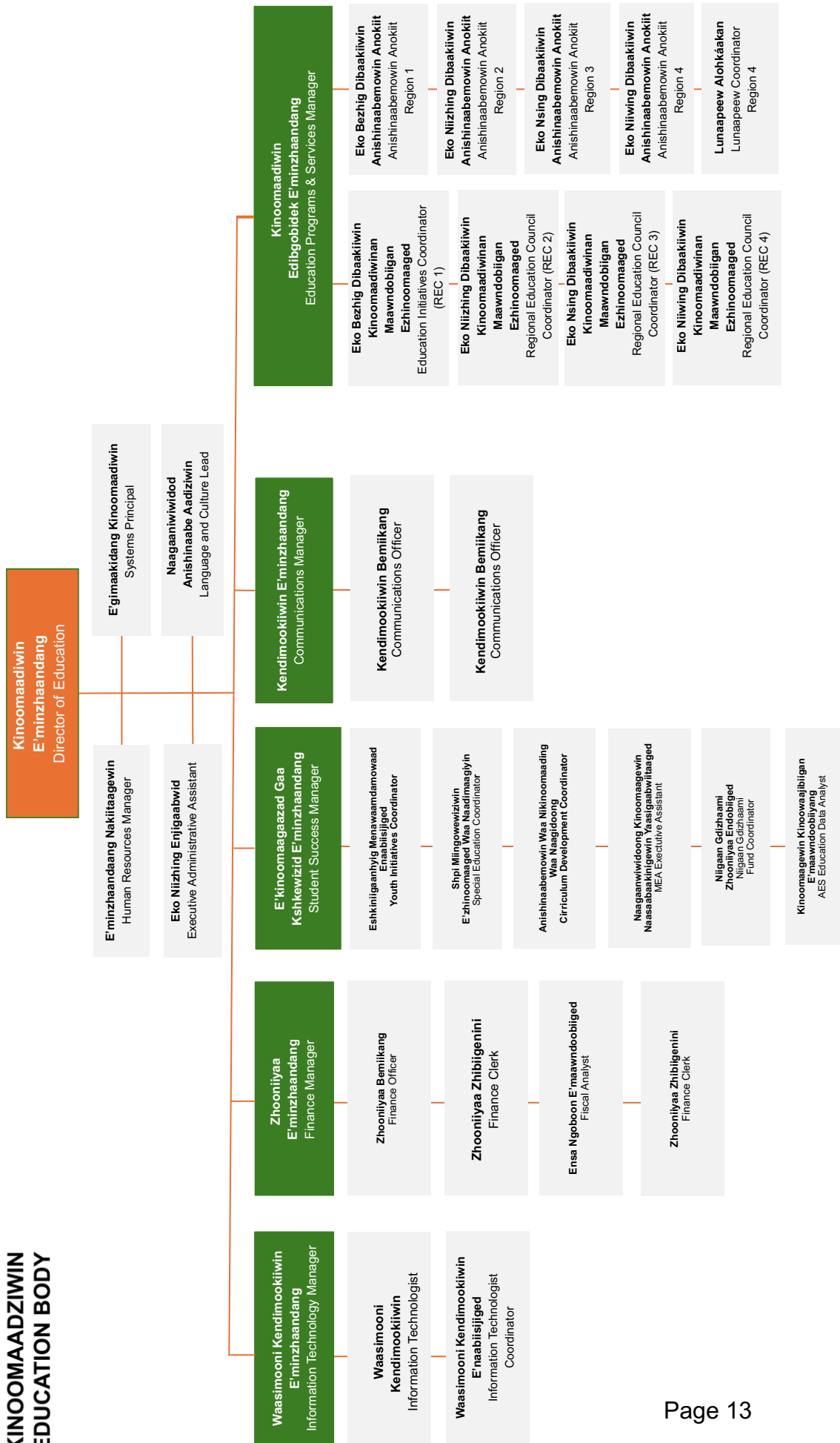
Lunaapeew Alohkaakan

Lunaapeew Language
Coordinator

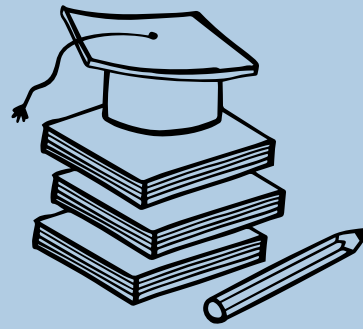


KINOOMAADZIWIN EDUCATION BODY

KINOOMAADZIWIN EDUCATION BODY ORGANIZATIONAL CHART



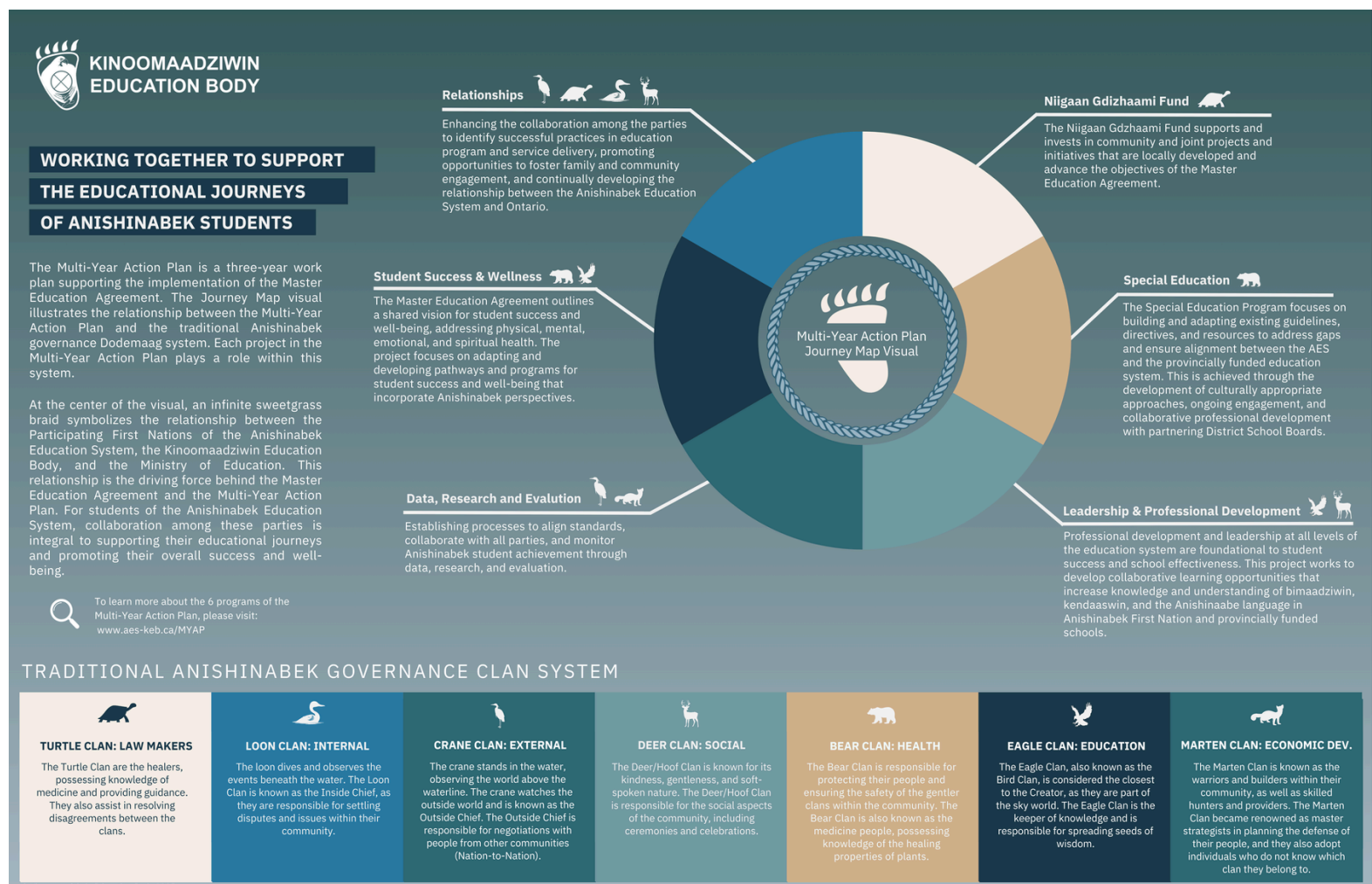
THE MASTER EDUCATION AGREEMENT



To support the implementation of the Master Education Agreement, on September 1, 2024 the third Multi-Year Action Plan (MYAP) began implementation. This workplan outlines six program focus areas aimed at supporting Anishinabek student success and well-being through programs, services, and relationship-building opportunities.

The activities outlined in the MYAP workplan are funded by Ontario and supported by the Ministry of Education. The KEB team works closely with the Indigenous Education Office to meet the deliverables of the 2024-2027 MYAP. In its first year of implementation, the MYAP workplan builds on the work of existing programs and introduces new pilot initiatives to support students.

To learn more about the six program focus areas of the 2024-2027 MYAP, please visit: aes-keb.com/logic-model/.



MYAP HIGHLIGHTS

The Learning Lead Pilot Program is a three-year pilot opportunity that was shared with the PFNs. Four communities expressed interest in this project. Throughout the three-year term of the project, each First Nation works to develop staff and program expertise in a priority area selected by the Nation. The four pilot programs each have a unique focus, and are working to build capacity around literacy, numeracy, well-being and land-based learning.



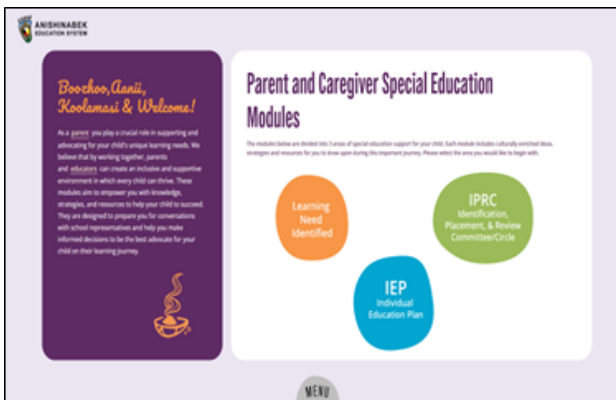
To view the 2024-2027
MYAP Logic Model, scan
the QR code:



MYAP HIGHLIGHTS

Throughout the 2024-2025 MYAP year, targeted professional development opportunities were offered to support structured literacy implementation and special education. Many AES educators took part in professional development opportunities to build capacity and improve literacy programming in AES schools. Following the public launch of the Parent and Caregiver Special Education digital modules in August 2024, resource materials were shared to ensure that this tool was accessible and able to support families engaging with the special education system.

On the direction of the PFNs, the KEB developed a survey to quantify the impact of de-streaming in secondary classrooms. A de-streaming survey was publicly launched in November 2024. Work to further understand the impact of de-streaming and support students in de-streamed classrooms continues through local initiatives with partnering District School Boards and support of the Ministry of Education.



