# KINOOMAADZIWIN EDUCATION BODY

## Annual Report
2021 - 2022

Anishinaabe Aadzwin. Anishinaabe Bimaadzwin.

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# Message from the Board of Directors



**Phyllis Anderson**
Chair, Board of Directors

**As the Anishinabek Education System (AES) moves into its fifth year of implementation, there is much to be impressed by. The 23 Participating First Nations dig deeper into the heels of education Self-governance with each passing year, and the impact of this is evident in their achievements.**

Whether it's local-level projects that offer enhanced supports to students in school, or regional initiatives that create shareable resources across the system, it's clear that AES communities are growing on individual and system-wide bases.

Part of that growth comes from having to remain resilient in the face of the COVID-19 pandemic. While COVID-19 has slightly loosened its grip on the world, the strain on First Nation capacities and resources is still very present.

Looking back at all that has been accomplished and overcome this past year, the Kinoomaadziwin Education Body (KEB) Board of Directors wishes to recognize the incredible efforts of community leadership, educators, and administrators. We also applaud the successes of AES students, parents, and families, who continue to amaze us every day.

Miigwech,

Phyllis Anderson
Chair, Board of Directors

# Our Guiding Direction

## Ngo Dwe Waangizid Anishinaabe

**Debenjiged gii'saan Anishinaaben akiing giibi dgwon gaadeni mnidoo waadiziwin.**
**Shkode, nibi, aki, noodin, giibi dgosdoonan wii naagdowendmang maanpii shkagmigaang.**
**Debenjiged gii miinaan gechtwaa wendaagog Anishinaaben waa naagdoonjin ninda niizhwaaswi kino maadwinan.**
**Zaagidwin, Debwewin, Mnaadendmowin, Nbwaakaawin, Dbaadendiziwin, Gwe-kwaadziwin miinwa Aakedhewin**
**Debenjiged kiimiingona dedbinwe wi naagdowendiwin**
**Ka mnaadendanaa gaabi zhiwebag miinwaa nango megwaa ezhwebag, miinwa geyaabi waa ni zhiwebag.**

Preamble to the Anishinaabe Chi-Naaknigewin - as adopted by the Anishinabek Nation Grand Council in June 2011



Image by Anishinabek Nation via http://www.anishinabek.ca/wp-content/uploads/2016/05/Anishinaabe-Chi-Naaknigewin-modified.pdf

