KINOOMAADZIWIN EDUCATION BODY

Annual Report
2020 - 2021



Anishinaabe Aadzwin. Anishinaabe Bimaadzwin.
Embracing our past - Empowering our future.

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Message from the Director of Education

Christine Dokis

Director of Education

Aanii and greetings! I am the new Director of Education for the KEB/AES since May 2021. I am from Dokis First Nation and have been involved both professionally and personally within education for many years.

I am pleased to present the 2020-2021 Annual Report of the Kinoomaadziwin Education Body, which highlights the work that occurred over the last fiscal year, throughout the Anishinabek Education System. Together with the Participating First Nations, we continue to implement large scopes of work that support the Anishinabek Nation Education Agreement and the Master Education Agreement. Some of the notable initiatives throughout the year included the development of an AES Parent Council, the implementation of a capital needs assessment, and the launch of the AES Wellness Portal, to name a few.

On a political front, we continue to make progress in building new relationships with our federal and provincial partners, and other AES stakeholders. I acknowledge the KEB Chiefs Committee members for their ongoing support and guidance on political and governance matters.

We express our gratitude to the entire staff of the KEB and to the leadership and staff of the Participating First Nations for demonstrating tireless commitment to our Mission Statement "Enhancing our past - Empowering our Future".

I look forward to engaging with you all to continue this important work for our Anishinabek students.



Christine



Message from the Board of Directors

Greer Atkinson

Chairperson

Aanii Kina Weyaa. Greer Atkinson nidishinikas Chippewas of Georgina Island ndojeba

It's my pleasure to present the 2020-2021 Final Report for the Kinoomaadwizin Education Body (KEB). To begin, it's important that I take the time to acknowledge everyone who has contributed to assuring the success of the Kinoomaadwizin Education Body (KEB) and the Anishinabek Education System (AES). This includes everybody in our Participating First Nations (PNFs), our education department, our schools and leadership, our staff as well as our Board of Directors. I recognize the amount of work that goes into realising our many projects, and even though we are still in the early stages of our development, we've witnessed some increased traction and that is to be celebrated.

Reaching people in new formats has been exciting. I'm happy about our AES learning series that we began implementing this year and hopefully you, or somebody you know, had an opportunity to attend one of those sessions. It's been really interesting and good to see what's actually bubbling up and evolving in each of our regions and seeing our people focused on youth engagement, developing language, revitalization and reclamation, local curriculum development and just overall developing those collaborative practices that we need to really gain success. We've almost completed the first stage, and so now, we've begun to focus on agreements with the multi-year action plan and we've also begun to work on the steps that will support the next five-year fiscal transfer program.

Chi-miigwech everybody. I really hope you receive and review this report with as much gratitude as I did for all of those who have worked hard to make everything happen.

Greer

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 Directions

Using our knowledge keepers to support fluency and understanding of Anishinaabemowin to revitalize language and culture with learners.

Supporting learners to recognize and embrace their individual gifts and teach them to use them on their journey through the education system.

Engaging Elders, knowledge keepers, community, and students in creating enhanced curriculum to incorporate history, culture, and arts in every subject area and to bridge traditional knowledge with the technological world.

Establishing the highest education standards for our learners to support local, national, and international recognition and respect for the Anishinabek Education System.

As established by the KEB Board of Directors - May 2018

Meet the Team

KEB Board of Director



Greer Atkinson, Chair
Chippewas of Georgina Island First Nation



Evelyn Ball, Vice-Chair
Chippewas of Rama First Nation



Phyllis Anderson, Secretary
Nipissing First Nation

Stan Sabourin, Treasurer
Pic Mobert First Nation

Nancy Assance
Beausoleil First Nation



Janice Cada
Sheshegwaning First Nation

Linda Peterson
Michipicoten First Nation

Marianna Couchie
Nipissing First Nation



Sherry Dayfox
Sheshegwaning First Nation



Judy Desmoulin
Long Lake #58 First Nation



Tim Hardy
Biinjitiwaabik Zaaging Anishinaabek

Lisa Michano-Courchene
Biigtigong Nishnaabeg



Catherine Pawis
Wasauksing First Nation

KEB Staff



Christine Dokis
Director of Education



Andrea Crawford
Senior Operations Manager



Renee Restoule
Anishinabek Education Services Manager



Claire Scanlan
Finance Manager



Alicia Cameron
Regional Education Council Coordinator (REC #4)