To further support students impacted by de-streaming, the KEB Virtual Secondary School developed a grade nine de-streamed math course that will begin in September 2025. This course will be the first compulsory credit offered by the KEB Virtual Secondary School.

In March 2025, the KEB signed a Partnership Agreement with the Ontario Institute for Studies in Education (OISE) to work collaboratively on a longitudinal study. The longitudinal study is being conducted to report on the impact of the implementation of the AES, a First Nation controlled education system, on the success and well-being of Anishinabek students. The longitudinal study will be a multi-year project supported by the KEB and OISE.

**To view the Special
Education Modules scan
QR code:**



STRATEGIC PLAN HIGHLIGHTS

Strategic Goal	Key Achievements	Ongoing Work
Strategic Goal 1: Support Anishinaabe Student Success and Bimaadziwin	<ul style="list-style-type: none"> • Youth Council presented definitions of Student Success and Bimaadziwin to the First Nation Leadership at the AGM in 2024. • Longitudinal study launched with Ontario Institute for Studies in Education (OISE). • Student climate survey implemented in Region 1. • Memorandum of Understanding with Koganaawsawin approved by the Chiefs for signature. • AES Wellness Portal and Transitions Protocol updated and completed. 	<ul style="list-style-type: none"> • Community engagement and feedback analysis. • Full regional implementation of surveys. • Communications strategy rollout and data visualization. • Development of AES Data Management System.
Strategic Goal 2: Incorporate Anishinaabe Aadziwin, Bimaadziwin, Anishinaabemowin, and Ngo Dwe Waangizid Anishinaabe into the AES	<ul style="list-style-type: none"> • Translations completed for meetings and job titles. • Kweji-Kinoomaagzidaa! Sessions delivered monthly. • Language Strategy shared and language courses delivered (Level A & B). • Indigenous Language Speakers Circles held in all regions. 	<ul style="list-style-type: none"> • Expanded use of Anishinaabemowin across platforms. • Additional resources and learning tools for Ngo Dwe Waangizid Anishinaabe. • Virtual elementary Anishinaabemowin offerings are under development. • AES Student Planner (with language focus: weekly/monthly challenges, word wall list ideas, new words/phrases each week) designed and sent to print for next school year in 2025. • Language Repository will continue to develop with additional resources. • Community consultation sessions on-going for implementation of Language Strategy. • Language teams across the regions are engaging with language teachers/champions to develop regional language committees.