## Strategic Vision of the AES

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

## Mission Statement

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

*As established by the KEB Board of Directors - March 31, 2022*

# Meet the Team

## KEB Board of Directors



**Phyllis Anderson, Chair**
Nipissing First Nation

**Robert Beaudin, Vice-Chair**
Sheshegwaning First Nation



**Catherine Pawis, Secretary**
Wasauksing First Nation

**Stan Sabourin, Treasurer**
Netmizaaggamig Nishnaabeg

**Nancy Assance**
Beausoleil First Nation

**Marianna Couchie**
Nipissing First Nation

**Laura Colwell**
Mississaugas of Scugog Island First Nation



**Sherry Dayfox**
Sheshegwaning First Nation



**Judy Desmoulin**
Long Lake #58 First Nation



**Tim Hardy**
Biinjitiwaabik Zaaging Anishinaabek

**Lise Kwekkeboom**
Chippewas of Rama First Nation

**Lisa Michano-Courchene**
Biigtigong Nishnaabeg

**Linda Peterson**
Michipicoten First Nation

**Jacqueline Tangie-Roy**
Michipicoten First Nation

# KEB Staff



**Andrea Crawford**
Senior Operations Manager



**Alicia Cameron**
Regional Education Council Coordinator (REC #4)



**Nancy O'Donnell**
Regional Education Council Coordinator (REC #1)



**Andrea Wemigwans**
Executive Administrative Assistant



**Julian Cote**
Student Information System Coordinator



**Tammy Desmoulin**
Niigaan Gdizhaami Fund Coordinator



**Colleen Sheriff**
Special Education Coordinator



**Marie Chalykoff**
Strategic Initiatives Coordinator



**Tracy Hanzlik**
Data Management Officer



**Zachary Beaudette**
Language and Culture Lead



**Charles Serre**
IT Infrastructure Lead



**Lisa Wabegijig**
Regional Education Council Coordinator (REC 3)



**Tammy Moreau**
Regional Education Council Coordinator (REC 2)



**Marcia Manitowabi**
Finance Officer



**Janie Pepin**
Communications Officer



**Greer Atkinson**
Regional Education Council Coordinator (REC 4)



**Joshua LeClair**
Regional Education Council Coordinator 1

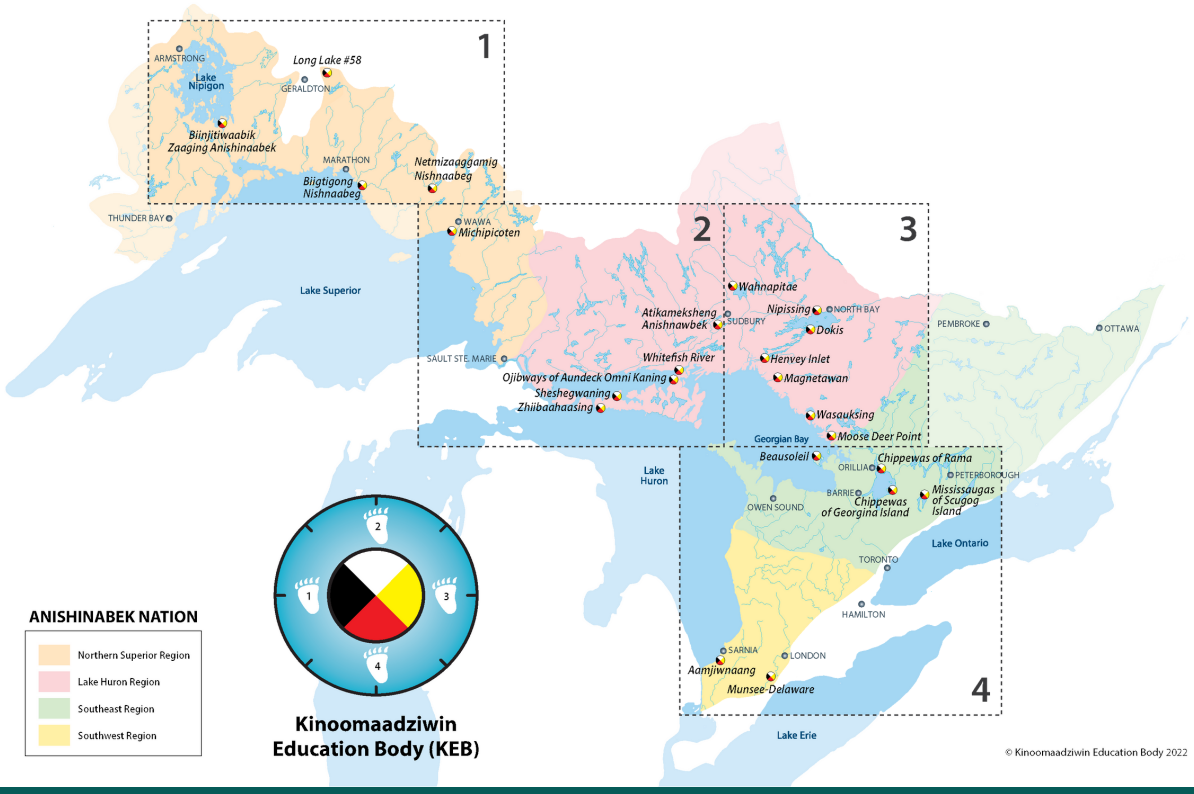


**Starla Jamieson**
Master Education Agreement Executive Assistant



**Jessica Fellin**
Regional Education Council Coordinator (REC 2)

# Participating First Nations




**REC 1**

- Long Lake #58 First Nation
- Biinjitiwaabik Zaaging Anishinaabek
- Biigtigong Nishnaabeg
- Netmizaaggamig Nishnaabeg

**REC 2**

- Michipicoten First Nation
- Atikameksheng Anishnawbek
- Whitefish River First Nation
- Aundeck Omni Kaning First Nation
- Sheshegwaning First Nation
- Zhiibaahaasing First Nation

**REC 3**

- Wahnapitae First Nation
- Nipissing First Nation
- Dokis First Nation
- Henvey Inlet First Nation
- Magnetawan First Nation
- Wausauksing First Nation
- Moose Deer Point First Nation

**REC 4**

- Beausoleil First Nation
- Chippewas of Rama First Nation
- Chippewas of Georgina Island First Nation
- Mississaugas of Scugog Island First Nation
- Aamjiwnaang First Nation
- Munsee-Delaware Nation

# Year in Review

The fiscal year 2021-2022 marked the fourth year of operation for the KEB, and its greatest year of growth. The addition of pivotal positions to the KEB's staff compliment has enabled our team to make great strides in important areas, such as Special Education, language and culture, and resource development. Supporting the Participating First Nations continues to be the primary mandate of the KEB. As the administration body of the AES, the organization strives to achieve this mandate through positive relationship building with all of its partners in government, education, and other Indigenous organizations.

Significant advancements were made this year in the implementation of the Agreements. A new three-year work plan will continue to guide the Master Education Agreement with Ontario, ensuring continued support for Anishinabek students in provincially-funded schools and AES schools. At the federal level, negotiations with Canada have begun for the next five-year fiscal agreement to support the AES.

The following pages of the 2021-2022 Annual Report provide a summary of the many achievements and progress made this year, at the KEB level and at the community level throughout the AES.


















# Board of Directors Highlights

## Strategic Plan

A key goal of the KEB this year was to develop a long-term strategic plan, with the partnership and direction of the Participating First Nations (PFNs). Development of the strategic plan began in July 2021, with the engagement of a strategic planning consultant who supported the initial research and engagement phases of the process.

A draft plan was presented to the leadership of the PFNs in November, and in December 2021, the KEB Board of Directors established an ad hoc Strategic Planning Committee to finalize the five-year Strategic Plan. The plan will guide the work of the KEB and the overall implementation of the AES over the next five years, from 2022 through 2027.

### Strategic Plan Goals

- Support Anishinaabe Student Success and Bimaadziwin
- Incorporate Anishinaabe Aadziwin, Anishinaabe Bimaadziwin, Anishinaabemowin, and Ngo Dwe Waangizid Anishinaabe into the Anishinabek Education System.
- Enhance Existing Partnerships and Develop New Partnerships to Support Anishinabek Education System Educational Goals
- Enhance Organizational Effectiveness of the Kinoomaadziwin Education Body

## Board Committees

In July 2020, the KEB Board of Directors established four committees to support the work of the Board and to provide enhanced direction to the KEB management team and staff. Since their inception, the Board Committees have created efficiencies in governance processes and enhanced the daily operation of the organization.

| BOARD COMMITTEES | 2021-2022 HIGHLIGHTS |
|---|---|
| **Finance Committee** | Development of the AES Funding Formula project<br>Annual budget and financial audit |
| **Human Resources Committee** | Policy development and maintenance (HR, Compensation Policy, Covid-19)<br>Onboarding and evaluation of the Director of Education |
| **Education Services Committee** | Development of an AES education service model |
| **Ad Hoc Governance Committee** | Ongoing implementation of the 2020 Organization and Governance Review<br>Initial planning support for the Strategic Plan |

# Financial Overview

## Implementation of the Fiscal Agreements

The Anishinabek Nation Education Agreement and the Master Education Agreement are each accompanied by its own fiscal transfer agreement.

