ANISHINABEK EDUCATION SYSTEM

ANNUAL GENERAL REPORT

2023-2024

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MESSAGE FROM THE BOARD OF DIRECTORS



Aanii,

On behalf of the KEB Board of Directors, we would like to begin by acknowledging the students of the Anishinabek Education System as they continue the intergenerational learning of who we are as Anishinaabe. This year, we continue to see an increased number of students participating in language and land-based learning as part of their education journey. The language and land-based learning support the Anishinaabe students to become confident, successful, and strong in their language, culture, and traditional knowledge.

As we enter year three of the AES 5-year Strategic Plan, we continue growth in achieving the vision and implementing the mission of the AES. This growth is a direct result of the collaboration of the Participating First Nations in building a strong education system.

We celebrate many accomplishments this year including a new Anishinabek Education System Financial agreement, a new three-year agreement with the Province of Ontario, and the recognition of many graduating students across the four regions.

The KEB Board of Directors is grateful for all who have contributed to the success and well-being of Anishinabek students. We hope you enjoy the following year in review, outlined in our 2023-2024 AGM report.

Miigwech,

Phyllis Anderson, Chairperson
KEB Board of Directors

MESSAGE FROM THE DIRECTOR OF EDUCATION



Boozhoo gakina awiiya,

This year, the AES marked the fifth anniversary of implementing the vision for a self-governing education system developed by the Participating First Nations. The milestone was commemorated with visits to each of the 23 participating First Nations, where successes were showcased, updates were shared, and community discussions were held.

Along with celebrating five years, this was also the time to renegotiate and renew the Anishinabek Education System Financial Agreement (AESFA) with Canada. At meetings in January and February 2024, the AES Negotiations Team provided an update on the revised agreement to the Chiefs and proxies of the Participating First Nations, seeking their direction and decisions on moving forward. The new fiscal agreement with Canada came into effect on April 1, 2024.

The past year also highlighted the end of Year Two of the AES 2022-2027 Strategic Plan, with its emphasis on Student Success and Bimaadziwin (Anishinaabe Health and Well-Being). At this year's AGM, the AES Youth Council will present their collective understanding of what they hope for all Anishinaabe learners as part of the Anishinabek Education System.

With five years of implementation, a newly signed AESFA, and the strong voice of Anishinabek youth, the next year will bring continued growth and strength as a self-governing education system grounded in Anishinaabe values.

Miigwech to all the Participating First Nations, families, learners, stakeholders, and education partners for their continued support and belief in the Anishinabek Education System.

Miigwech,

Nancy O'Donnell, Director of Education

THE KINOOMAADZIWIN EDUCATION BODY

The Kinoomaadziwin Education Body (KEB) is the central administrative structure for the Anishinabek Education System (AES) 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 (RECs) 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 Participating First Nations work together through the KEB to identify and manage their educational priorities and the systems' governance. Currently, there are 14 Directors selected by the First Nations to the Board of Directors to oversee the work of the KEB.

Structure of the AES

Local Education Authorities (LEAs)

Each of the Participating First Nations 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 at various AES events. This relationship between PFNs and school boards is creating opportunities for joint projects and 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 **28 full-time staff in 2023-2024** 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
Wahnapitae First Nation
Wasauksing First Nation
Whitefish River First Nation
Zhiibaahaasing First Nation

Meet the Team

Board of Directors and Board Committees

Executive Committee

Phyllis Anderson, Chair
Nipissing First Nation

Robert Beaudin, Vice-Chair
Sheshegwaning First Nation

Stan Sabourin, Treasurer
Netmizaaggamig Nishnaabeg

Lise Kwekkeboom, Secretary
Chippewas of Rama First Nation

Directors

Nancy Assance
Beausoleil First Nation

Ann Cada
Sheshegwaning First Nation

Sherry Dayfox
Sheshegwaning First Nation

Chief Judy Desmoulin
Long Lake #58 First Nation

Tim Hardy
Biinjitiwaabik Zaaging Anishinaabek

Cindy Fisher
Biigtigong Nishnaabeg

Carol Stevens
Magnetawan First Nation

Daniel Stevens
Nipissing First Nation

2023-2024 HIGHLIGHTS BOARD COMMITTEES	
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, draft Communications Policy, IT Policy • Ongoing implementation of the Strategic Plan • Board and Committee evaluations
Ad Hoc Funding Distribution Formula Committee	• Ongoing development of options for the PFNs on the AES JK to Grade 12 funding distribution formula
Ad Hoc PowerSchool Committee	• Completed the review of the Student Information System implementation • Dissolved in September 2023