STRATEGIC PLAN HIGHLIGHTS

Strategic Goal	Key Achievements	Ongoing Work
Strategic Goal 3: Enhance Existing Partnerships and Develop New Partnerships to Support Anishinabek Education System Educational Goals	<ul style="list-style-type: none"> • Annual Gathering of Colleagues held. • Public infographic report completed. • Enhanced collaboration with DSBs and PFNs. • PFNs supported in education governance and program implementation. 	<ul style="list-style-type: none"> • Further development of communication materials. • Expanded cultural programming in schools. • Satisfaction assessments for PFNs.
Strategic Goal 4: Enhance Organizational Effectiveness of the KEB	<ul style="list-style-type: none"> • Onboarding, workplans, and strategic alignment established. • Staff development and professional learning supported. • Performance reviews for probationary and annual evaluations reviewed and enhanced. • AES organization chart updated and shared. 	<ul style="list-style-type: none"> • Succession planning and internal communication. • Support for PFNs in Education Service Agreements and protocols. • KEB Compensation Policy review. • Development of Health and Safety policy manual.

Conclusion:

Year 3 demonstrated substantial progress toward AES's vision, and strategic goals. Strategic priorities were actioned through collaboration, data development, and culturally relevant programming. Year 4 will build on these achievements, carrying forward initiatives that require continued engagement and refinement. Incomplete activities will be moved to Year 4.

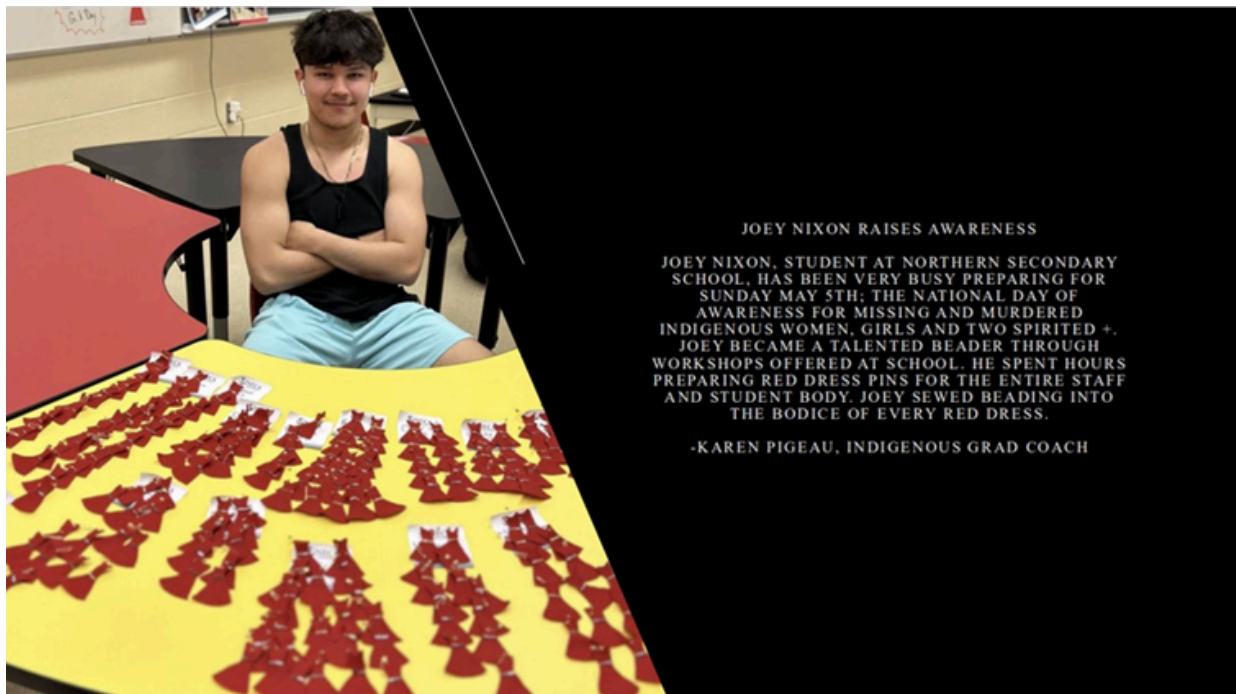
NIIGAAN GDIZHAAMI FUND-PROJECT UPDATES

Dokis First Nation

Bjiinak Nga-bi-dgoshinmin "We Will Be There Soon"

Dokis First Nation, in partnership with the Near North District School Board, recognized the need for Indigenous students to see themselves reflected in their schools. "By learning how to decolonize the curriculum, Indigenous students will see themselves reflected in the curriculum as leaders in math, sciences, and the humanities. The inclusion and honouring of Indigenous contributions and ways of knowing and learning in everyday learning will develop identity and self-esteem within Indigenous students" (Dokis First Nation).

One workshop had a big impact on student, Joey Nixon. Elder Lily Armstrong hosted a beading workshop for Indigenous students at West Ferris Secondary School. In this workshop, Joey learned how to bead and quickly became a talented beader. Through his newfound passion for beading, Joey took it upon himself to bead red dresses for his school's entire staff and student body in honour of the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirited+ people.



NIIGAAN GDIZHAAMI FUND-PROJECT UPDATES

Wasauksing First Nation

Seven Grandfathers First – T-Shirt Campaign, Phases 1 and 2

The Seven Grandfathers First T-Shirt Campaign was born out of a response to a traumatic racial event that occurred at a local high school that Wasauksing's youth attend. Wasauksing First Nation responded to this traumatic racial event by creating dialogue, awareness, and a safe space.

The Seven Grandfathers First T-Shirt Campaign is a powerful example of the resiliency of Indigenous youth. From the shock of experiencing a traumatic, racialized event to processing it and developing a plan to address it, the campaign demonstrates how Indigenous youth, particularly from Wasauksing, are not only resilient but also driven and motivated. By turning a traumatic experience into something positive, they exemplify strength and determination.