The KEB manages the implementation of the fiscal agreements, ensures the transfer of education funding to the PFNs, and completes financial reporting requirements with Canada and Ontario.

**2021-2022 Financial Statements**

The Audited Financial Statements for the fiscal year 2021-2022 were completed by KPMG and accepted by the Board of Directors. Community-level projects supported this year included:

- 25 Niigaan Gdizhaami Fund projects
- 2 Learning as We Go pilots
- 2 Graduation Coach pilots
- 4 Aaniish Naa Gegii pilots
- 4 Ezhi Kendmang Anishnaabe Naadziwin pilots (with school board partnership)

**Revenues and Expenses**
**April 1, 2021 - March 31, 2022**

| | |
|---|---|
| **REVENUES** | |
| Indigenous Services Canada | $ 67,809,507 |
| Ministry of Education | $ 1,483,811 |
| Ontario Arts Council | $ 25,000 |
| Other Funding | $ 50,625 |
| **Total Revenues** | **$ 69,368,943** |
| | |
| **EXPENSES** | |
| Education Transfers (JK-Grade 12 and Post-Secondary) | $ 66,432,544 |
| Administration and Overheads | $ 2,146,260 |
| Support Services | $ 831,315 |
| Information Technology | $ 145,529 |
| **Total Expenses** | **$ 69,555,648** |

Financial audited statements for fiscal year 2021-2022 were available in draft at the Annual General Meeting of June 8, 2022.

# Operations

## Funding Formula Development

In July 2021, the KEB issued a request for proposals to develop a formula to allocate education funding in an equitable manner that reflects the specific needs and circumstances of PFNs. The development of a funding formula was identified as a priority by the PFNs at the onset of AES' effective date in 2018. Following the request for proposals process, Strategy Corp was engaged to support the AES.

Strategy Corp undertook an assessment of existing funding formula guidelines used by the KEB Board of Directors and began research and engagement with PFNs to develop funding formula options for the transfer of education self-government funding.

**An ad hoc Self-Government Funding Formula Working Group of interested PFNs was established in December 2021 to support the work of the firm.**

The working group provides guidance and assistance in identifying:

a. principles and values that are important to the AES to consider in the development of the self-government funding formula;

b. factors that affect education costs to consider in the self-government funding formula; and,

c. priorities to apply to the factors in the options for a self-government funding formula.

Strategy Corp will continue working with the ad hoc Self-Government Funding Formula Working Group and the KEB Board of Directors to:

1. provide a report on the cost drivers of governing and delivering education programs and services within the Anishinabek Education System; and
2. provide funding formula options that balance the needs of the AES overall, and the needs of the individual PFNs.

Funding formula options are anticipated to be presented to the PFNs early in 2022-2023.

## Ontario Teachers' Pension Plan

In the Spring of 2021, the KEB began exploring the opportunity for the AES to become part of the Ontario Teachers' Pension Plan (OTPP). This initiative was brought forward as a regional priority in Regional Education Council (REC) 1, and other First Nation communities have expressed interest in joining the OTPP.

The KEB met with PFNs throughout the fall and winter 2021-2022 to gather data and information to support the application for designation to the OTPP. This process included identifying the cost for PFNs to join the OTPP.

The OTPP is Canada's largest single-profession pension plan that benefits Ontario Certified Teachers (OCT) across Ontario. Membership to the OTPP provides a significant incentive for teacher recruitment and retention.

In March 2022, the KEB learned that it is not able to submit an application for OTPP designation on behalf of the AES, as it is does not directly employ Ontario Certified Teachers in the PFNs. Alternatively, the KEB will support interested PFNs to submit individual applications to the OTPP, for potential implementation in September 2022.

The OTPP recognizes the unique self-governing structure of the AES and continues to engage with the KEB on establishing a working relationship that will offer the best support for the PFNs.

**KEB Organizational Growth Summary**

2021-2022 marked a significant year of growth for the KEB. As always, the organization saw the departure of some staff members and welcomed new employees to its committed team.

- Departed employees = **8**
- Onboarded employees = **12**
- Transitioned employees = **3**
- Rate of Turnover = **52.4%**
- Total positions at April 1, 2021 = **16**
- Total positions at March 31, 2022 = **21**
- New positions added to organizational structure = **5**
(MYAP Manager, Strategic Initiatives Coordinator, Special Education Coordinator, Language and Culture Lead, Curriculum Development Coordinator)

# PowerSchool Implementation

The KEB began implementation of the PowerSchool Student Information System (SIS) in 2018, for all AES schools that choose to use the system. PowerSchool is used to facilitate student information management and communication among school administrators, teachers, parents, and students.

Over the 2021-2022 fiscal year, the KEB's SIS Coordinator made significant progress in how schools are onboarded to PowerSchool and how the system is maintained. PFNs that are actively using the system have been dedicated to the implementation process and have persisted through technical challenges and system glitches. Their commitment to the process is allowing the KEB to continue making improvements to the system for all PFNs with schools.

### Highlights of 2021-2022 PowerSchool Implementation

- SIS Coordinator completed the PowerSchool Initial Product Training certification and can now conduct training for all new schools implementing the SIS.
- Five more AES schools indicated their intent to implement PowerSchool for the next academic year (2022-2023). The KEB is actively supporting the implementation of these schools.
- A PowerSchool Advisory Group was initiated in January 2022, with the intent of creating a platform for AES PowerSchool users to:
    - identify system and local-level needs;
    - provide feedback to ongoing SIS development (such as a post-secondary module);
    - troubleshoot common technical issues;
    - make recommendations for SIS customizations; and
    - strategize how AES standards will be integrated into the SIS.