Meet the Team

KEB Staff



Tracy Paul
Executive Administrative Assistant



Colleen Sheriff
Human Resources Manager



Nancy O'Donnell
Director of Education



Cynthia Wemigwans
Language and Culture Lead



Julian Cote
Student Information System Coordinator

Education Programs and Services Team



Kristin Kewaquom
Education Programs and Services Manager



Bonnie Nahwegahbow
Regional Education Council Coordinator for REC 2



Lisa Wabegijig
Regional Education Council Coordinator for REC 3



Sarah MacLeod-Beaver
Regional Education Council Coordinator for REC 4



Greer Atkinson
Language Strategy Project Coordinator

Student Success Team



Paige Fortier
Student Success Manager



Jacqueline Paquette
Master Education Agreement Executive Assistant



Danya Skworchinski
Special Education Coordinator



Tammy Desmoulin
Niigaan Gdizhaami Fund Coordinator



Tracy Hanzlik
Data Management Officer



Tammy Moreau
Curriculum Development Coordinator

Meet the Team

KEB Staff

Information Technology Team



Glenn Woods
IT Manager



Charles Serre
IT Infrastructure Lead



Kaelyn Pizzale
IT Assistant



Charles Goulais
IT Coordinator

Communications Team



Eva Brown
Communications Manager



Jodi Taylor
Communications Officer



Walter Quinlan
Communications Officer

Finance Team



Daryle Gardipy
Finance Manager



Wilma Tabobondung
Finance Officer



Matthew Penasse
Finance Officer

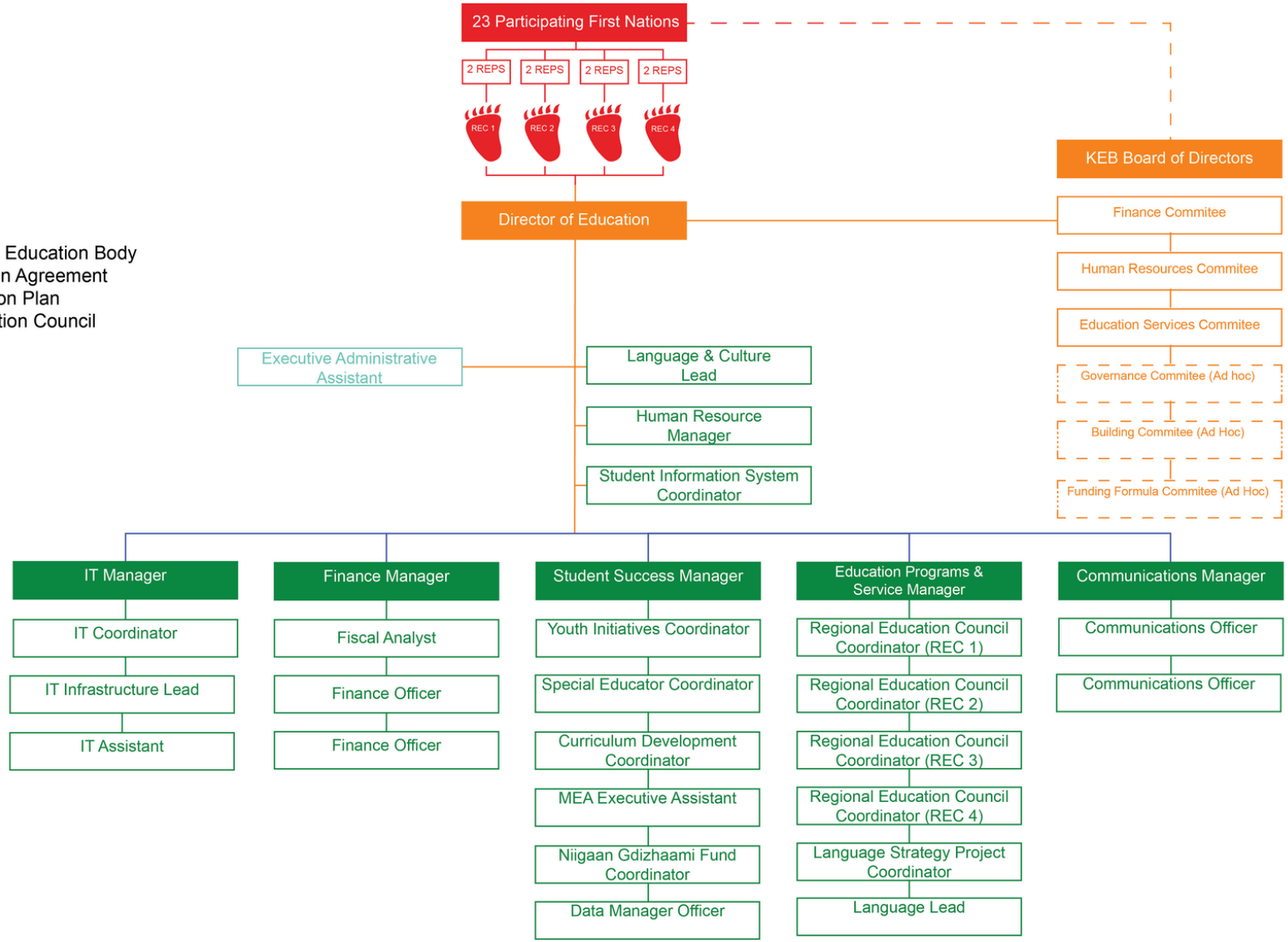


Denis Restoule
Fiscal Analyst



KINOOMAADZIWIN EDUCATION BODY ORGANIZATIONAL CHART

KEB - Kinoomaadziwin Education Body
MEA - Master Education Agreement
MYAP - Multi-Year Action Plan
REC - Regional Education Council





THE MASTER EDUCATION AGREEMENT

To support the implementation of the Master Education Agreement, there are 14 projects in the 2021-2024 Multi-Year Action Plan (MYAP). These projects are funded by the Province of Ontario and supported by the Ministry of Education. The KEB team works closely with the Indigenous Education Office to meet the deliverables of the 2021-2024 MYAP.

Now in its final year, there is on-going work between the KEB and Indigenous Education Office, with engagement of the Participating First Nations to finalize the next MYAP workplan. This new three-year workplan will be implemented on September 1, 2024 to continue and expand on the work outlined in the 2021-2024 workplan.

To learn more about the 14 projects of the 2021-2024 MYAP, please visit aes-keb.com/logic-model/.

LEARN MORE AT:

www.aes-keb.com/logic-model/

STRATEGIC PLAN HIGHLIGHTS

Goal #1 Support Anishinaabe Student Success and Bimaadziwin

- Input collected from the AES Youth Council on definition of Student Success and Bimaadziwin
- Engagement sessions held with the First Nations for input on definition of Student Success and Bimaadziwin
- Developed procedures for implementation of Standardized Reporting on Learners

Goal #2 Incorporate Anishinaabe Aadziwin, Anishinaabe Bimaadziwin, Anishinaabemowin, and Ngo Dwe Waangized Anishinaabe into the AES

- Offered Anishinaabemowin courses through the KEB Virtual Secondary School, over 80 students earned a credit
- Developed videos and booklets to support Anishinaabemowin learning
- Indigenous Language teachers met four times for sharing resources and professional development

Goal #3 Enhance Existing Partnerships and Develop New Partnerships to Support Anishinabek Education System Educational Goals

- Region 1 signed an Engagement Framework agreement with the English public district school board servicing the four First Nations
- The Ezhi Kendmaang Anishinaabe Naadziwin (EKAN), "Sharing the Knowledge of the People" was completed in each of the four Regions with District School Boards in partnership with the Participating First Nations
- The bi-monthly Dibaajamowin newsletter was shared with the PFNs to improve information sharing
- The Board communication report was re-launched to improve information sharing on the work of the KEB Board of Directors

Goal #4 Enhance Organizational Effectiveness of the KEB

- The KEB Board of Directors approved a revised organizational chart to streamline the departments and better support the Participating First Nations
- The KEB Human Resources Policy Manual was updated
- New policies governing communications, information technology, and practices for engaging Elders and Traditional Knowledge Keepers were drafted

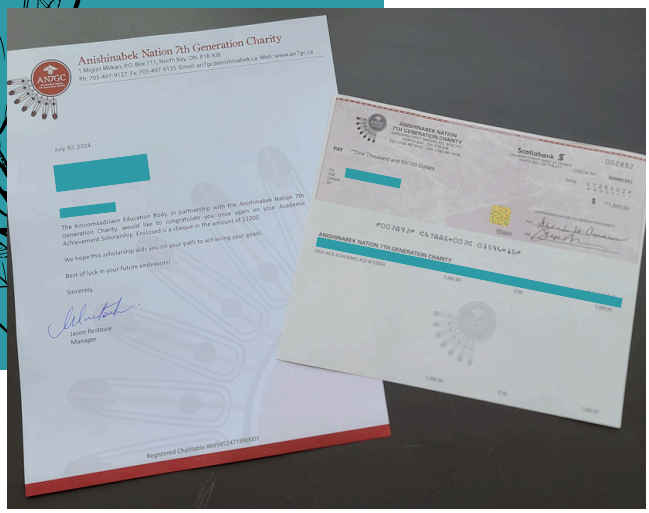


Photo of Anishinabek Nation 7th Generation Letter and Academic Achievement Scholarship Cheque being sent out to a happy recipient.