Julian Cote
Student Information System Coordinator



Tammy Desmoulin
Niigaan Gdizhaami Fund Coordinator



Laurianne Iserhoff
Finance Officer

Tanya Jamieson
MEA Executive Assistant



Haley Laronde
Communications Officer



Helen Bobiwash
Fiscal Support



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



Darren Renaud
Data Management Officer



Charles Serre
IT Infrastructure Lead



Lisa Wabegijig
Regional Education Council Coordinator (REC #3)



Andrea Wemigwans
Executive Administrative Assistant

Elizabeth Bigwin
Special Projects Coordinator

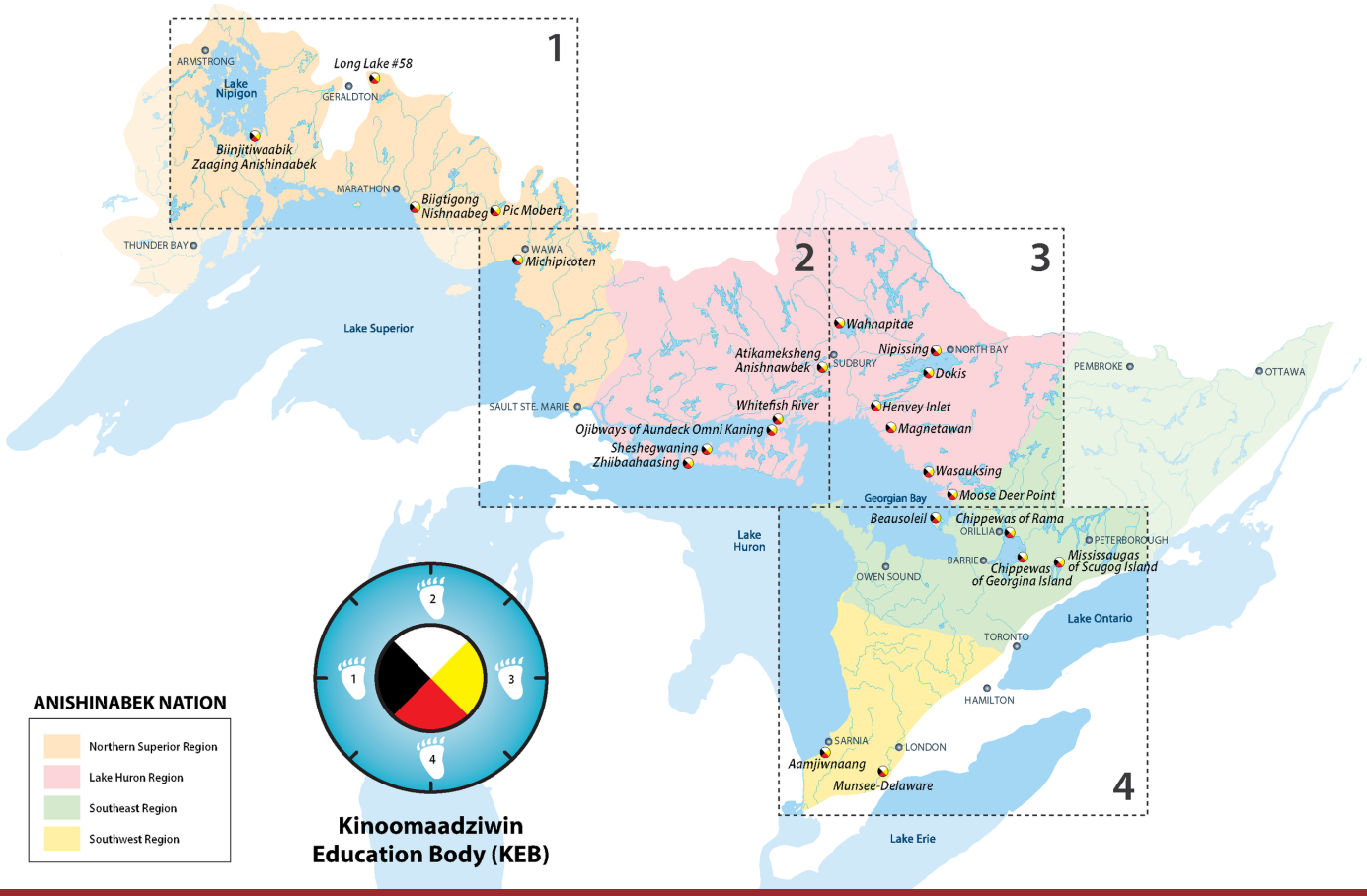


Tammy Moreau
Regional Education Council Coordinator (REC #2)



Tracey O'Donnell
Legal Counsel

Participating First Nations



REC 1

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

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



Financials

2020-2021 Financial Statements

The Audited Financial Statements for the fiscal year 2020-2021 were presented by KPMG and accepted by the Board of Directors and the Participating First Nations.