### Status of PowerSchool implementation in AES Schools

| ACTIVE SCHOOLS | CONFIGURED INACTIVE SCHOOLS (SYSTEM IS READY TO USE) | UNCONFIGURED INACTIVE SCHOOLS | OPTED OUT SCHOOLS | SCHOOLS PREPPING FOR USE IN SEPTEMBER 2022 |
|---|---|---|---|---|
| • Christian Island Elementary<br>• Nbisiing Secondary School<br>• Wasauksing Kinomaugewgamik | • Shawanosowe School<br>• Waabgon Gamig First Nation School | • Adult Learning Centre (Christian Island)<br>• St. Joseph's Anishinabek<br>• Pic River Private High School | • Aamjiwnaang<br>• Kikendawt Kinoomaadii Gaming | • Mnjikaning Kendaaswin Elementary School<br>• Netamisakomik Centre<br>• Migizi Wazisin Elementary School<br>• Migizi Miigwanan Secondary School<br>• Biinjitiwaabik Zaaging Anishinaabek<br>• Pic River Elementary School |

# AES Scholarship and Award Program

The Kinoomaadziwin Education Body, in partnership with the Anishinabek Nation 7th Generation Charity, is pleased to announce the launch of the Anishinabek Education System Scholarship and Award Program! The Anishinabek Education System is dedicated to maximizing the learning journeys of Anishinabek students. The scholarship and award program seeks to honour and celebrate the many educational achievements of Anishinabek students and educators in three categories: Academic Achievement Scholarship, Murial Sawyer Nishnaabemwin Memorial Scholarship, and Educator Excellence Award.

In its first year, the AES Scholarship and Award Program received 16 applications for Academic Achievement and Nishnaabemwin. No applications were received for the Education Excellence Award, which enabled the selection of additional recipients for the Academic Achievement Scholarship.

**Congratulations to all of the recipients of the 2021 AES Scholarship and Award Program!**

### 2021 Academic Achievement Scholarships

Four scholarships in the amount of $1,000 each were awarded to secondary students of the Anishinabek Education System who exhibited an improved or consistent academic performance and who demonstrated personal commitment to their educational achievements.

- Miigwans Assance-Goulais - Beausoleil First Nation
- Jayden Restoule - Dokis First Nation
- Cyrus Sinopole - Aamjiwnaang First Nation
- Gabrielle Zivny - Nipissing First Nation

### 2021 Muriel Sawyer Nishnaabemwin Memorial Scholarships

Two (2) scholarships in the amount of $1,500 each were awarded to secondary students of the Anishinabek Education System who are dedicated to learning a traditional Indigenous language of the Anishinabek family, and who showed perseverance and innovation in their learning journey.

- Ava Janiga - Mississaugas of Scugog Island First Nation
- Karis Waboose - Long Lake #58 First Nation



# Anishinabek Nation Education Agreement

## Financial Negotiations Update

The Government of Canada provides funding to the PFNs to operate the AES and to deliver education programs and services in accordance with the Anishinabek Nation Education Fiscal Transfer Agreement. This five-year fiscal agreement expires on March 31, 2023. Negotiations on the next financial agreement for education self-government for the PFNs started in April 2021.

The 23 PFNs provided the negotiations mandate by Resolution #05-2021 to:

1. negotiate more funding for education programs and services, including early learning/day care funding, post-secondary funding, trades and lifelong learning, and education governance in line with the input provided by the PFNs and the KEB;
2. negotiate for education minor and major capital funding and operations and maintenance funding to address the AES needs outlined in the Capital Needs Assessment and other needs identified by the PFNs;
3. engage and consult with the PFNs throughout the education funding negotiations process;
4. provide regular updates on the education funding negotiations to the PFNs and the KEB in accordance with the Anishinabek Nation Education Fiscal Transfer Agreement Negotiations and Consultation Work Plan; and
5. present a draft education funding agreement to the PFNs for review and approval in time for implementation on April 1, 2023.

Regular negotiations with the Government of Canada are proceeding. The KEB's appointed negotiations team is led by Helen Bobiwash and Tracey O'Donnell. In addition, PFN representatives were appointed to support the negotiations. The PFN representatives include Nancy Allaire (REC 3) and Lise Kwekkeboom (REC 4). Two additional representatives from REC 1 and REC 2 are yet to be appointed.

Individual meetings with the 23 PFNs have been conducted throughout the fall and winter, to secure input on educational needs and priorities. This input will be included in the fiscal proposal that will be presented to the federal negotiations team in the new fiscal year. Canada will seek its negotiations mandate after receiving the AES proposal.

The KEB is working to complete the negotiations by December 2022. Updates will continue to be provided to the PFNs at membership meetings, REC meetings, and through the KEB newsletters.

### Collaborative Fiscal Policy Process on Education Self-Government Update

The KEB is participating in the Government of Canada's collaborative fiscal policy development on education self-government. This policy will guide how Canada funds First Nation education self-government. The KEB's participation in the policy development is important to advance the education funding needs of the AES and the 23 PFNs.

A Terms of Reference for this committee is expected to be signed on June 2, 2022. The committee's workplan will address funding methodology for education governance, programs and services, and infrastructure. It is anticipated that the draft policy will be completed and approved by the Government of Canada within 2 years.

The policy development is occurring at the same time as the AES negotiations for renewal of self-government financial arrangements with Canada. If funding under the co-developed policy generates more funding for the AES, the KEB will have the opportunity to apply the policy to benefit the PFNs.