SCHOLARSHIP AND AWARD PROGRAM

The KEB is happy to announce that we had 12 award recipients this year for the AES Scholarships. This year's scholarship recipients are:

Academic Achievement Award 2024 Recipient:

- Ada Speck, Wiikwemkoong Unceded Territory
- Animki Courchene, Biigitigong Nishnaabeg FN
- Bryce King-Robitaille, Beausoleil FN
- Noah Orich, Whitefish River FN
- Olivia Solomon, Garden River FN
- Ryker Jacobs, Chippewas of Rama FN
- Talon Vegas Duguay, Nipissing FN
- Tehya Rae Restoule, Dokis FN

Muriel Sawyer Nishnaabemwin Memorial Scholarship 2024 Recipients:

- Dylan Ambeault, Garden River FN
- Keira McGuire, Red Rock Indian Band

Educator Excellence Award Recipient:

- Jennifer Petahtegoose, Atikameksheng FN

Types of Anishinabek Education System Scholarship Awards:

Academic Achievement Scholarships: This award goes to students who have exhibited an improved or consistent academic performance and who demonstrated personal commitment to their educational achievements

Muriel Sawyer Nishnaabemwin Memorial Scholarships: This award goes to secondary students of the Anishinabek Education System who are dedicated to learning a traditional Indigenous language of the Anishinabek family, and who show perseverance and innovation in their learning journey.

Educator Excellence Awards: This award is given to recipients who play an exceptional role in educating Anishinabek students, who positively impact the well-being of Anishinabek youth, and who encourage students to pursue their individual talents and interests.

Chi-miigwech to all our wonderful students and teachers across the Anishinabek Education System!

Our Educator Excellence Award Recipient Jennifer Petahtegoose will be attending the Anishinabek Nation's Evening of Excellence event on August 29th to be acknowledged and receive her award.

Miigwech to all the applicants that took the time to submit their information!

MULTI-YEAR ACTION PLAN: HIGHLIGHTS

The Indigenous Language Teacher Learning Circles are an opportunity for language teachers with varying backgrounds and experience to gather to discuss best practices, share resources, build a professional support network and create resources together. In many instances, the language teachers are the only person in the school or organization focused on language instruction so being provided the space and time to meet with other language teachers is greatly appreciated and beneficial.

The first Indigenous Language Teacher Professional Learning Circle was hosted in August 2023. Over the course of the 2023-2024 school year a total of four circles were held across the AES, with North Bay, Sault Ste Marie, Little Current and Thunder Bay each hosting an event. 105 participants partake in our events.

We are appreciative of the hard work and dedication of language teachers to create engaging learning opportunities for Anishinabek Youth to develop their language skills.

2024-2027 Multi-Year Action Plan (MYAP)
Beginning in the fall of 2023, on-going discussions between the Indigenous Education Office of the Ministry of Education, and KEB have been taking place to integrate the educational priorities of the Participating First Nations, feedback received through program and professional development evaluations, and the results of an external 5-year MYAP evaluation. These discussions supported the creation of the 2024-2027 Multi-Year Action Plan workplan.

The development of the 2024-2027 plan went through 4 virtual engagement sessions with the Participating First Nations, KEB staff review, and feedback from 19 different units and branches of the Ministry of Education that support the work of the MYAP.

On May 8, 2024, the draft MYAP workplan was approved by the Joint Master Education Agreement Committee. There is a major change to the structure of the 2024-2027 MYAP workplan that will allow for flexibility and honour the collaborative work of the workplan. The workplan will change from 14 outlined projects to 6 programs areas, which include:

- Relationships
- Niigaan Gdizhaami Fund
- Student Success and Well-Being
- Special Education
- Leadership and Professional Development
- Data, Research and Evaluation

NIIGAAN GDIZHAAMI FUND- PROJECT PHOTOS

Wasauksing First Nation students created ribbon skirts and ribbon shirts on a wood cut-out, inspired by National Ribbon Skirt Day- January 4th.



Wasauksing First Nation Ribbon Skirt



Wasauksing First Nation students created a ribbon skirt on wood cut-out



Wasauksing First Nation student making a Ribbon skirt



Wasauksing First Nation students with Ribbon Skirt

NIIGAAN GDIZHAAMI FUND- NETMIZAAGGAMING NISHNAABEG

Student Support Worker Project



Netmizaaggaming Nishnaabeg student graduates



Netmizaaggamig Nishnaabeg student with Eagle Staff



Amber Devereaux, Student Success Coordinator and students from Netmizaggamig Nishnabeg

NIIGAAN GDIZHAAMI FUND- NETMIZAAGGAMING NISHNAABEG

Student Support Worker Project



Netmizaaggamig Nishnaabeg Truth and Reconciliation Day, 2023



Netmizaaggamig Nishnaabeg student



Netmizaaggaming Nishnaabeg students at Powwow



Summary of Student Success and Bimaadziwin for the Anishinabek Education System

The Anishinabek Education System (AES) aims to foster student success by integrating traditional Indigenous values and educational frameworks. Central to this system is the concept of Bimaadziwin, which translates to "living a good life" in Anishinaabemowin, the Anishinabek language.

Student Success and Bimaadziwin:

The AES defines student success not only in terms of academic achievement but also through the holistic development of students. This encompasses mental, physical, emotional, and spiritual growth. The system emphasizes the importance of:

1. Cultural Identity: Nurturing a strong connection to Anishinabek heritage, language, and traditions.

2. Community Engagement: Encouraging students to contribute meaningfully to their communities.

3. Holistic Learning: Providing education that balances Western academic standards with Anishinabek knowledge and teachings.

4.Empowerment: The AES approach to education emphasizes confidence, advocacy, and leadership. The larger community supports students throughout their education pathway.

Bimaadziwin is a guiding principle that shapes the AES's approach to education.

It encompasses:

Well-Being: Encouraging practices that promote mental, physical, emotional, and spiritual health.

Balance and Harmony: Teaching students to live in harmony with themselves, others, and the natural world.