REVENUES

Education Self-Government	$57,751,227
One-Time Program Funding	$5,351,834
COVID-19 Funding	$3,602,479
Implementation of the Master Education Agreement	$1,352,543
Other Funding	$38,921
TOTAL REVENUE	**$68,097,004**

EXPENSES

Education transfers (JK to Grade 12 & Post-Secondary)	$58,440,759
Admin and Overheads	$4,687,790
Payments to First Nations (Projects & Covid-19)	$4,391,225
Support Services	$446,266
Information Technology (including PowerSchool)	$130,964
TOTAL EXPENSES	**$68,097,004**

2020-2021 Achievements

Board of Directors Committees

In addition to the Executive Committee of the Board of Directors, four working committees were established in July 2020 to support the work of the Board and to provide enhanced direction to the KEB management team. The Board established the committees under the authority of the KEB by-law. Each committee consists of a minimum of three Board Directors, and each committee has a Terms of Reference and an annual work plan.

Board Committee	Membership	Meeting Frequency
Finance Committee Assists the Board of Directors in fulfilling its financial management and administration responsibilities, through financial monitoring, planning and policy development.	Sherry Dayfox (chair) Stan Sabourin (Board Treasurer) Phyllis Anderson Janice Cada	Monthly
Human Resources Committee Assists the Board of Directors in fulfilling its governance responsibilities with respect to human resources matters, such as health and safety, pandemic response, policy monitoring, recruitment and succession planning, among other things.	Greer Atkinson (chair) Catherine Pawis Marianna Couchie Janice Cada Nancy Assance	Every 3 weeks
Education Services Committee Works with the Anishinabek Education Services Manager to provide input and support in addressing issues, challenges and opportunities related to primary, elementary and secondary education programs and services, regional priorities, language and culture, and education standards, among other things.	Lisa Michano-Courchene (chair) Sherry Dayfox Greer Atkinson Nancy Assance Judy Desmoulin	Monthly
Ad Hoc Governance Committee Oversees and reports to the Board of Directors on the implementation of the Board-approved governance, operational and organizational recommendations based on the MNP Governance and Organizational Review completed in June 2020.	Phyllis Anderson (chair) Evelyn Ball Marianna Couchie Judy Desmoulin	Monthly

The committees meet on a regular basis and are supported by the KEB management team and the KEB's Executive Administrative Assistant. Each committee has been assigned specific areas of focus including finance, human resources, education services, and governance.

Anti-Racism

At the 2020 Fall Regional Meetings, the Participating First Nations, District School Boards and the Ministry of Education began the discussion of addressing racism and inequity in schools. This work is a priority at both the AES level and the provincial level. Based on the input from each of the four Regional Education Councils at the Regional Fall meetings, a team from the KEB and the Indigenous Education Office of the Ministry of Education (EDU) have met to discuss how this work will move forward.

A working group was established consisting of PFN, KEB and EDU representatives. The group quickly identified key activities and initial tasks that would support the work of anti-racism in provincial schools.

Initial working group members:

- Amanda Mathias – Education Officer, Indigenous Education & Wellbeing Division
- Meghan Bonkowski – Senior Policy Advisor, Indigenous Education Office
- Renee Restoule – Anishinabek Education Services Manager, KEB
- Nancy O'Donnell – Regional Education Council Coordinator, Region 1, KEB
- Lisa Michano-Courchene – Education Director, Biigtigong Nishnaabeg, KEB Board of Directors
- Lisa Wabegijig – Regional Education Council Coordinator, Region 3, KEB
- Kim Nootchtai – Atikameksheng Anishnawbek, REC Representative, Region 2

Activities undertaken by the working group:

1. Collect data about school board initiatives that have taken place to address racism and inequity in schools
2. Hold presentations on the Draft Model Provincial Human Rights Complaints Procedure for the PFNs to provide feedback
3. Include sessions at the April 2021 Forum to further discussions about what is currently happening to address racism and inequity in schools
4. Develop a protocol document for communities to file complaints around racial incidents and outline contacts available for parents/guardians, students, or community members

Youth Engagement

In November 2020, students from REC #1 participated in a Virtual Youth Gathering with the Anishinabek Education System. Approximately 35 students in grades 6-12 joined the event, facilitated by Brent Edwards (Mooselegs). Brent engaged students in leadership games to build community and inclusivity. Biigtigong Nishnaabeg knowledge keeper Dave Courchene III, spoke to the youth about carrying Anishinabek pride. He shared personal stories that inspired youth to keep learning their history, culture, and traditions.