**First Nation organizations participating in the development of Canada's fiscal policy for education self-government:**

- Mi'kmaw Kina'matnewey (serving 12 of the 13 Mi'kmaq communities in Nova Scotia)
- Kinoomaadziwin Education Body (serving 23 of the 29 Anishinabek First Nations)
- Nishnawbe Aski Nation (serving 28 of the 49 First Nation communities in northern Ontario)
- Meadow Lake Tribal Council (serving 9 First Nations in northwestern Saskatchewan)

# Master Education Agreement

## Continuing the Journey of the Multi-Year Action Plan

A new three-year Multi-Year Action Plan (MYAP) Agreement was signed in September 2021 between the Kinoomaadziwin Education Body (KEB), on behalf of the Participating First Nations, and the Ministry of Education. This second MYAP will be implemented over the next three years and includes 14 joint projects funded through a transfer payment agreement. This funding directly supports the success and well-being of Anishinabek students through system and local initiatives. Under the renewed agreement, the KEB has engaged several additional staff to support the work of the MYAP, and several key supporting documents have been shared with the First Nations.

The Special Education Guideline and the Anishinabek Education System Student Transitions Protocol were released in November 2021 for implementation in partnership with the First Nations and the District School Boards. These guidelines focus on support for Anishinabek students throughout their education journey.

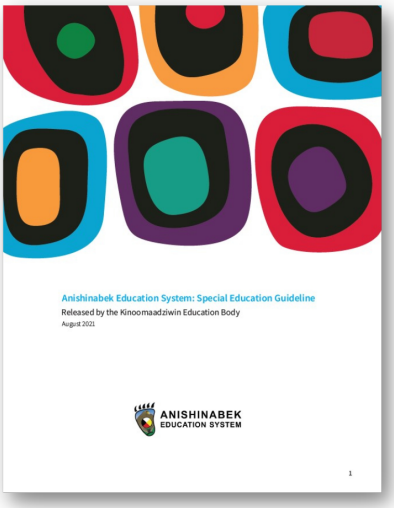
Some of the additional direct Student Support Initiatives this year have included:

- Reach Ahead Credits offered in First Nations and First Nations partnering with School Boards
- AES Youth Council Development
- AES Youth Engagement Sessions
- Anishinabek Math Tutoring Sessions
- Anishinabek Student Support Worker Pilot sites
- School Improvement Planning
- Well-Being Measurement Tool for Students

Relationship Building for Anishinabek First Nations and School Boards is integral for the implementation of the Multi Year Action Plan. This year many opportunities were provided to engage in discussions and develop actions to best meet the needs of Anishinabek youth. Some of these key opportunities included:

- September Gathering of Colleagues
- Fall Regional Meetings
- The Niigaan Gdizhaami Forum
- Addressing Racism in Education Systems Professional Development
- Ezhi Kendmang Anishnaabe Naadziwin training



# Niigaan Gdizhaami Fund
## 2021 - 2022

The Niigaan Gdizhaami Fund "Fund" is an annual grant established by the Kinoomaadziwin Education Body and the Ministry of Education. The objective of the Fund is to support and invest in community and joint projects, that advance the objectives of the MEA.

2021-2022 marked the fourth year of the Fund with 25 projects funded for a total of $746,020.00.

**25**
PROJECTS SUPPORTED

**$746,020.00**
WORTH OF FUNDING

**4th**
YEAR OF THE FUND

**2021-2022 Trending projects**

- Education Counselor/student supports
- Cultural Knowledge in schools/cultural advisors
- Language Revitalization
- Land based learning opportunities/curriculum development

**Snapshot of Statistics from 2021-2022**

OVER
**600**
AES STUDENTS SUPPORTED

**7 students** attending secondary school representing potential of **34 credits enrolled**. **Thirteen out of 17** students **achieved all credits**. One student achieved 1.25 credits. **Credits achieved are higher in 2021-2022 than in 2020-2021.**
- Biigtigong Nishnaabeg - Education Counselor/Academic Advocate)

Students who are typically quiet in the classroom are more vocal when out on the land taking part in land-based learning. One student who is typically quiet in the classroom volunteered to be the firekeeper throughout the land-based activity. This encouraged some of the younger students to step up into a leadership role as well (Biinjitiwaabik Zaaging Anishinaabek - Spirit Bay School Land-Based Learning Program).

At Biinjitiwaabik Zaaging Anishinaabek, **50 students utilized the Indigenous Academic and Wellness Support Worker**, which has increased student attendance, increased credits achieved, increased student engagement, increased skills developed, developed stronger relationships with staff, increased learning growth, increased cultural knowledge, increased connections with the community, built stronger relationships with peers, and built trust with educators.

Having an Indigenous Academic and Wellness Support Worker is vital for First Nation students and is reflective in attendance rates: **grade 9 - 93%; grade 10 - 91%; grade; grade 11 - 83%; grade 12 - 77.5%** (Chippewas of Georgina Island First Nation - Gaach bimaasedaa giji Shkakimi-kwe: Let's all walk softly on Mother Earth / Outdoor Classroom & Land-based Learning Site).



Students at Shawanosowe School learning how to remove hair from moose hide

# Regional Education Council #1

**Home to Biigtigong Nishnaabeg, Netmizaaggamig Nishnaabeg, Biinjitiwaabik Zaaging Anishinaabek, and Long Lake #58, Region 1 continues their successes in Anishinaabe Aadziwin.**

In fall of 2021, REC 1 welcomed a new coordinator, Joshua LeClair, who has worked energetically to understand the region and continue the important work of the Anishinabek Education System.

The communities of REC 1 facilitated two modules of the Ezhi Kendmang Anishnaabe Naadziwin (EKAN) program, in collaboration with Superior Greenstone District School Board (SGDSB) this past year. Working with a local Anishinabek videographer, a collection of videos was created to support this training to bring community perspectives and stories into the training sessions. Participants from SGDSB were welcomed into the sacred Turtle Lodge, in Biigtigong Nishnaabeg. Indigenous educator Sandi Boucher, facilitated the training sessions and created a safe space for all of those involved.

In fall 2021, the first module provided an opportunity for all participants to evaluate their own understanding on Indigenous issues in Canada. The second module in spring 2022 focused on understanding the impacts of federal laws on Indigenous peoples, the narratives in our curriculum, and the personal stories from Anishinabek in the circle. The sessions continue to be a circle of understanding and reconciliation between the parties. The EKAN modules will continue in fall 2022.