Lifelong Learning: Instilling a love for learning that persists throughout life, guided by both traditional and contemporary knowledge.



Summary of Student Success and Bimaadziwin for the Anishinabek Education System

Key Components of the Anishinabek Education System:

- **Curriculum Integration:** Incorporating Indigenous knowledge and perspectives into all areas of study.
- **Language Revitalization:** Promoting the use of Anishinaabemowin in educational settings.
- **Elders and Knowledge Keepers:** Involving community Elders and Knowledge Keepers in the education process to provide cultural context and wisdom.
- **Support Services:** Offering academic and personal support services tailored to the needs of Anishinabek students.
- **Community Collaboration:** Partnering with families, communities, and educational authorities to create a supportive learning environment.

Conclusion

The Anishinabek Education System seeks to empower students through a blend of traditional Anishinabek teachings and contemporary educational practices. By embracing Bimaadziwin, the AES provides a framework for students to achieve success in all aspects of their lives, ensuring they are well-prepared to contribute positively to their communities and the broader world.

COMMUNITY HIGHLIGHTS: REGION #1

In February, Biigtigong Nishnaabeg held a Transition Ceremony Parade to celebrate the transition to their new school! Congratulations to Biigtigong Nishnaabeg Endzhi-gkinoohmaading on your new learning space.



Parade led by student drum group, Chief Duncan Michano, Education Director Lisa Michano-Courchene followed by the kindergarten class and staff wearing their school ribbon skirts.



The student body of Biigtigong Nishnaabeg Endzh-gkinoohmaading



COMMUNITY HIGHLIGHTS: REGION #2

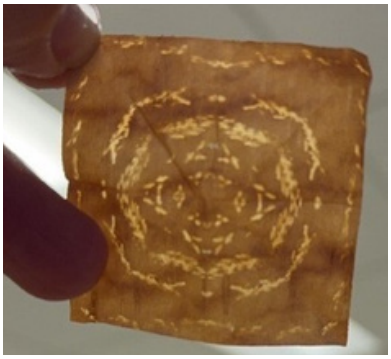
Maanjisdoodaa Dkopjigan “Building our Bundles” Region 2 Youth Gathering, May 4 & 5, 2024, Laurentian University, Sudbury, ON. 25 Youth had an opportunity to gather and experience post-secondary student life all while learning Anishinaabemowin, traditional teachings and land-based arts.

Workshops included rattle making, quill earrings, birch bark biting, fish skin tanning, pine needle baskets and spruce gum glue, learning first-hand what arts can be created with the materials provided by Shakagamik Kwe and how this contributes to Mino Bimaadziwin.

Youth also had a chance to hear Anishinaabe Star Teachings with Will Morin (Michipicoten First Nation) at the Laurentian University Planetarium, and a chance to participate in a drumstick making workshop held by the Laurentian University Indigenous Sharing and Learning Centre.











COMMUNITY HIGHLIGHTS: REGION #3

Dokis First Nation – Indigenous Food Sovereignty Grades 2/3/4 - Using the knowledge and wisdom of our people, students at Kikendawt Kinoomaadii Gamig (KKG) learn about Indigenous Food Sovereignty with a focus on vegetables, fungi, and fish and how they can help support their local community's food program.

The First Nations have released roughly 500 Brook Trout into the local French River waterways. Students and teachers are learning together to grow various fungi, while gaining knowledge about the benefits of fungi for soil and general health.





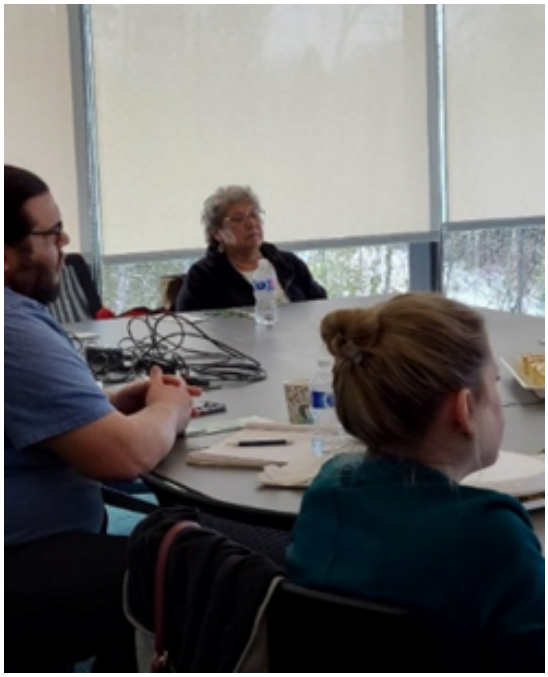


Wahnapitae First Nation – Annual Open House 2023 - The annual open house provides an opportunity for the First Nation to showcase its programs and services to the community members and the general public. The KEB was invited to participate and provided special education materials, KEB swag and annual reports for distribution at the Education Department's information table.