COMMUNITY HIGHLIGHTS: REGION #1

Region 1 experienced several important developments and initiatives over the past year. Monthly meetings between REC representatives and KEB personnel continued, providing a valuable space for Region 1 communities to share updates, discuss key topics, and address priority items. Engagement with school board partners also remained a focus, with various meetings aimed at supporting student success. A notable milestone was the creation of a Region 1 language committee dedicated to fostering language development and instruction throughout the communities. The committee began planning a language gathering to further this work. Additionally, Transitions Protocol meetings were reintroduced with partnering school boards and EDU partners, strengthening collaboration and continuity in education. Planning also began to revisit the EKAN training modules, which are scheduled to be delivered within communities across the region.

In October 2024, the two-day Medicine Gathering brought together community members to share traditional knowledge, practices, and medicines. Day one featured teachings from Raphael Moses on herbal medicines and from Garland Moses on bear grease and minigan, with sessions held both indoors and outdoors. The second day emphasized participant sharing, continued teachings from Garland Moses, and opportunities for collective learning and connection. The event included shared meals, morning and midday breaks, and concluded with closing remarks and expressions of gratitude. Overall, the gathering fostered cultural learning, strengthened relationships, and supported the transmission of knowledge vital to community wellness.



COMMUNITY HIGHLIGHTS: REGION #2

In January 2024, Sheshegwaning First Nation and Aundeck Omni Kaning First Nation submitted a joint application to the KEB Reach Ahead Credit Program. As a result, in July 2024, students in Region 2 had an opportunity to participate in a (required) credit accumulation course in partnership with the Rainbow District School Board. With an outstanding 100% success rate, all 17 enrolled students obtained their Grade 10 Civics & Citizenship (CHV2O) and Career Studies (GLC2O) credits. The course included local content, community-based field trips, and First Nation guest speakers.

In addition, students received support with the provision of daily transportation, meals, and snacks. This, along with the local content, guest speakers and field trips, had other students asking if the same program would be running again and how they could get involved. Another notable benefit was giving recent Grade 8 Graduates who were in the course the opportunity to familiarize themselves with the local high school, which supported their fall transition. All of this gave the students greater flexibility in planning their subsequent timetables. As this was an in-person class held each weekday at Manitoulin Secondary School in M'Chigeeng, the students' commitment and dedication deserve a well-earned congratulations on their success.



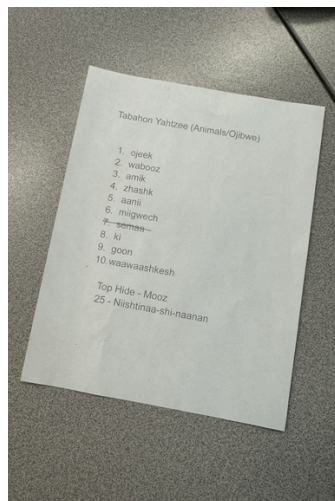
COMMUNITY HIGHLIGHTS: REGION #3

Region 3 staff advanced work in the areas of student success, language revitalization, and strengthening partnerships this year.

In alignment with language and cultural revitalization, Region 3 began developing a Regional Language Strategy in March 2025, with a pre-planning session led by facilitator Akinoomoshin. A full strategic planning session is scheduled for summer 2025, with completion expected in the fall. All regional meetings continue to open with the Ngo Dwe Waangizid Anishinaabe statement, reinforcing cultural grounding.

To strengthen partnerships, REC 3 initiated a collaborative effort with district school boards to develop a communications protocol focused on special education. A working group, including Sudbury Catholic District School Board, Wahnapiatae First Nation, and Atikameksheng Anishnawbek, is finalizing this work for implementation in 2025–26. REC 3 also continues to contribute to KEB organizational effectiveness through regular meetings, participation in KEB initiatives, and sharing regional highlights in the quarterly newsletter.

Region 3 also supported student and educator engagement in culture-based learning through participation in the Tabahon Challenge. This initiative invited students and teachers across the region to engage in land-based, language-rich, and culturally grounded activities designed to deepen their connection to Anishinaabe identity and ways of knowing. Classrooms documented and shared their experiences, highlighting the creativity, collaboration, and community knowledge involved in the challenge. The initiative fostered pride, cultural awareness, and strengthened relationships between schools and communities.



COMMUNITY HIGHLIGHTS: REGION #4

Region 4 advanced Kinomaagewin 2, the second phase of a land-based learning initiative supported by the Regional Resource Fund. Building on the success of the original Kinomaagewin gathering, this phase focused on strengthening First Nation-led, land-based learning while fostering partnerships with district school boards. With participation from PFNs, Elders, educators, youth, and community partners, the project emphasized culturally grounded planning and the co-creation of ongoing land-based education opportunities.

Three sessions were held throughout the year: a maple sugaring gathering in February 2025 introduced a partnership planning framework; spring visits to communities supported project implementation; and a culminating event in June brought teams together to share outcomes and next steps. Each PFN developed a unique project, shaped by local teachings and guided by tools such as the Medicine Wheel and the 13 Moons model. Students were engaged as leaders, and resources like Plants with Purpose cards helped anchor projects in local knowledge.

The initiative reinforced that time, listening, and Indigenous-led processes are key to meaningful learning. Kinomaagewin 2 deepened relationships across sectors and demonstrated the value of flexible, seasonal, and community-driven approaches. Region 4 continues to support this work through curriculum development and the Resource Development Fund.



KEB Language Strategy Project

Language Strategy

Over the past year, the KEB has advanced the implementation of the AES 10-Year action-based Language Strategy through engagement, analysis, and PFN collaboration. Between January and April 2024, over 500 students and community members completed language surveys to help assess current language use, community needs, and priorities. The Anishinaabemowin Anokiit team each visited their respective PFNs to carry out community consultations and connect with teachers, Elders, and language champions to help inform the draft strategy.

In August, we shared the draft strategy with PFNs through Regional Education Council meetings, in-community feedback sessions, and online platforms. Input from the various community reviews helped shape the final version, which was unanimously approved by the leadership of all 23 PFNs in November 2024.