EKAN Facilitator, Sandi Boucher at the Biigtigong Nishnaabeg Turtle Lodge

The Student Transitions Protocol work continues in the region. With the official announcement of the Students Transition Protocol guide in December 2021, Region 1 hosted two engagement sessions on what the protocol may look like for the PFNs and school boards. Local understandings from PFNs and school boars will impact the roll-out of the Student Transitions Protocol guide.

Region 1 partnerships have provided many opportunities to support Anishinabek culture and language. Some examples include:

- the KEB's two-year partnership with the Ontario Arts Council under the Artist-in-Residence project; and
- the Anishinaabemowin Boodawe Committee, which held its second annual language conference, and invited Anishinabek storyteller Isaac Murdoch, for virtual presentations with students from Migizi Wazisin Elementary School, in Long Lake #58 First Nation.

# Regional Education Council #2

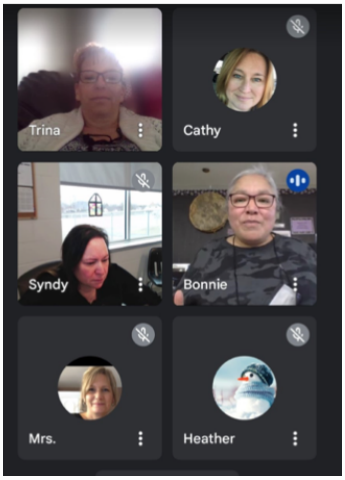
**2021-2022 was a year of pivots and change in REC 2, as it has been everywhere. The COVID-19 pandemic continued to create extenuating circumstances that required AES communities to constantly flex with changing education and health guidelines. Keeping students and communities safe, physically and mentally, was a key priority.**

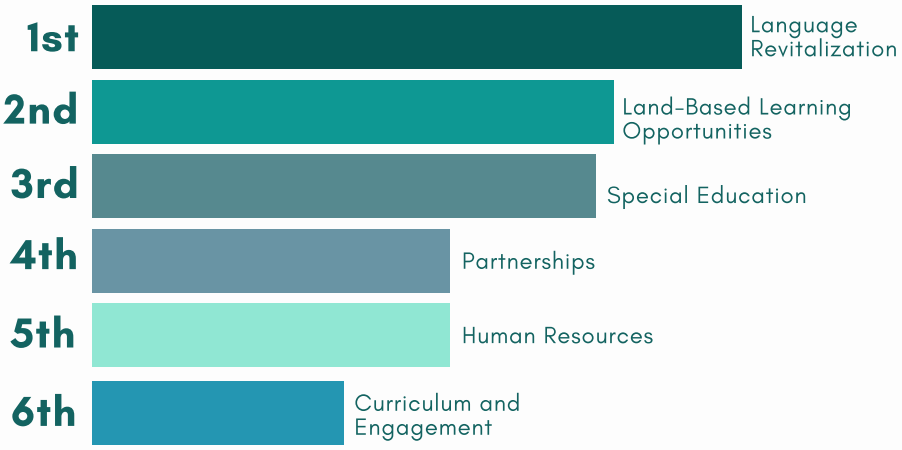
In spite of this, REC 2 was successful in implementing the EKAN cultural competency program that was piloted in Fall 2021. The pilot in REC 2 was a collaboration between Whitefish River First Nation and the Huron Superior Catholic District School Board. Participants in the training included a small group of teachers and staff from Sacred Heart Catholic School in Espanola, Ontario. The sessions were facilitated by Bonnie Nahwegabow from Shawanosowe School, with special guest facilitator Sophie Pheasant (Wikwemikoong Unceded Indian Reserve). The principal at Sacred Heart Catholic School was instrumental in coordinating the planning necessary to implement the training. Responses and feedback have been positive, with participants noting the benefit of having multiple opportunities to engage together on sensitive topics such as residential schools and parental mistrust in education systems.

The communities of REC 2 also reviewed local priorities in education. Meetings between the REC Coordinator and each of the PFNs led to the development of an updated list of priorities, which will be used to frame a regional workplan next fiscal year.

## Voting results when asked:

What are the top four priorities that should be focused on in an REC 2 Workplan?



# Regional Education Council #3

## NIPISSING FIRST NATION

REVITALIZING CULTURE AND LANGUAGE THROUGH INNOVATIVE STRATEGIES

### Joint First Nation School Board Project




Incorporating innovative strategies with the use of technology creates experiential learning that increases student engagement and achievement. Nipissing First Nation recognizes that these innovative strategies help students to increase their Anishinaabemowin vocabulary. Through a joint project with Nipissing Parry Sound Catholic School Board (Our Lady of Sorrows), the community purchased 30 Chromebooks and two Macbooks to help engage students in learning Anishinaabemowin. Overall, the project exposed students to the culture, language, and traditional teachings of the Anishinaabe people. They had the opportunity to gain knowledge of traditional medicines and ceremonial practices in the territory. Connections to Elders and knowledge keepers in the community and land-based activities increased language learning, self-confidence, wellness, and student engagement. The students are also building an outdoor learning area that includes a medicine garden, two shelters, a tipi, learning lodge, table and seating area. These structures will continue to support their traditional learning journeys for years to come.

## COMMUNITY PROFILE BOOK PROJECT




The production of seven (7) Community Profile Books and Teacher guides began in 2020. The outcome of 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 7 PFNs. The books will create a teaching resource that will better reflect needs, culture, and language of students in REC 3.

The creation of these books is a way to celebrate our communities, to teach ourselves and others about what we are proud of, to demonstrate what features make our communities unique, and to highlight some of the characteristics (geographical, historical) that link the communities in REC 3. The books will provide accurate historical and culturally-authentic information about the seven First Nations and promote the communities by having the resources available in schools, libraries, government offices, and other related organizations.