COMMUNITY HIGHLIGHTS: REGION #3

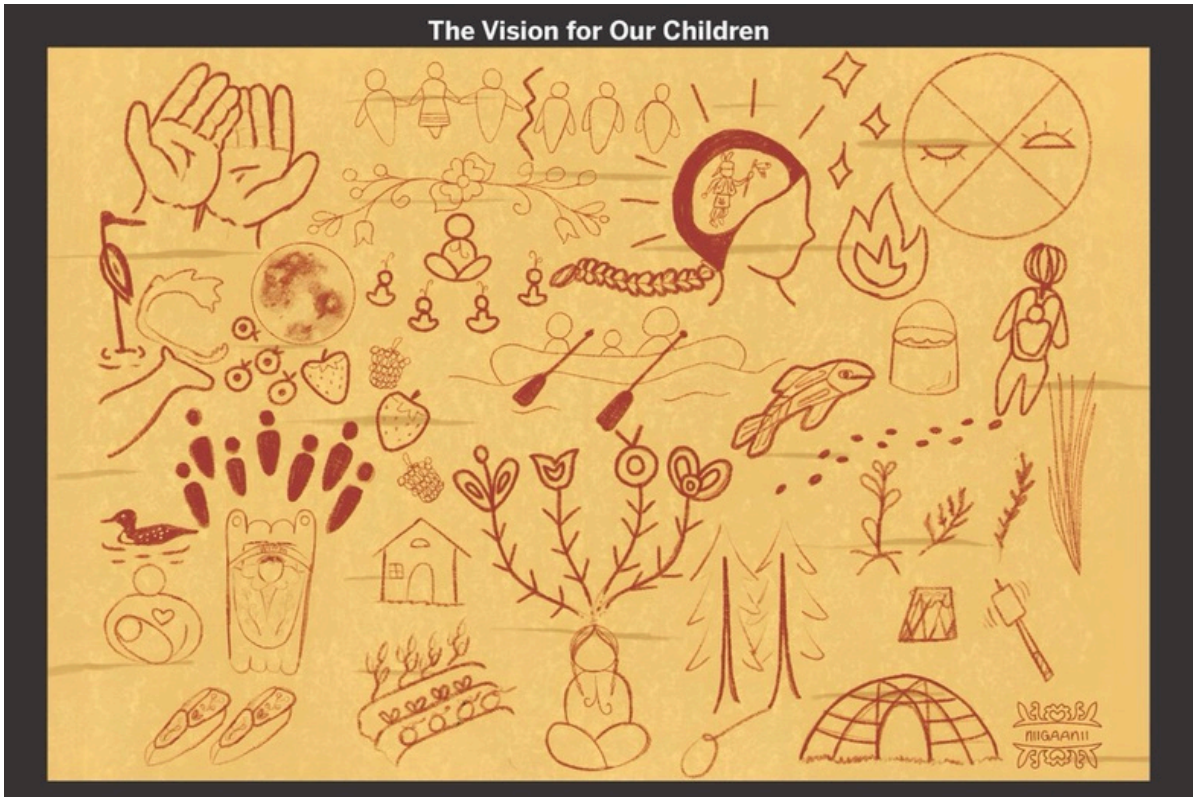
Regional Language Strategy – 2023 -2024 - REC #3 is continuing to build its Regional Language Strategy using the work started in March 2023. The strategy work began with participants from Dokis, Henvey, Moose Deer Point and Nipissing First Nation discussing traditional teachings, connection to spirit, our purpose in life, our vision, listening to the wisdom of our elders, Anishinaabe Bimaadziwin (Anishinaabe Health and Well Being); Anishinaabe Aadziwin (Anishinaabe Ways of Being) and Anishinaabemowin (Anishinaabe Language); and the role of families and community in education and language retention.



Akinoomoshin, a non-profit Anishinaabe education organization based in Atikameksheng Anishinawbek, facilitated the session. A young, proficient Anishinaabemowin speaker, Maajiijiwan Petahtegoose, assisted with interpretation and enabled more in-depth discussions with the Anishinaabemjig from our communities. Additionally, a digital storyteller, Emma Petahtegoose, created a graphic recording (detailed electronic drawing) of the session to provide a visual representation of the vision and dreams for Anishinaabemowin program development in REC 3. We are excited to continue supporting the work on the strategy.



COMMUNITY HIGHLIGHTS: REGION #3



The Vision for Our Children – The Vision for Our Children
Description of the graphic scroll
By Niigaanii
Emma Petahtegoose
adikamegshing onjibaa

Anishinaabe child is sitting in the bottom centre of the wiigwas scroll. The four flowers flowing from the fontanel of the child's head represent their name (identity), their sound (language), their purpose, and freewill (ability to change thinking and course).
Moving in a clockwise direction, to the left of the child, we see the tikinaagan representing early learning within the safety of their family and their home. We want to give them the best life and skills for living such as how we walk as anishinaabe, their clan family and kinship, knowing food sovereignty, and their connection to spirit and ancestors represented by grandmother moon. The open hands represent how we receive life and new knowledge, and the berries represent rites of passage and efforts to connect to purpose.

From there we see the community represented and the divide that the community feels between anishinaabe aadiziwin (our way of being) and standardized provincial education. Sheltered under the floral arc is an educator providing safe learning space. This moves into the braided hair where we see our children's dreams supported and how we can provide them with the knowledge of star world, the fire, water, the four directions, our relationship to the sun and the moon, being in the bush, our medicines, our relationship with animals and how we get our food. The drum, the shaker and the lodge represent our sacred spaces, songs, and ceremonies that we wish for them to carry into the future. The family in the jiiman at the centre of the scroll reminds us that we are on this journey together and we have to paddle together with coordinated rhythm to realize our goals for our children.

COMMUNITY HIGHLIGHTS: REGION #3



Wasauksing First Nation - monthly gatherings at Wasauksing Kinomaugewgamik, known as "Aambe Baajmindaa" meaning, "Let's Talk/Inclusive of Everyone," are beautiful and enriching school gatherings centered around the Seven Grandfather Teachings. Beginning with a smudge and the heartfelt songs of the little spirit singers, sets a tone of community and unity. Reciting the school prayer in Anishinaabe further grounds the gathering in cultural tradition and spirituality.

Each month, we have invited community leaders to share personal anecdotes about how the Grandfather Teachings influence their lives and add depth and real-world application to the teachings for our students. We also celebrate birthdays to foster a sense of community and belonging, while the community dance with the big drum provides a joyful conclusion to the gathering. The last gathering of the school year will be on June 5th. It will focus on the teaching of Truth and highlight the interconnectedness of all the Grandfather Teachings. It promises to be a profound and enlightening experience, culminating the monthly gatherings with a deep understanding of the teachings' significance in daily life and community harmony before we break for summer.

Six Regional Education Council Fall Meeting 2023 - Magnetawan First Nation hosted our 2023 Fall Meeting. This was the first time our Participating reps and District School Board partners met in person in a First Nation community.

COMMUNITY HIGHLIGHTS: REGION #4

"Our Sound, Our Language' Conference Region 4- Southwestern Language Conference

June 17-18, 2024- London, ON & Munsee Delaware Nation



(Photo Above) Kristin Kewaquom; Kelly Isaac; Barb Vannieuwenhuyne; and Angela Noah (L-R) at the opening night of the Southwestern Community Language Conference on June 17, 2024.



(Photo Above) Participants enjoyed learning Anishinaabemowin through songs with Russell and Nancy Peltier who presented a breakout session at the Munsee Community Centre on June 18, 2024.



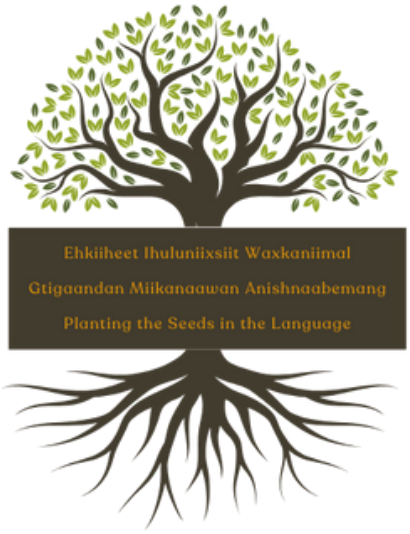
(Photo above) The Haudenosaunee Headdresses/Gustoweh workshop with Kerhitákta / Kyle Williams at the Munsee Community Centre on June 18, 2024.