To view the Language Strategy Framework Document scan QR code:

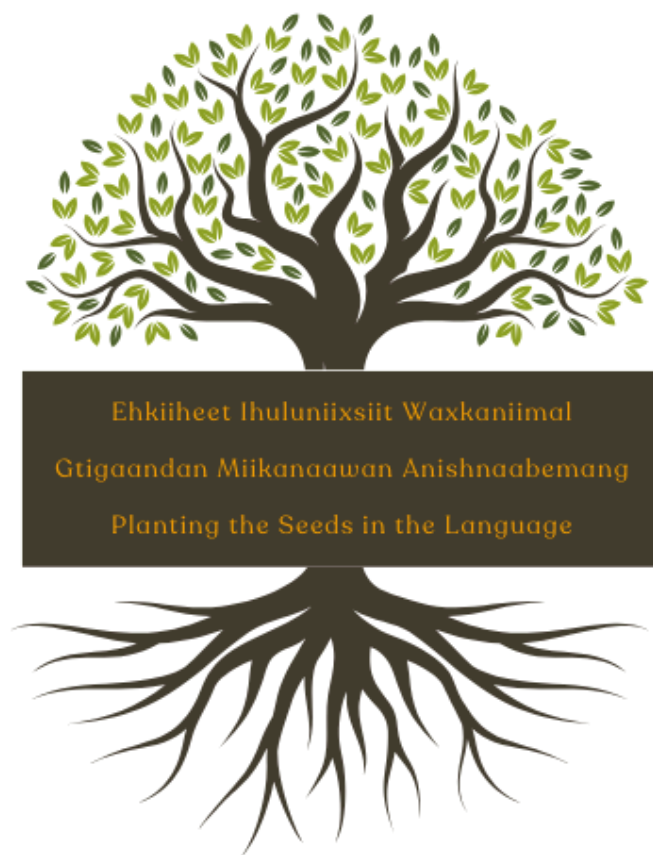


KEB Language Strategy Project

Language Strategy

Recognizing that many PFNs already have language work underway, while others may be in earlier stages, the KEB's role is to support and strengthen these efforts based on local direction. In support of this, five full-time regional language positions have been created within the KEB, including one focused on Lunaapeew for Region 4.

These staff work alongside communities to support their language revitalization priorities in ways that are locally driven and culturally grounded.



Ehkiiheet Ihuluniixsiit Waxkaniimal
Gtigaandan Miikanaawan Anishnaabemang
Planting the Seeds in the Language

Language and Culture Lead Update

1. Eko Dibaakiiwinan Anishinaabemowin Anokiijik

Four Anishinaabemowin and one Lunaapeew workers were hired in March 2025. Each Anokiijik are supporting their regional First Nations to implement the KEB's 10-year language strategy plan.

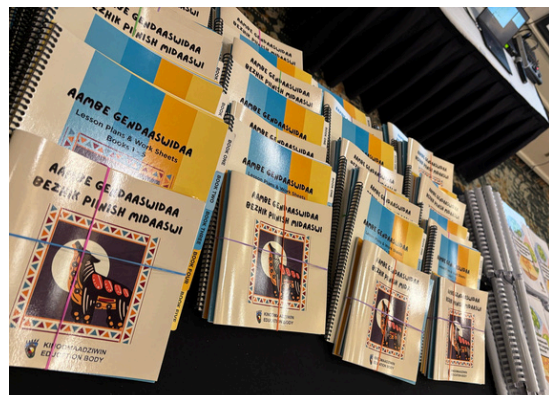
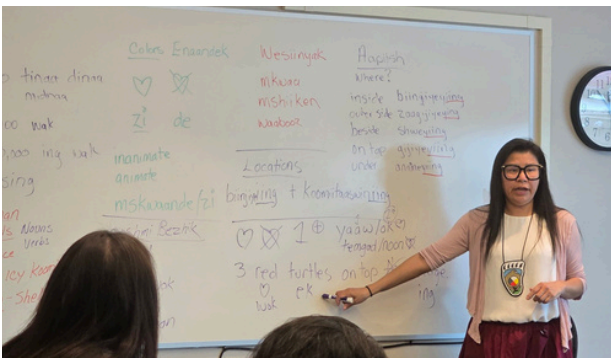
2. Language Teacher Professional Learning Circle

Eko Dibaakiiwinan Anishinaabemowin Anokiijik hosted one PLC per region this past school year.



3. Teacher Kit

The 'Aambe Gendaaswidaa' teacher kit was printed in January 2025. A draft copy of the Level A Ezhi Zhitooyin Zid Nabizhigan teacher kit is currently being created. The innovative "Chunking Method" is in further development.



Language and Culture Lead Update – System Wide

4. Teacher Training Pilot Project

The teacher training pilot project at Whitefish River First Nation's Shawanasowe School started in January 2025. The objective of this pilot project was to nudge regular OCT teachers to normalize Anishinaabemowin during instructional time. In a short amount of time, there has been a ripple effect forming within the classroom. This project will continue at Shawanasowe School in the upcoming school year.



5. "Book Bag" Library of Resources

Naagaaniwiwiodod Anishinaabe Aadziwin and Eko Dibaakiiwinan Anishinaabemowin Anokiijik have collaborated with Region 1 Biigtigong Nishnaabeg in creating a "book bag" library of resources. This resource will be added to KEB's wellness portal under the Language Resources link.



6. Kweji Kinoomaagzidaa

Kweji Kinoomaagzidaa has transitioned to the Eko Dibaakiiwinan Anishinaabemowin Anokiijik for planning, to honour all dialects across AES.

Kweji Kinoomaagzidaa!
Noongoohnsak
Wiji William Morin

Foundational Elements miinowaa Storytelling
Join us for this 2-part interactive zoom miniseries on 'Star Teachings'

Wenesh pii:
Binaakwii Giizis 22, 2024
6:30 piinish 8:30 shki dibikak
Baashkaakodin Giizis 19, 2024
6:30 piinish 8:30 shki dibikak

Will Morin, Ojibway
Anishinaabe Artist /
Storyteller / Educator
From Michipicoten FN.

REGISTER by scanning the QR code
or clicking on the following link: <https://forms.office.com/r/1Jy/kbcu8>

Zoom Meeting Link:
<https://us06web.zoom.us/j/86467655481>

Kweji Kinoomaagzidaa!
Gordon Jr. Waindubence

Bi-kinoomaagzidaa doodemnaanik!
Clan Teachings

Join us for this 2-part interactive zoom miniseries on 'Clan Teachings'

Wenesh pii:
Mnidoo Giizis 20, 2025
7:00 PM biinish 9:00 PM e-naakshik
Mkwa Giizis 10, 2025
7:00PM biinish 9:00 PM e-naakshik

Zoom Meeting Link:
<https://us06web.zoom.us/j/86467655481>

REGISTER by scanning the QR code
or clicking on the following link:
<https://forms.office.com/r/1P3RQRKxDb>



Anishinabek Education System

Youth Council

The KEB, through the AES Youth Council, delivered a range of youth-led initiatives in 2024 and 2025 focused on leadership, cultural learning, land-based activities, and student success. These initiatives supported Anishinabek youth in strengthening their identity and promoting Bimaadziwin.