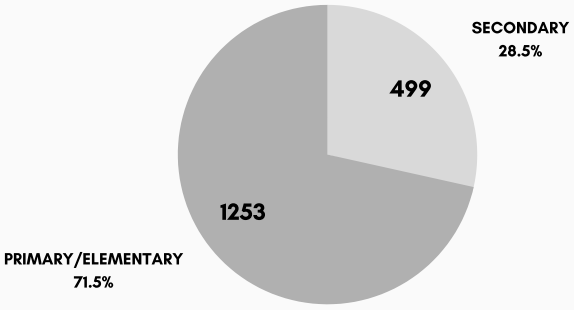
Students also participated in an interactive session with Cody Coyote, who conducted a *Healing through Arts* presentation that emphasized the importance of kindness and service toward others.

2019-2020 Academic Data

JK-Grade 12 Student Performance Data

AES Student Performance Data was reported by the PFNs for the first time in 2019-2020. Results from the initial year of data are based on information submitted by 19 out of 23 PFNs. Limitations within the reporting tool and access to provincial student data created inconsistencies in the results. Each of these elements continues to be addressed by implementing enhancements to the annual student performance reporting tool and by the ongoing collection of student consent forms.

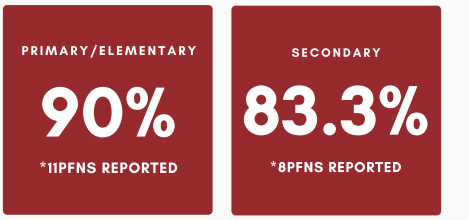




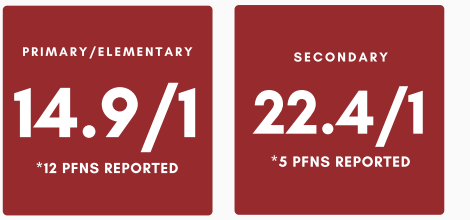
Student Enrollment

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

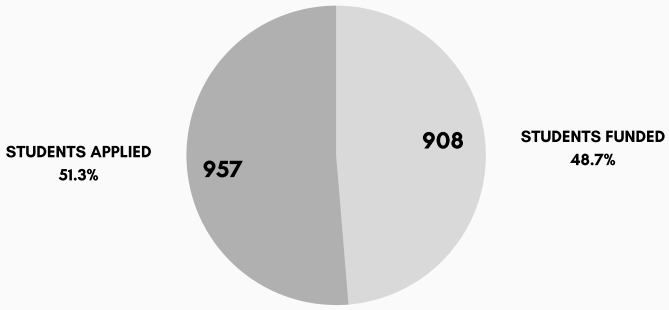
Average Attendance Rate



Student-Teacher Ratios



Post-Secondary Student Enrollment



Post-Secondary Education funding is transferred to the Participating First Nations annually through the Anishinabek Nation Education Fiscal Transfer Agreement. The funding, and all post-secondary student support services, are administered by the communities. **Ninety-five percent (95%) of applications for post-secondary support were funded by the PFNs in 2019-2020.** The final semester of the academic year was significantly affected by Covid-19, which forced many students to delay their studies.

POST-SECONDARY WAITLISTS

7

PFNS REPORTED HAVING INSUFFICIENT FUNDS TO MEET THE NEEDS OF APPLICATIONS SUBMITTED BY POST-SECONDARY STUDENTS

POST-SECONDARY APPLICATION INCREASES

15

PFNS ANTICIPATE THAT APPLICATIONS FOR POST-SECONDARY FUNDING WILL INCREASE IN 2020-2021

Community Stories

Regional Education Council 1

Students in REC #1, like many students across Ontario, have had to be flexible and adaptable to all of the changes in their learning environment this academic year.

Student success and well-being remained a key component of the Anishinabek Education System, and this year, The PFNs and in-school commitment was highlighted in the PFNs through the students hard work and dedication and their in-school supports.

Each of the PFNs in REC #1 have dedicated support roles in place at the secondary level to work alongside students, meeting their individual needs. Although there are teams of community members working to support AES students in high school, this year the crucial roles of Graduation Coaches, Education Counselors, and Indigenous Academic Tutors in REC #1 were proven to be instrumental in assisting the youth. REC #1 is fortunate to have four positions funded through the Niigaan Gdizhaami Fund that are dedicated to this work.