Each PFN in the region engaged a local community researcher to complete the research and collection of historical, cultural, economic, demographic, and community trends through interviews, surveys, and reviews of existing community plans. The First Nations are excited about this project and look forward to seeing the final books.

**The idea of this project was adopted from a similar project complete by the Ogemawahj Tribal Council. The KEB and the PFNs of REC 3 are thankful for the sharing of their resources and experiences throughout the development process.**

# Regional Education Council #4



L-R Shannon Crate, Lauri Hoeg, Hayley Williamson

The PFNs in REC 4 continue to move and shake with exciting and worthy education projects and initiatives. This past year, the region continued to develop land-based learning skills and programs, while some communities focused their efforts on supporting transitions for students with reach ahead credits. REC 4 continues to explore regional approaches to Anishinaabemowin and the PFNs have committed to a joint project that will guide eventual language repositories.

In collaboration with the Indigenous Education Office, regional meetings began with language teachers from First Nations and the provincial education system. The language teachers come together to share resources and discuss best practices and challenges. In other activities, two PFNs in the region began piloting "Learning As We Go", a school improvement planning program, while all of the communities are working together to host a regional land-based learning conference for the PFNs and their partner school boards, in the coming year.



Aamjiwnaang expanded their school this year to include grade 1 and is piloting "Learning As We Go".

## EZHI KENDMANG ANISHNAABE NAADZIWIN

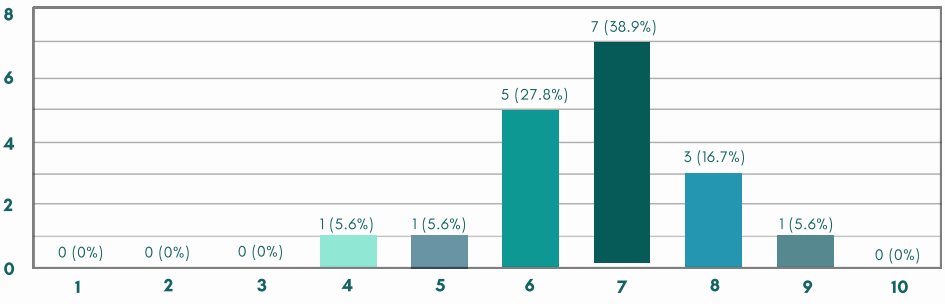
CHIPPEWAS OF GEORGINA ISLAND/YORK REGION DISTRICT SCHOOL BOARD

Teachers in York Region District School Board were able to take part in two of four EKAN modules throughout the last year. The cultural competency program seeks to increase district school board knowledge and confidence in teaching Anishinaabe history and contemporary issues to Ontario learners.

The sessions were led by an engaging sister team from the Chippewas of Georgina Island. Shannon Crate brought a wealth of experience in Indigenous child protection services and substantial traditional knowledge. Lauri Hoeg, a York Region District School Board Trustee, managed and lead education for the Chippewas of Georgina Island for decades before moving into the public system. The first module was introduced to 35 school board participants on November 3, 2021, in a facility overlooking the lake with a view of Georgina Island. The session used Shannon's bundle as the basis of the training session. Feedback from the session showed that teachers are very much interested in learning how to bring knowledge into the classroom, gaining land-based learning experiences, and wanting to know more about the seven teachings. The second module, focused on the "History of Anishinabek Education", was delivered virtually on March 31, 2022.
Post-session feedback showed that most participants rated their comfort in teaching about Anishinabek histories, culture, and contemporary issues positively.

### Voting results when asked:

Please rate your level of comfort with teaching about Anishinabek history, culture, and contemporary realities.



# Language and Culture

In September 2021, the KEB welcomed Zachary Beaudette to its team as the Language and Culture Lead. The addition of this role has proven instrumental in driving forward AES language and culture work, and we look forward to developing strategic objectives for continued advancement of language and culture priorities.

Anishinabek language and culture are foundational elements of the AES. These are exemplified in the KEB's strategic plan and are noted consistently as key priorities in each of the RECs. While language and culture has its own specific project in the Multi-Year Action Plan (MYAP), it is also woven throughout other MYAP projects, such as Student Transitions, Special Education, and the development of AES System-Wide Education Standards. Language and culture are the foundation from which many of the projects and initiatives are being built upon.

Language resources are being developed on an ongoing basis. In 2021-2022, several resources were shared with AES communities for local use. These include:

- Bingo-based Anishinaabemowin games;
- Themed language resources (animals, food, seasonal topics, holidays);
- Language videos; and
- Mini language lessons for KEB staff (to be developed further for other educational purposes).





In addition to the strategic and project-based work that is taking place, there has been a notable increase in the number of language and culture based events organized by the KEB. Teachers have gathered to support the early development and planning of professional learning circles, and monthly learning sessions with Elders and Knowledge Keepers from across the AES have prompted participation from hundreds of attendees from PFNs, school boards, and other organizations. The monthly learning sessions have featured beloved community members such as Peter Beaucage, of Nipissing First Nation, and Cindy Fisher, of Biigtigong Nishnaabeg.

Since Fall 2021, the KEB has explored options for certifying language teachers in ways that are culturally-relevant and appropriate for AES communities. In the next fiscal year, the KEB will seek to support unique collaboration opportunities that are being considered in Region 4 with Lakehead University.

# 2020 - 2021 Student Data

In 2021, the KEB implemented a new approach to the annual student count process. This new process was developed out of a need to collect data necessary for annual reporting, supportive of ongoing and future negotiations needs, and relevant to qualifying and quantifying Anishinabek education outcomes for evaluation purposes. Data collection needs were built into a single comprehensive Student Count and Education Data Survey with the intent of minimizing information collection requests to the PFNs.