(Photo Above Right) From Munsee Delaware (L-R): Cheryl Snake; Rose Snake; and Councillor Amanda Dolson, who welcomed us to the territory at the opening of the conference at the Best Western Plus - Stoneridge Inn, in London ON on June 17, 2024.

KEB Language Strategy Framework

Prepared by the KEB Language Strategy Team



Project Overview

In late fall of 2023, our language strategy team was established. A Language Strategy Coordinator was hired, and the KEB engaged four workers (Anokiijig) to collaborate with regions and Participating First Nations in the development of language resources and strategies.

Given the research-intensive nature of our work, our team formulated guiding principles based on the seven grandfather teachings. These principles steer our interactions with communities and individuals in gathering primary data. Across all regions, team members have conducted in-person visits to communities, facilitated numerous community language sessions and events, and conversed with many individuals about their aspirations for Anishinaabemowin and Lunaapeew.

A secondary data collection initiative involved surveys. Collaborating with the KEB Language and Culture Coordinator, the language team refined two surveys targeting students and community members. The survey was replicated by Anishinabek Nation and extended to other communities, yielding a comparable response.

A Critical Focus:

A critical focus has been engaging Lunaapeew language champions to bolster revitalization efforts.

In Region #4, with the support of the Regional Education Council Coordinator and Indigenous Education Officer (IEO) partners Ian McCallum and JoAnn Henry, a successful event was organized for Southwestern communities. This region presents a unique linguistic landscape with multiple languages and historical affiliations including tight affiliations between Williams Treaty First Nations in the northern part of the region.

Our project has underscored the significance of treaty relationships in language revitalization efforts. Regions 2 and 3, signatories of the Robinson Huron Treaty, share established relationships and similar dialects. These regions collaborated on an online language event in the spring.

KEB Language Strategy Framework

Prepared by the KEB Language Strategy Team

Continued Language Work

Future gatherings are currently in the planning stages. Region 4 is organizing an early immersion conference, recognizing the growing trend of early and primary years' immersion programs. Region 3 has collectively identified priorities in 2023, with plans for ongoing collaboration. Region 1 works to host their second gathering planning revitalization activities together.

In June, the language team, with senior management, select staff, and summer students, worked on integrating research findings and engagement outcomes into the 8 Prong Approach. This approach, originally developed by PFN members in 2018-2019, underwent refinement during the sessions, merging the online and refined 7 Prong Approach language strategy.

Subsequently, in July, the language team meticulously reviewed and processed the prongs through the lens of the medicine wheel, evaluating each prong's objectives, requisite relationships, knowledge base, and action steps. This forms the foundation of the draft strategy.

The next phase involves presenting the draft strategy to our PFNs for feedback and refinement throughout late August and September, culminating in a revised draft for final approval.







ANISHINABEK EDUCATION SYSTEM

Youth Council

The first AES Youth Council was elected in April 2023. Since the election the Youth Council has been working to formalize the council and build their leadership skills through team and confidence-building workshops.

The Youth Council meets monthly to further the formalization of the Council. This year, they approved the Terms of Reference for the Council and are drafting a Code of Conduct to outline the expectations for council members.

The Youth Council has been actively involved in supporting KEB events and developing their leadership skills throughout the 2023-2024. The Youth Council has:

- provided the theme of the Niigaan Gdizhaami Forum this year, “Leading in a Good Way”;
- collaboratively developed the youth plenary agenda for the Forum;
- supported the youth attendees at the Forum;
- participated in a weekend retreat focused on building leadership skills and confidence;
- co-planned the Summer 2024 Youth Gathering including: theme, facilitators, and agenda items;
- requested time on the REC agenda to discuss the regional needs and wants of the youth;
- worked to develop and presenting the youth voice on Student Success and Bimaadziwin at the Niigaan Gdizhaami Forum.

We are the Anishinabek Education System Youth Council.



AES Education Data

Realizing the Vision of the AES

AES Vision:
Gakina ni-gikinoo'amaaganaanig ji-miikwenimowaad, ji-minosewaad, zoongiziwad, anishinaabemowin, anishinaabewaadiziwin, miinwa anishinaabe gikendaasowin

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

Supporting language development, programming and pathways helps our system realize our shared vision for the AES, and deepens the connection that students have with their Anishinabek identity.

105
total participants at the Language Teacher Circles

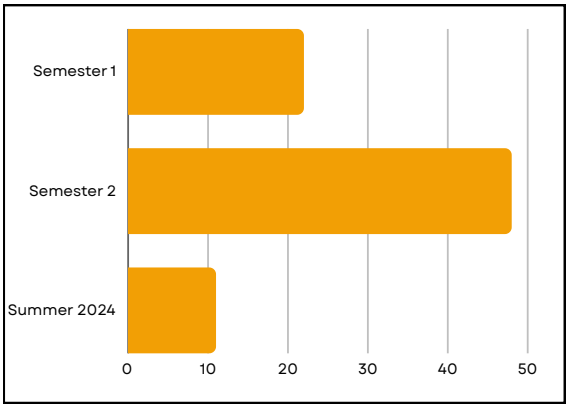
Indigenous Language Teachers Professional Learning Circles

Over the four learning circles, 105 Indigenous language teacher participants were able to build professional networks, share best practices and build resources together. When returning to the classroom, they feel supported, energized and ready to use what they have learned to improve language programming for students.

Language Pathways

The KEB Virtual Secondary School allows students from across the province to access a fluent language teacher to continue their language learning journey.

The KEB virtual school supported 82 students in continuing their language learning journey.



14
school language challenges

8
language resource booklets

Classroom Support

Students learn best in collaborative and engaging ways. Ensuring that supports are provided to educators for language programming, creates the best language learning experience for students.

AES Education Data

Realizing the Vision of the AES

Connecting students with traditional knowledge and culture is a priority across the AES. This year there were many community-led initiatives, opportunities to share best practices, and system-wide supports available to strengthen the connection students have with Anishinaabe Aadziwin.

1400 students
impacted by the 14 projects focused on land-based learning and traditional knowedge

Community-led initiatives

The Niigaan Gdizhiaami Fund supported 24 projects during the 2023-2024 school year. Land-based learning and traditional knowledge continues to be an area of focus for the Participating First Nations. There were 1400 students impacted by the 14 projects centered around land-based learning and traditional knowledge. These projects are community-led and based on the priorities of the community and needs of the students.

Kweji-kinoomaagzidaa
Let's Learn

The kweji-kinoomaagzidaa sessions were a much anticipated event that connected classrooms and individuals with Elders and Knowledge keepers from across the Anishinabek Nation.
These sessions shared traditional knowledge and Anishinaabe teachings related to the moons. These sessions connect students back to the land, and the natural events around them, in a safe learning environment.