STUDENT SUPPORT ROLES IN REC #1

- Vivian Michano - Biigtigong Nishnaabeg
- Rose Tuck - Biinjitiwaabik Zaaging Anishinaabek
- Darwin Legarde - Long Lake #58 First Nation
- Amber Devereaux - Pic Mobert First Nation

WHAT DO STUDENT SUPPORT ROLES OFFER TO AES STUDENTS?

- A safe and consistent person to contact at school
- An opportunity to build unique and trusting relationships
- Access to education supports, emotional support, and cultural support
- Direct and safe contact for both parents and students
- Different learning opportunities
- A connection with community Knowledge Keepers
- Learning opportunities from Aki (the land)
- Academic tutoring

Relating to students on a daily basis is key to nurturing these relationships. It's important to recognize that these support roles are meeting the needs of students' whole being: mind, body, spirit, and emotions. We thank all the students and their support teams for making it through a challenging year and we celebrate your success with you!





Regional Education Council 2

Residents of Atikameksheng Anishnawbek have been busy engaging in a variety of land-based activities.

With only two remaining fluent language speakers in the community, activities promoting traditional knowledge, ceremonies and preserving the language have proceeded with a sense of urgency despite the complications provided by COVID-19.

In an effort to encourage on-the-land participation, items such as fishing rods, maple syrup buckets and other outdoor gear such as rain gear and rubber boots were provided to children and families. The gear is aimed at supporting families in participating in community wide initiatives such as traditional harvesting through the sugar bush, birch bark camps, and fishing.

Seasonally based events such as the Snowshoe Scavenger Hunt and Nish Scone Making have taken place in the community. In order to promote use of the language, videos of different events have been filmed and, through their Storytellers Program, will be providing Anishinaabemowin translations to accompany the videos.



Regional Education Council 3

WAHNAPITAE'S EDUCATION HUB CENTRE

Joint First Nation School Board Project

In March 2020, the COVID-19 pandemic began shutting down schools in Ontario and had an enormous impact on the entire educational system including, students, teachers, families, and communities.

Online learning quickly became a reality and for many students, this interrupted their usual learning environments. In response to the school closures, Wahnapitae First Nation, the Sudbury Catholic District School Board, and the Rainbow District School Board developed a joint First Nation Education Hub Centre for students completing studies online. Two Education Hubs were established, one for JK-SK students and one for students in grades 1-8. Seventeen students attended the Education Hub throughout the year.

The Education Hub provides students with a safe environment to learn in that incorporates Anishinabek history, culture, Elders, Knowledge Keepers, language, and land-based learning.

A variety of supports were provided to the students including, but not limited to, Chromebooks, bus services to and from the Hub, breakfast program, land-based activities, tutoring, and referral and support to families.

Teachers were hired to assist and support the students and parents with their online learning. Parents in the community were also encouraged to participate in assisting students.



Regional Education Council 4

The Participating First Nations of Regional Education Council 4 have been engaged with several commendable initiatives over the last year ranging from projects that connect students to land-based learning, language, and technology, as well as inspiring student leadership, improved transitions, development of innovative partnerships, and documentation of local history. Each of these initiatives supported current and future students to proudly learn where they come from.



INDIGENOUS CLASSROOM

Port Perry High School (PPHS)

The Mississaugas of Scugog Island First Nation (MSIFN) has been working diligently to develop an Indigenous classroom at Port Perry High School (PPHS) in collaboration with the Durham District School Board, Durham College, Knowledge Keepers and MSIFN staff and community.

Knowing that Indigenous youth face difficult challenges and barriers that are often responded to in a reactive matter, MSIFN and its partners decided to focus on being proactive by engaging Anishinabek traditions, values, and worldviews to ultimately create a safe space for Indigenous students. Students are able to gather informally and formally, for various purposes including test-writing, counselling, or simply just to access privacy.

WHAT THE ROOM OFFERS

- Medicines and smudge kits
- Indigenous books and language resources
- A fridge stocked with nourishment - an essential feature for teenaged students
- Available space for welcoming visiting Elders and Knowledge Keepers to support intergenerational exchange of knowledge and engagement with the youth
- Supportive services by bringing in Indigenous staff from local colleges and universities and other local Indigenous support services
- A private counselling area as well as a Child and Youth Mental Health and Addictions Worker from Dnaagdawenmag Binnoojiiyag Child and Family Services who is on-site five days a week to provide invaluable mental health support



"This room is a game changer"

- Mary-Anne Hoggarth
Education Advisor for MSIFN

Implementing the Agreements

Anishinabek Nation Education Agreement

Capital Needs Assessment

In June 2019, the subject of Education Major Capital was discussed by the leadership in attendance at the 2019 Annual General Meeting. The PFNs directed the KEB to continue pursuing Education Major Capital on behalf of the communities.
The KEB received partial federal funding in April 2020 to conduct an extensive assessment of the capital needs and requirements of the AES over a multi-year period of time. In November 2020, the AES Capital Needs Assessment was initiated. With the support of a project consultant and a project manager, the study will identify short, medium, and long-term needs of the PFNs, as they relate to major capital, minor capital, and operations and maintenance.