Preliminary findings on student achievement are shared in this section. These findings are a snapshot of data that will be included in an upcoming Report on Anishinabek Student Achievement. In this section, the beginning elements of AES baseline student data are shared.

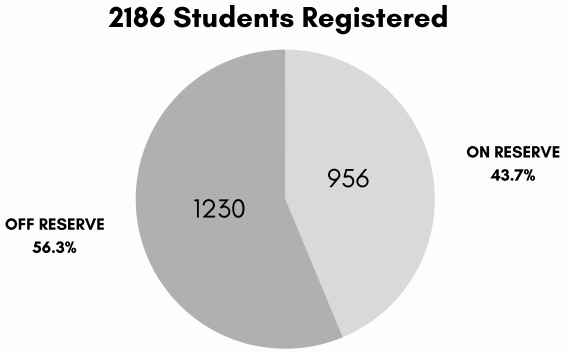



Figure 1: Total K-12 AES Student Count

**Table of AES-Overall Student Count Numbers (Off-Reserve):**

| JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | K-12 TOTAL 2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 44 | 40 | 61 | 76 | 56 | 67 | 65 | 72 | 146 | 87 | 113 | 104 | 128 | 171 | **1230** |

**Table of AES-Overall Student Count Numbers (On-Reserve):**

| JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Homeschool, Private school, other | K-12 TOTAL 2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 86 | 74 | 80 | 81 | 73 | 81 | 69 | 66 | 65 | 58 | 47 | 37 | 54 | 46 | 39 | **956** |

## ACADEMIC ACHIEVEMENT

**Graduation Numbers**

| GRADES | REC 1 | REC 2 | REC 3 | REC 4 | AES TOTAL |
|---|---|---|---|---|---|
| Senior Kindergarten | 5 | 27 | 36 | 27 | **95** |
| Grade 8 | 7 | 18 | 32 | 39 | **96** |
| Grade 12 | 13 | 7 | 19 | 23 | **62** |
| TOTAL | **25** | **52** | **87** | **89** | **253** |

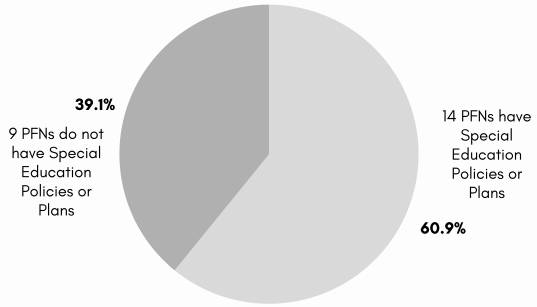
Source: Data as reported in Fall 2021 Student Count and Education Data Survey.
18 PFNs responded to this question.

**Professional Services Provided to AES Students by Participating First Nations:**

- Special Education Resource Teacher
- Speech Pathologist
- Occupational Therapist
- Student Success Coach/Teacher
- Successful School Coordinator
- Land Coordinator
- Communicative Disorders Assistant
- Educational Assistant
- Early Childhood Educator
- Developmental Support Worker
- Literacy Lead Teacher
- Wellness Worker
- Cultural Education Coordinator
- Program Support Coordinator
- Tutors
- Psychologists
- Registered Psychotherapist (Play Therapist)
- Registered Psychotherapist (Art Therapist)
- Behavioural Therapist
- Early Interventionist
- Culture and Language Instructor,
- Mental Health Support Worker
- Numeracy and Literacy Lead
- Graduation Coach
- IT Support
- Transportation Support
- Bus Drivers and Mechanics
- Outdoor Education Lead/Teacher
- Guidance Counsellor
- Elders Advisory Group

**Special Education Policies/Plans**

Out of a total of 23 PFNs:

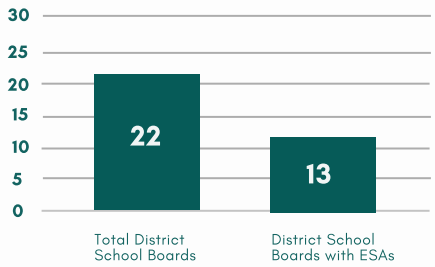



## Adult or Continuing Education

PFNs reported **70** adult or continuing education students across the AES.

## Supporting Anishinabek Students

**District School Board that Service PFNs**




Participating First Nations reported that *480 students* across the AES are involved in language programming. Language programming is offered in various forms, including: in classrooms, online, at local community centres, and as part of land-based learning initiatives.

11 District School Board partners were reported as offering language courses to AES students.

**85 full-time**
**OCT-Qualified Teachers employed across the AES!**

## POST-SECONDARY EDUCATION

| | REC 1 | REC 2 | REC 3 | REC 4 | AES TOTAL |
|---|---|---|---|---|---|
| **Full-Time** | 68 | 158 | 292 | 189 | **707** |
| **Part-Time** | 6 | 21 | 45 | 33 | **105** |
| **Waitlisted** | 9 | 31 | 15 | 14 | **69** |

Source: Data as reported in Fall 2021 Student Count Survey.

# Closing Message from the KEB

It's all about the moments, isn't it? Big ones, little ones, important ones. On their own, they may not seem like much, but when we consider them together, it's amazing to see what can be accomplished.

In reflecting on all of the challenges and achievements this past year has delivered, the KEB is reminded of two significant beings that drive our constant forward motion: our YOUTH and our ANCESTORS.

In moments of struggle and defeat, we are motivated by the youth who rely on the education system to create impactful change that will make their education journeys better. And in moments of success, we are humbled by the ancestors who have championed the AES in their own time and who continue guiding us from the Spirit World.

The 2021-2022 fiscal year brought many milestone moments to the AES and the KEB. In the sum of one year, and certainly in one report, there are too many moments to mention. The staff and Board of the KEB are grateful for the ongoing support, collaboration, and direction of the PFNs in all of these moments. We look forward to many more next year!





**FOLLOW US**

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