In August 2024, the Youth Council hosted a Summer Youth Gathering in Sault Ste. Marie with the theme "Strengthening Your Spirit." Youth participated in land-based workshops, including Star Teachings, fish skin tanning, and a medicine walk.

Summer Youth Gathering 2024





Anishinabek Education System

Youth Council

A Virtual Speaker Series highlighted inspiring Indigenous youth, including Ocean Cherneski, Kelsey Borgford, Tessa Pizzale, and Connor Lafortune. The series focused on leadership, identity, and resilience.

In January 2025, the Youth Council held a Winter Youth Gathering focused on "Building Good Relationships." Youth engaged in cultural workshops, a paint night with Sassa Linklater, and teachings from George Couchie and Perry McLeod-Shabogesic.

Winter Youth Gathering 2025



AES Education Data

Supporting Student Success and Bimaadziwin

The AES empowers students by integrating traditional Anishinabek values with educational frameworks, guided by the principles of Bimaadziwin to support holistic and academic success.

The AES defines student success both in terms of academic achievement and holistic growth. The system emphasizes the importance of cultural identity, community engagement, holistic learning, and empowerment.

AES Student Population

During the 2023–2024 school year, there were 2001 students living in a Participating First Nation and attending either a First Nation, provincially-funded, private or home school.

5656

Youth between 4–18 are members of a Participating First Nation living on or off-reserve

2001

students living in a Participating First Nation

803

on-reserve students attend a First Nation school

112 Kindergarten Graduates

113 Grade 8 Graduates

96 Grade 12 OSSD Graduates

1,232

Students enrolled in Full-Time Post-Secondary Programming

Graduation

In the 2023–2024 school year, many students across the AES celebrated academic milestones and graduations.

The Participating First Nations supported 1,232 full time post-secondary students in the 2023–2024 school year.

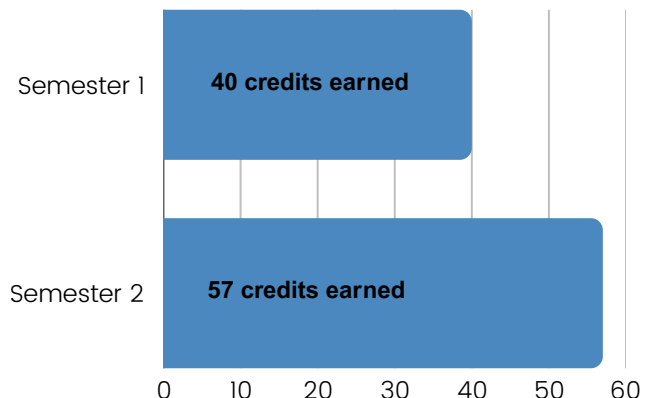
Students living in a Participating First Nation

Cultural Identity

Nurturing a strong connection to Anishinabek heritage, language and traditions helps to develop a strong sense of cultural identity.

The KEB Virtual Secondary School allows students from across the province to access a fluent language teacher to continue their language learning journey. This year, Level A and B Ojibwe were offered in both semesters.

The KEB virtual school supported 12 students in achieving their Level B Ojibwe credit, and 85 students achieved Level A.



AES Education Data

Supporting Student Success and Bimaadziwin

Bimaadziwin is a guiding principle that shapes the AES approach to education. By integrating cultural identity, community engagement, youth empowerment, and holistic learning, students will grow along the path to Bimaadziwin.

To better understand this approach to education, a partnership agreement with the University of Toronto/OISE was signed on March 7, 2025, to research the impact of the AES on student success and well-being.

1815

students impacted by the 15 NG
Fund projects focused on
language and land-based
learning

104 students **86.5%**

participated in MYAP-
supported Reach Ahead
programs in 2024

course
pass rate

Community Engagement

The Niigaan Gdizhaami Fund supported 25 projects during the 2024-2025 school year. The projects are community-led and based on the priorities of the community and needs of the students. Land-based learning and language continue to be an area of priority for the Participating First Nations.

The Reach Ahead program outlined in the MYAP continues to be an engaging and effective community-developed learning opportunity for students.

Empowerment

Throughout the 2024-2025 school year, there were three KEB in-person events for youth. These events focused on building leadership skills, advocacy, and strengthening cultural connection in a fun and inviting environment.

The Youth Council designed and hosted 6 Virtual Speaker Series events as an opportunity for Anishinabek youth excelling in their field to share their experience and inspire others.

37

Youth attended in-person events developed by the AES Youth Council aimed at building leadership skills and deepening cultural knowledge

8

Youth elected to the 2025-2027 AES Youth Council

6

Virtual Speaker Series events

Holistic Learning

Professional development opportunities for educators this year focused on priority topics shared by the Participating First Nations and educators. Over the course of the 2024-2025 school year, the KEB hosted 41 professional development opportunities with over 1000 individuals participating.

16 language resources were created and shared for use in classrooms and 1 Teacher Kit.

114

Educators participated in numeracy and literacy book studies.

111

Educators participated in Trauma-informed PD sessions.