Information collected from the PFNs includes:

- Asset Condition Reporting System (ACRS) reports
- Education-related operations and maintenance costs
- Bussing and transportation information
- Education strategic plans
- Capital planning/Land use plans
- First Nation population data
- Student enrollment data

All of the information gathered will support the development of capital projections for each individual PFN, and for the AES as a whole. At March 31, 2021, the project was facing several delays due to Covid-19. Alternative approaches to conducting on-site facility assessments will be accommodated in the next phase of the project, and the complete assessment is intended to be complete in the early part of the fiscal year 2021-2022.

Extraordinary Circumstances

Throughout the early months of 2020, the PFNs identified growing needs for support to address Covid-19 impacts to education, such as emergency response costs, alternative learning tools, and school re-entry plans. In August 2020, the KEB held regional consultations with 19 PFNs via video conference, to collect information regarding the education impacts of Covid-19. The consultations informed the preliminary development of a proposal to Canada for education-specific Covid-19 funding.

Additional financial data was collected from the PFNs in the fall of 2020, detailing costs incurred for the 2019-2020 school year and the costs anticipated for the 2020-2021 school year. The KEB submitted a final proposal to Canada in December for additional funding, under the Extraordinary Circumstances clause of the Anishinabek Nation Education Agreement.

In March, 2021 Canada confirmed additional Covid-19 funding for the AES to support some of the Covid-19 costs outlined in the funding proposal. In total, $1,598,216 in additional Covid-19 funding was secured for the PFNs to support IT and communications, enhanced breakfast and lunch programs, new school equipment, and increased sanitation.

The KEB will continue discussions with Canada in the new fiscal year, to determine the status of outstanding funding requests outlined in the extraordinary circumstances proposal.

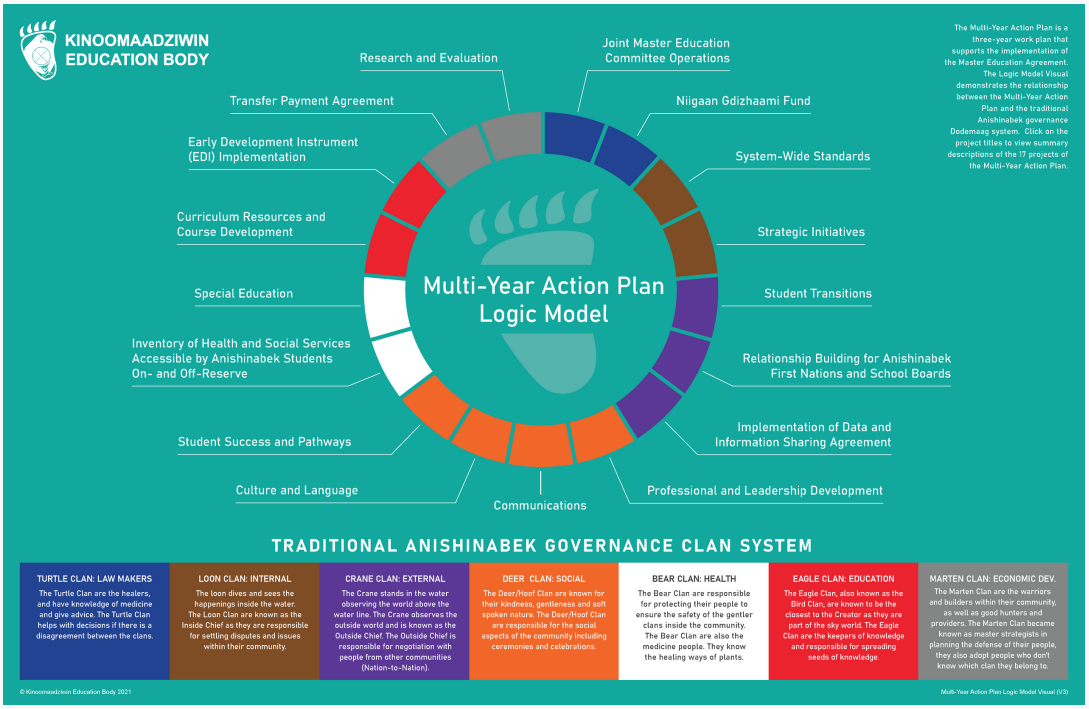
Information collected from the PFNs to support the Extraordinary Circumstances proposal

- anticipated costs
- health and safety priorities
- equipment requirements
- classroom delivery models
- alternative programs and services

Master Education Agreement

The KEB has continued to lead and engage with the Regional Education Councils on the implementation of the Master Education Agreement (MEA), which is supported by a three-year Multi-Year Action Plan (MYAP), now nearing the end of Year 3. The MYAP outlines 17 projects that reflect the commitments of the MEA and were designed based on the feedback of the Education Work Group.