10 Sessions

9 Elders and Knowledge Keepers

8
presenters sharing best practices in land-based learning

10
curriculum units enhanced with Anishinabek knowledge and understanding

Building Capacity

51 students participated in locally-developed reach ahead programs with curriculum developed by the communities

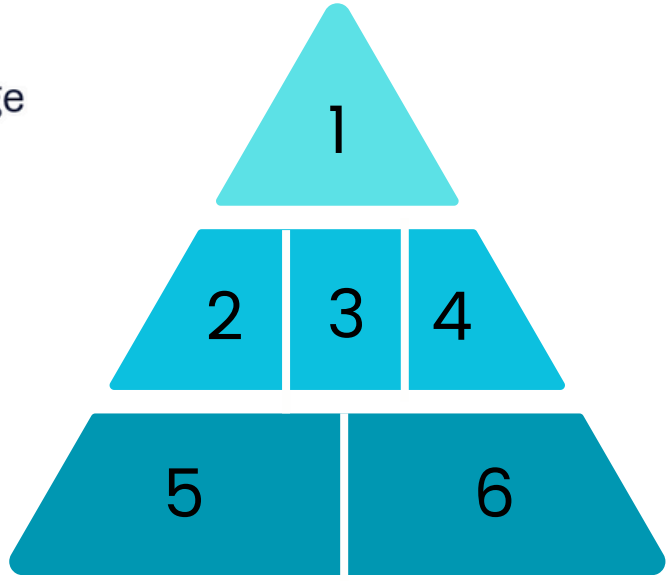
250+ students accessed cultural support personnel in their school such as an Aboriginal Student Support Worker or Indigenous Grad Coach

AES Education Data

Realizing the Vision of the AES

This year, the KEB surveyed members of the AES to gather feedback on what student success and Anishinaabe Bimaadziwin means to them. There were 24 youth at the Niigaan Gdizhaami Forum were given the feedback from the survey, and after discussion, they came up with the following representation of what student success and Anishinaabe Bimaadziwin looks like to them. Once a student has a connection with their language and cultural knowledge, all other factors contributing to student success and Anishinaabe Bimaadziwin will naturally follow.

1. Language/Culture Knowledge
2. Mental Health
3. Physical Well-Being
4. Healthy Relationships
5. Social Engagement
6. Attendance Rates



Supporting educators in developing their teaching practice in relation to language and traditional knowledge helps to create the best educational experiences for students.

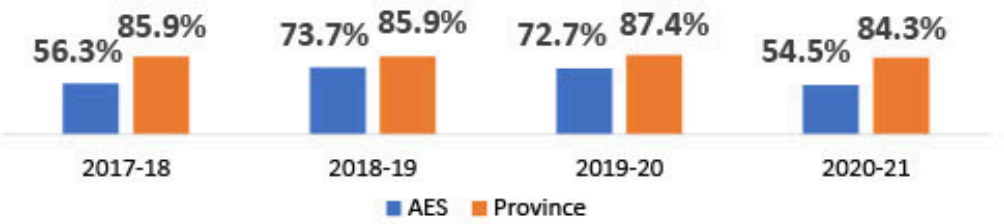
Providing the opportunity for students to have connection to fluent speakers, language learning activities, authentic and culturally-relevant programming strengthens their sense of self and confidence.

Together we are working to realize our shared vision for the AES.

Anishinabek Education System (AES) Student Achievement Results

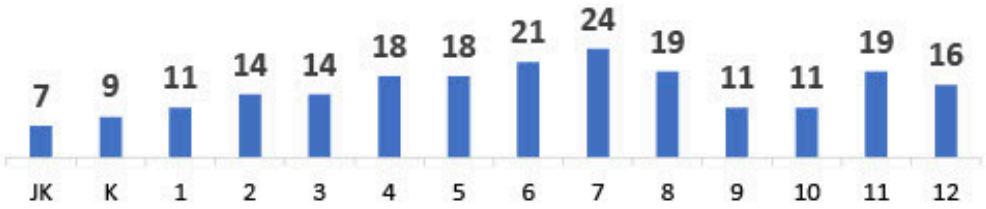
- The AES consent forms enable the First Nations to obtain student data provided to the AES by the province of Ontario. This data can inform programs and service planning to support students in targeted areas.
- The first year data was provided was in 2022 allowing data to be explored going back to 2015-16 and consisted of approximately 300 students in the initial group.
- 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 Fortier@a-e-s.ca

Percentage of Grade 9 Students Earning 8 or More Credits



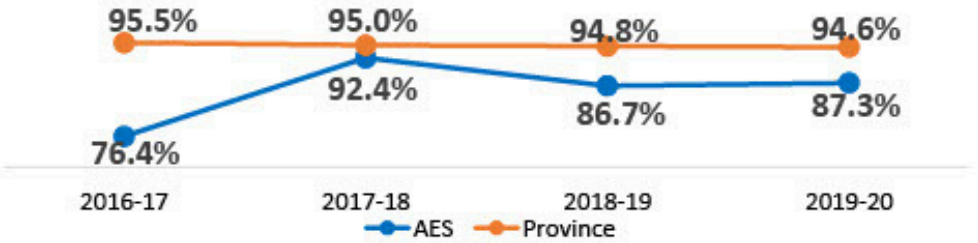
- Proportion of AES students with 8 or more credits earned have increased each year until 2020-21 which aligns with the provincial student population.

AES Students with Consent by Grade, 2020-21



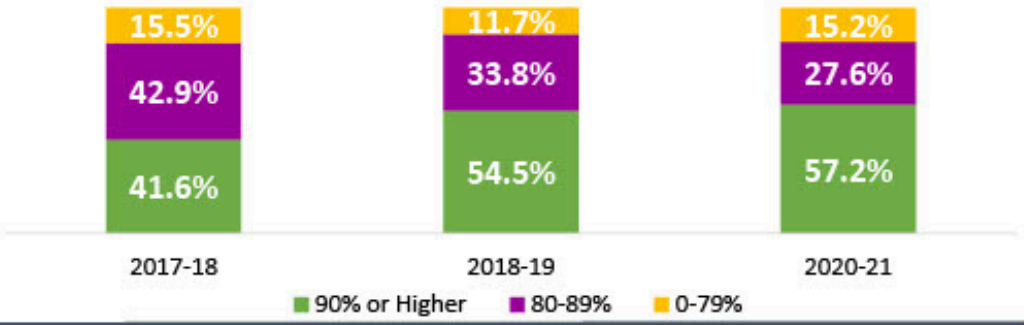
- For context, the 2020-21 AES results represent 212 students with signed consent forms.