110

Language Teachers participated in Language Professional Learning Circles

AES Education Data

Anishinabek Education System (AES) Student Achievement Results

April 2025

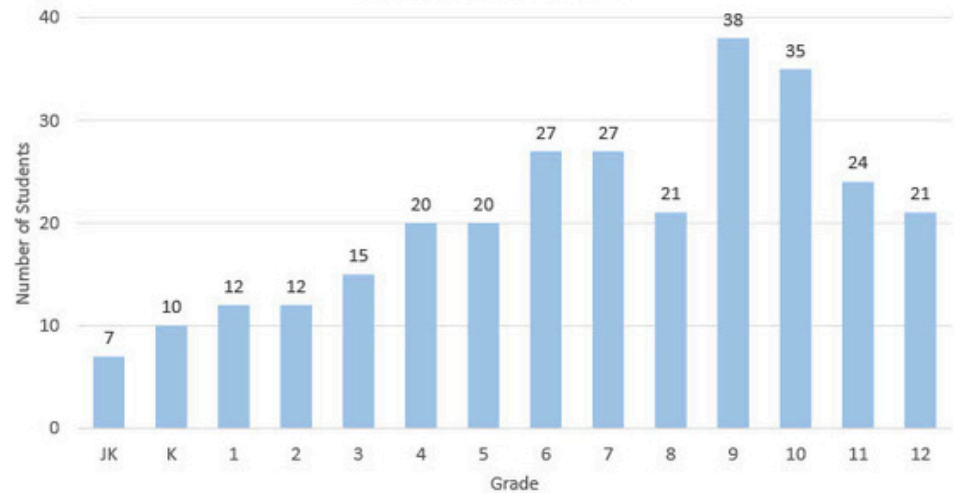
Notes

- The Anishinabek Education System (AES) Data and Information Sharing Agreement (DISA) consent forms enable the Participating First Nations to obtain student data provided to the AES by the province of Ontario. This data can inform programs and service planning to support students in targeted areas.
- This is the second year results were provided allowing data to be explored from 2017-18 to 2022-23 and consisted of approximately 500 eligible students across all years.
- Caution should be used when interpreting results at the grade level due to small counts.
- Please note that 2019-20 and 2020-21 results reflect years impacted by the pandemic.
- Data for AES is reflective of the system but with additional data collected and submitted more could possibly be explored at the region or community level.
- Other indicators are available for AES students such as EQAO results that are not displayed in the visuals.
- For more information on AES, consent forms or additional indicators available please contact Paige Fortier the AES Student Success Manager at Paige.Fortier@a-e-s.ca.

498 AES students have provided consent to the Kinooamaadziwin Education Body (KEB) by 2023-24 academic year and had participated in provincially funded schools at some point.

In 2022-23, there were 289 AES students in provincially funded schools.

Number of Consented AES Students by Grade, 2022-23
Provincially Funded Schools



Education Analytics Branch, SPPD, EDU

Anishinabek Education System (AES) Student Achievement Results

April 2025

Percentage of Students Receiving
Special Education Services/Programs



Key Findings

- A larger percentage of consented AES students compared to all students overall receive Special Education services.
- Between pre- and post-pandemic, attendance rates decreased from 2017-18 to 2021-22.
- However, attendance rates recovered in 2023-24 (not shown) at both the elementary and secondary levels.

Context on Attendance

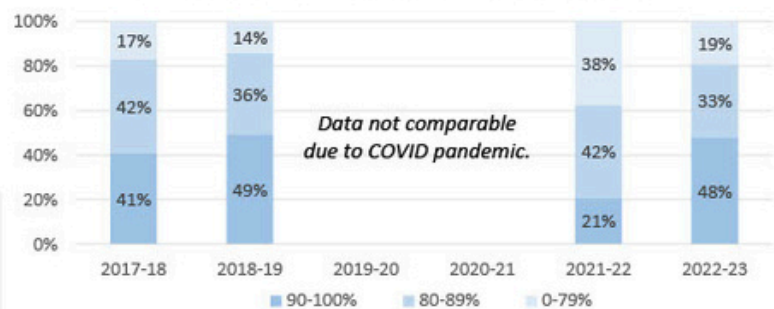
Elementary

- A student with a 90% attendance rate is missing 1 day every two weeks. This translates into missing 19 instructional days each year, or almost a month of school.
- An 80% attendance rate means a student is missing the equivalent of 1 day every week. This translates into missing 38 instructional days each year, or almost 2 months of school.

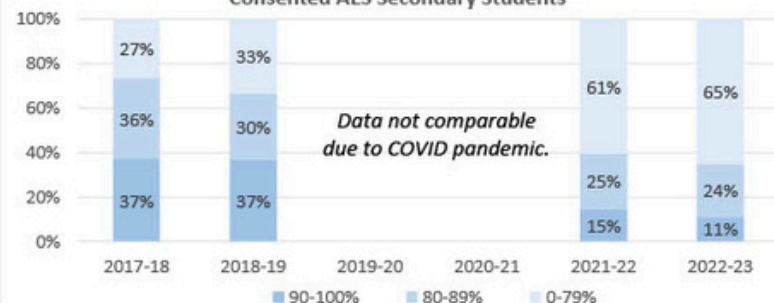
Secondary

- A student takes an average of 5 classes a day in secondary school. A student with a 90% course attendance rate is missing 1 out of every 10 classes, or one class every other day.
- An 80% course attendance rate means a student is missing 1 out of 5 classes, or one class every day.

Attendance Rate of Consented AES Elementary Students



Course Attendance Rate Range for
Consented AES Secondary Students

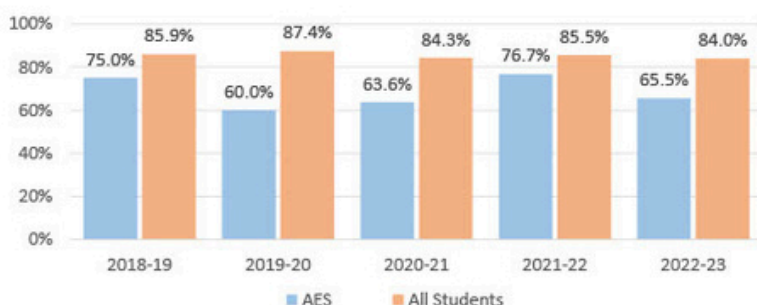


AES Education Data

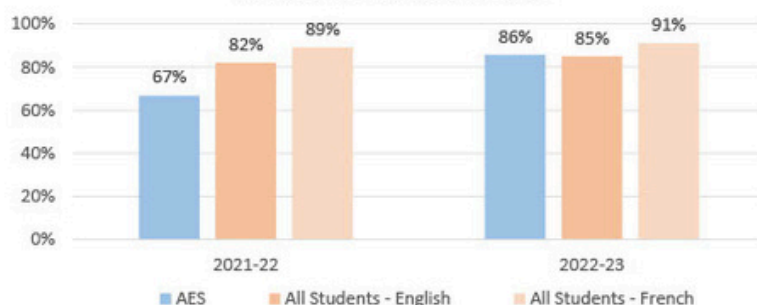
Anishinabek Education System (AES) Student Achievement Results

April 2025

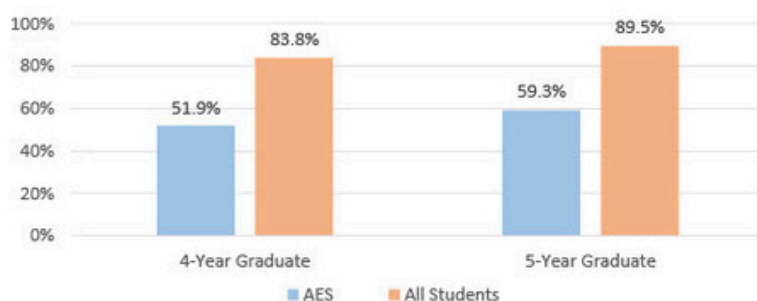
Percentage of Grade 9 Students with 8+ Credits



Percentage of Students Successful in the OSSLT on the First Attempt



Graduation Rate of the 2018-19 Grade 9 Cohort



Key Findings

- Percentage of consented AES Grade 9 students with eight or more credits decreased during pandemic years (2019-20 and 2020-21), recovered in 2021-22, and decreased again in 2022-23.
- Percentage of students successful in the OSSLT on the first attempt increased from 2021-22 to 2022-23 for both consented AES students and all students overall.
- Graduation rate of consented AES students is over 30 percentage points lower than that of all students overall.