In 2020, funding through the MEA enabled opportunities for the PFNs to pilot local initiatives such as the Niigaan Gdizhaami Fund, the Strategic Initiatives Projects, the Early Development Instrument, and Student Success and Pathways Program Development. Several of these initiatives were implemented with partner local school boards, and over this past year, they continue to focus on direct supports for students, language and land-based focussed learnings, and other program development.



Direct supports to students	• 9 projects focused on student supports • 3 Graduation Coach pilot sites serving approximately 140 students
Language Revitalization	• 4 projects focused on language revitalization
Culture and Indigenous Knowledge	• 6 projects focused on Bimaadziwin • Ezhi Kendmang Anishinaabe Naadziwin (Sharing the Knowledge of the People) completed and ready to pilot in 1 PFN and 4 school boards beginning Fall 2021
Student Assessment Tools	• 4 communities poised to re-engage in Aaniish Naa Gegii (Aboriginal Children's Health and Well-Being Measure) • 10 communities administered the Early Development Instrument in 2019. Implementation postponed in 2020/2021 due to Covid-19
Products to Support System Development	• Special Education Guideline – comprehensive support document based on community input and regional priorities; development completed in March 2021 with anticipated implementation in Fall 2021. • Student Transitions Protocol – draft guideline document developed by the Student Transitions Working Group in 2019-2020; document reviews and publication design completed in 2020-2021; implementation to begin in Fall 2021.

Project Milestones

NG Fund

The Niigaan Gdizhaami Fund "Fund" is an annual grant that was 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 Master Education Agreement, through five guiding priorities.

2020-2021 marked the third year of the Fund. Twenty-eight projects were supported, totaling $794,053.33.

Regional breakdown of projects funded:

- 7 projects in REC 1
- 10 projects in REC 2
- 5 projects in REC 3
- 5 projects in REC 4

2020-2021 trending projects:

- Education hubs
- Language, culture, and history revitalization
- Graduation coach/student support
- Land-based learning

An inside look at one of the Fund projects

Revitalizing Culture and Language through Innovative Strategies - A Partnership with Nipissing First Nation Education and Nipissing-Parry Sound Catholic District School Board

Goal of the project:

- to enhance cultural teachings and increase Anishinaabemwin to support student well-being and achievement;
- to create a safe outdoor learning space that supports land-based knowledge, Elder visits and community engagement.





"I am so grateful we got to build a garden at our school and learn about the medicines we planted. This knowledge of our sacred Medicines will stay with me throughout my journey in life. This garden has created a safe spot at our school for indigenous students to practice our spirituality and to see our culture in our school. Gardening is a big part of my culture and indigenous practices. I am happy we have a beautiful place for Smudging ceremonies and a place to learn teachings"

- Talon Beaucage, grade 8 student, Our Lady of Sorrows

"I love learning new things about the sacred medicines and how we use them. I love learning my language and how we speak it. I love my culture and learning things about it"

- Hayden Beaudette, grade 5 student, Our Lady of Sorrows School

To inquire about the Niigaan Gdizhaami Fund, please contact Tammy Desmoulin via email at ngfund@a-e-s.ca or via phone at 705-303-7845.

Building a Student Information System for the AES

PowerSchool is an online Student Information System (SIS) licensed to the KEB in 2018. It offers AES schools, teachers, parents and students an advanced tool to communicate student performance, provide secure records management, and to facilitate compliance reporting and analytics.

In 2020-21, several AES schools utilized the AES implementation of PowerSchool. The system will enable long-term benefits to AES students and schools by providing accurate, timely data for day-to-day decision making, reporting and long-term policy development.

The KEB continued to support elementary and secondary schools who opted to use the system, by initializing school set ups, offering one-on-one virtual training with school administrators, and supporting a daily help desk for SIS users. AES schools that are currently using the SIS were able to track student information such as grades, assignments, and attendance. They were also able to create Individual Education Plans, report cards, and other documents.