Grade 10 Course Pass Rates



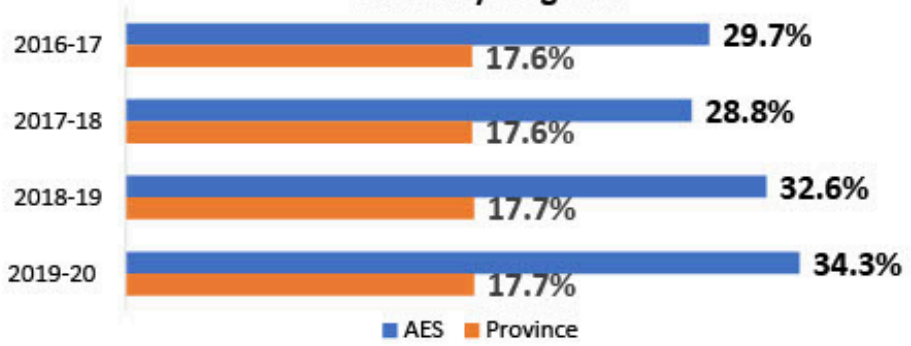
- Pass rates represent the total number of courses with a mark higher than 50% for all students.
- In recent years the proportion of grade 10 pass rates is much higher for AES students.

Percentage Ranges of Days Attended for Elementary Students



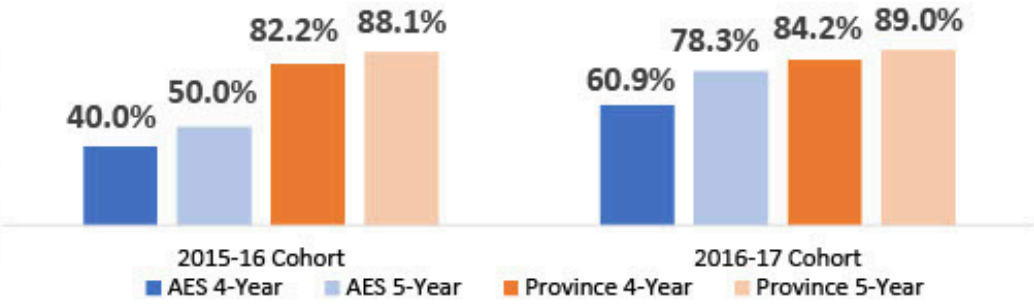
- Proportion of AES elementary students' attendance rates of 90% or more have increased each year.
- Wellness tools such as Aaniish Naa Gegii can help to identify potential barriers to attendance.
- Providing culturally-relevant learning opportunities and language pathways promotes the development of students' identity and confidence as Anishinabek, improving engagement and attendance.
- Supporting educators in building their cultural competencies through joint learning opportunities such as EKAN, can strengthen relationships with students, families and community.

Percentage of Students Receiving Special Education Services/Programs



- AES students receiving special education services or programs have increased in recent years while provincial percentages have remained the same.
- AES students are nearly double the provincial average for students receiving special education programs and services.
- This highlights the importance of strengthening the relationship with provincial partners in servicing AES students wholistically and supporting families that are navigating the special education system.

Graduation Rates Based on the Year Students Began Grade 9



- Graduation rates are based on a cohort approach. Students must be actively enrolled in the Ontario publicly funded education system since grade 9.
- AES graduation rates increased a significant amount between the first and second cohorts.
- Provincial graduation rates for the same cohorts saw a slight but comparable increase.
- AES student graduation rates although showing an increase between the two cohorts, still fall below the provincial average.
- This highlights the importance of AES student transitions, support for students at the secondary level, and strengthening the relationship with provincial partners servicing AES students.

Financial Overview
Implementation of the Fiscal Agreements

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

On an annual basis, 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.

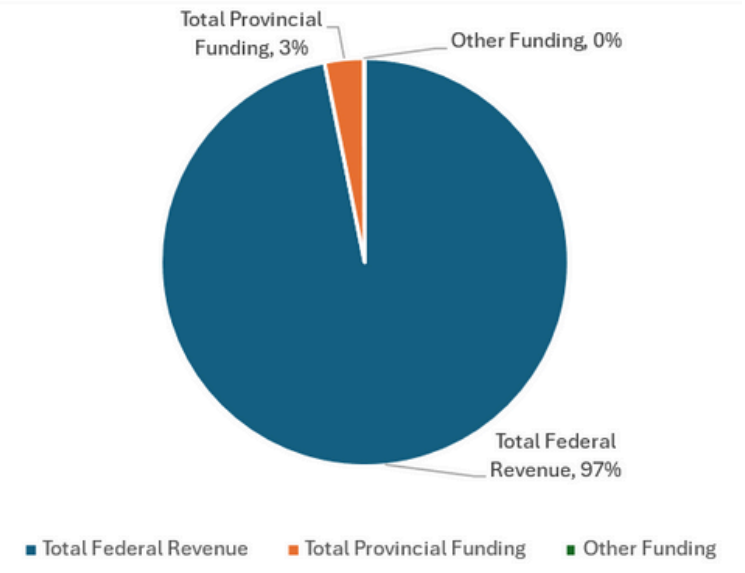
The KEB ended the 2023-2024 fiscal year with a new Finance team including the Finance Manager, Daryle Gardipy, the Finance Officer Wilma Tobobondung, Fiscal Analyst Denis Restoule and Finance Clerk Matthew Penasse. With the support of the Director of Education, the KEB Finance Committee and the Board of Directors we are pleased to provide the financial report.

2023-2024 Audited Financial Statements
The Audited Financial Statements for the fiscal year 2023-2024 were completed by KPMG and approved by the Board of Directors.

Revenue & Expenses
April 1, 2023 - March 31, 2024

Revenues

CIRNAC Grants	$72,054,298
Indigenous Services Canada	$14,175,525
Canadian Heritage	$487,753
Total Federal Revenue	**$86,717,576**
Minister of Education	$2,636,707
Ontario Arts Council	$23,615
Total Provincial Funding	**$2,660,322**
Other Funding	$66,921
Total Revenue	**$89,444,819**



Expenses

Transfers to PFN's	**$84,775,508**
Administration & Overhead	$2,241,965
Support Services	$1,374,114
Meetings & Communications	$1,141,097
Information and Technology	$139,182
Total Administered by KEB	$5,076,358
Total Expenses	**$89,851,866**

KINOOMAADZIWIN
EDUCATION BODY

CHI-MIIGWECH TO THE PARTICIPATING FIRST NATIONS FOR A WONDERFUL 2023-2024

FOLLOW US!
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