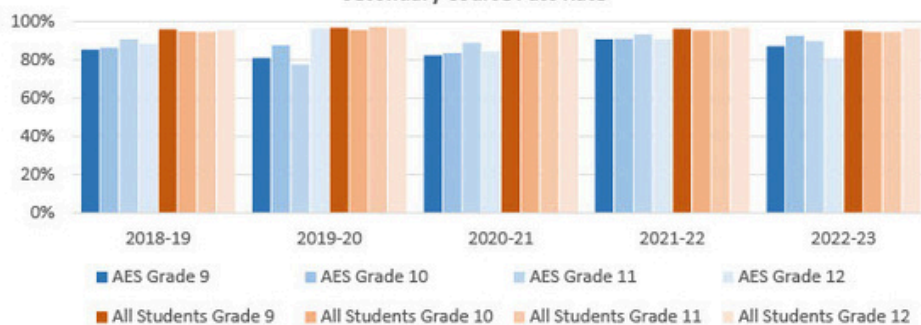
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Education Analytics Branch, SPPD, EDU

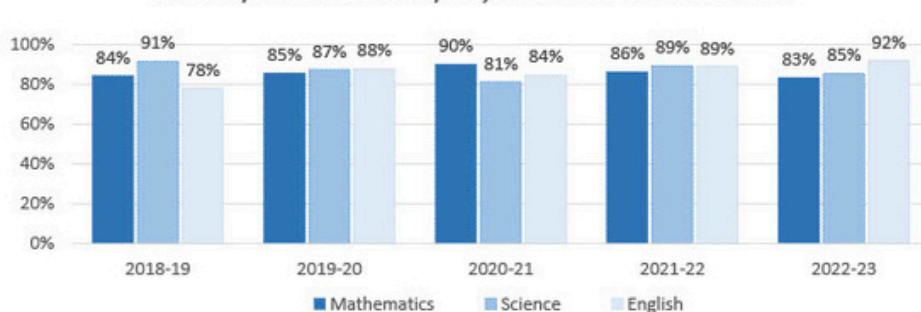
Anishinabek Education System (AES) Student Achievement Results

April 2025

Secondary Course Pass Rate



Secondary Course Pass Rate by Subject for Consented AES Students



Key Findings

- From 2018-19 to 2019-20, AES secondary course pass rate decreased for Grade 11 but increased for Grade 12.
- From 2019-20 to 2020-21, AES secondary course pass rate increased for Grade 11 but decreased for Grade 12.
- From 2020-21 to 2021-22 (the first post-pandemic academic year), AES secondary course pass rate increased for all grades, resulting in similar pass rates as all students overall.
- From 2021-22 to 2022-23, AES secondary course pass rate decreased significantly for Grade 12.
- The Mathematics course pass rate across all grades for consented AES students was highest in 2020-21.
- Meanwhile, the Science course pass rate was lowest in 2020-21.
- The English course pass rate has generally been increasing from 2018-19 to 2022-23.

-4-

Education Analytics Branch, SPPD, EDU

Financial Overview

Implementation of the Fiscal Agreements

The Anishnabek Nation Education Agreement and the Master Education Agreement are each accompanied by their own funding agreements.

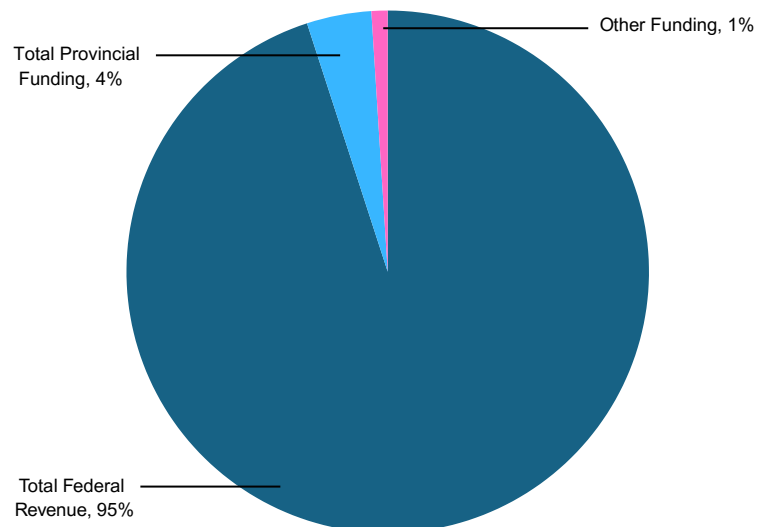
Annually, the KEB manages the implementation of these agreements, ensures the transfer of education funding to the PFNs and completes financial reporting requirements for Canada and Ontario.

The KEB ended the 2024-2025 fiscal year in a strong financial position. The Finance Team, with the support of the Director of Education, the KEB Finance Committee and the Board of Directors are pleased to provide the financial report.

2024-2025 Audited Financial Statements

The Audited Financial Statements for the fiscal year 2024-2025 were completed by KPMG and approved by the Board of Directors.

Revenue & Expenses	
April 1, 2024 - March 31, 2025	
Revenues	
CIRNAC Grants	\$ -
Indigenous Services Canada	\$ 98,608,272
Canadian Heritage	\$ -
Total Federal Revenue	\$ 98,608,272
Minister of Education	\$ 4,577,627
Ontario Arts Council	\$ 16,831
Total Provincial Funding	\$ 4,594,458
Other Funding	\$ 721,380
Total Revenue	\$ 103,924,110
Expenses	
Transfers to PFN's	\$ 91,818,359
Administration & Overhead	\$ 2,994,927
Support Services	\$ 1,640,806
Meetings & Communications	\$ 2,115,450
Information and Technology	\$ 359,055
Total Administered by KEB	\$ 7,110,238
Total Expenses	\$ 98,928,597



*From draft KPMG Financial Statements



**KINOOMAADZIWIN
EDUCATION BODY**

**MIIGWECH, ANUSHIIK, TO
THE PARTICIPATING FIRST
NATIONS FOR MAKING
2024–2025 A MEMORABLE
AND MEANINGFUL YEAR**



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