Data collection plays a key function in ensuring the SIS is up to date and meets the needs of the schools. Information such as staff and student contact information is collected regularly to update each school's individual SIS. It is with the patience and understanding of the PFNs, that the KEB staff continued to make strong progress towards the goal of bringing AES schools together in a common platform that will prove to offer a positive future for online learning, student well-being, and unified data collection. We encourage all AES schools to begin using the AES implementation of PowerSchool.

TRAINING

Over the past year, in-person and online training opportunities were offered to AES PowerSchool administrators and teachers. These included sessions that focussed on Initial Product Training, PowerTeacher Pro, Special Programs, and Enrollment.

The KEB recognizes that regular and ongoing training is a critical element of SIS implementation and long-term system use. Training will be offered on a continual basis to cover new versions of the software and to accommodate staffing and role changes within AES schools.

In February 2020, the KEB's Student Information System Coordinator, Julian Cote, received Certified PowerSchool Initial Product Training. This certification enabled the KEB to deliver one-on-one training to administrative school staff and teachers that was customized to the needs of the school and their respective workflows.

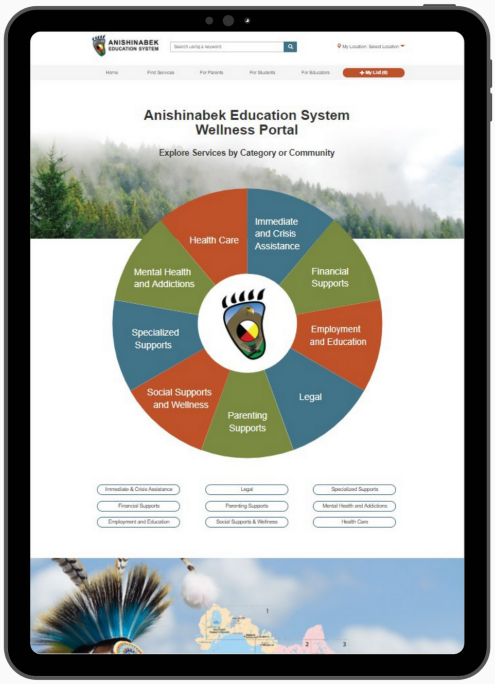
MOVING FORWARD

The KEB has begun the preliminary development of two new custom PowerSchool modules to support student well-being and post-secondary information. These modules will enable custom areas of data tracking for unique user needs, methods and desired outcomes. In addition to the development of these new modules, the KEB will also create AES report card templates, initiate a PowerSchool advisory committee made up of experts from AES schools, and begin the implementation of Ontario Education Numbers to support data sharing with AES students in the provincial education system.

AES Wellness Portal

Since 2018, the KEB has been working with the PFNs, the Ministry of Education, and various partners to complete the development of a comprehensive inventory of health and social services. As Project 15 of the Multi-Year Action Plan (MYAP), the original intent of the inventory was to create one document that would host information relating to health and social services that are accessible to Anishinabek students throughout the Anishinabek Education System (AES).

The KEB's Regional Education Council Coordinators began the work of collecting data and resources to support the inventory, but as work on the project progressed, the need for a modern, accessible, sustainable, and user-friendly tool was identified. Over many months, the development of the tool required consultation with the PFNs and extensive research with a qualified website consultant engaged through The Health Line.



In December 2020, the final product was launched in the shape of an online tool now known as the AES Wellness Portal. The portal is a digital health network designed to support students, parents, educators, and health care providers in PFNs and partner District School Boards.

With a comprehensive inventory of health and social services to explore, users can search for specific resources and supports that are available locally, regionally, and provincially. The product was designed to enable the PFNs to contribute to the inventory of services and to the ongoing improvement of the portal. Users can easily submit content and information about new or existing services, as they are identified.

It is the intent of project that over time the AES Wellness Portal will be utilized by the PFNs and partner District School Boards to support the objectives of other programs and services, such as Aaniish Naa Gegii, Student Transitions, and the Special Education Guideline.

The wellness portal was truly developed in partnership and is a multi-functional tool that enables users to access various services that support the health and well-being of students throughout the AES. Please visit the portal at www.aeswellnessportal.ca.



Closing Message

Christine Dokis
Director of Education

Miigwech for allowing me to say some closing remarks. The KEB has had a challenging year with Covid-19, however, it has also provided us with a lot of different platforms to enable our communication and our successes moving forward with our Participating First Nations (PFN). This year, I believe, our KEB staff is well positioned for another successful year. We have many challenges ahead and I look forward to meeting all of those together as one. We will achieve Anishinaabe Bimaadzwin and Anishinaabe Aadzwin.



Christine

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