



2018 – 2019
Education Unit Annual
Academic Year Report

Table of Contents

Message from the Director of Education	3
Education Committee	4
Early Childhood Development Parent Committee	5
Student Support Network.....	6
Organizational Chart	9
Financial Management & Administration.....	10
Language & Culture	12
Student Success	12
Communication & Collaboration	12
Governance & Leadership	13
Shki Waase-Aaban Binoojiinh Gamik.....	15
Language & Culture	16
Student Success	17
Communication & Collaboration	18
Governance & Leadership	19
Biidaaban Kinoomaagegamik	20
Language & Culture	21
Student Success	25
Communication & Collaboration	32
Governance & Leadership	33
Secondary Student Program	34
Waawaasnoode Adult Learning Centre	38
Post-Secondary Student Support Program.....	45
Language & Culture	45
Student Success	45
Communication & Collaboration	47
Governance & Leadership	47
Aboriginal Skills and Employment Training Strategy (ASETS).....	48
Language & Culture	48
Student Success	49
Communication & Collaboration	52

Governance & Leadership	52
Community Library	53
Zagamok Wasseyaankaan Teg	54
Education Administrative Staff	56

Message from the Director of Education

February 2020

Ahnee Kina Wa'ya

On behalf of the Sagamok Education Unit, it gives me great pride to present to you the September 2018 to August 2019 Annual Academic Report. I commend all the students and staff who continue to demonstrate their hard work, dedication, and commitment to student success at each of our sites namely, Shki Waase-Aaban Binoojiih Gamik; Biidaaban Kinoomaagegamik; and Waawaasnoode Learning Centre.

As you will read, this report supports our strategic pillars in education, especially in the area of student success with the celebrations of achievements that occurred throughout the school year and notably in August of 2019 where we celebrated 52 Secondary School graduates.

Also, at this time I want to acknowledge the support received from our community partners who also contribute to the wellness and well-being of our children and students. Services include, the Child and Youth Mental Health workers, Nutrition Program worker, Saswin Cultural Services, Nogdawindamin, and the Anishnawbek Police Services. A special shout out goes to our Education Committee members who also have supported the work of the Education Unit and who bring their perspectives in various pathways in education.

As always, I encourage parents, grandparents and community members to visit our sites and have a conversation on any of the information contained in this report and visit our website for future initiatives in Education.

Chi Miigwetch,

Anna Marie Abitong
Director of Education

Early Childhood Development Parent Committee

The ECDPC is a planning and advisory group that assists in the strategic planning process and evaluation of the Shki Waase-Aaban Binoojiinh Gamik. Activities that they contributed in the 2018-2019 academic year are as follows:

1. Language and Culture
 - Anishnaabemowin Prayer
2. Student Success
 - Reviewed update on Dollywood Foundation – Dolly Parton’s Imagination Library
3. Communication and Collaboration
 - How Does Learning Happen Presentation and Focus Group
 - Reviewed Shki Waase-Aaban Binoojiinh Gamik Program Review Report by Mahon Consulting
4. Governance and Leadership
 - 7 meetings held at the Centre and 1 special meeting held August 2019 at Wasseyakaan Teg (no meetings held during September 2018, January 2019 and April 2019 and summer months (July 2019))
 - New 2-year term committee was selected
 - Election for Chair and Vice Chair
 - Reviewed Updated Orientation Handbook
 - Committee signed Acknowledgment of Receipt of Orientation Handbook
 - Shki Waase-Aaban Binoojiinh Gamik Policy and Procedures Review
 - Reviewed 2016-2021 ECDPC Strategic Plan
 - Reviewed and approval of Annual Program Calendar 2019-2020
 - Committee reviewed pervious completed 2 year-self evaluation

Committee Members 2018-2019

Danielle Toulouse
Deanna Southwind
Jennifer Keysis
Pamela Sago-Toulouse – Committee Vice Chair
Carolyn Peltier – Committee Chair
Candace Mandamin – Parent Infant Advisor Representative
Marlene Fournier – Biidaaban Kinoomaagegamik Representative
Jeanne McLeod – Elder’s Council Representative
Jessie Hardisty – Chief and Council Representative

Student Support Network

The Student Support Network (SSN) is a group of Sagamok Education staff from each level of education intended to:

- ♦ help staff in dealing with internal issues, concerns, and personal wellness;
- ♦ plan for educational activities in a collaborative environment;
- ♦ meet the needs of all learners, with a specific focus on transitions and implementing Student Transition Support Plan activities

2018/19 Members

Preschool Level:	Rachel Toulouse, Daycare Supervisor
Elementary Level:	Charlene Pine, Elementary Student Support Worker
Secondary Level:	Christine Toulouse, Secondary Student Support Worker (Network Chair) Mark Aizenberg, WALC Teacher (Alternate Network Chair)
Post Secondary Level:	Lorna Sinobert, Post Secondary Student Support Worker Lorrie Ann Linklater, Post Secondary Student Support Worker (Network Recording Secretary)
Workforce Level:	Andrea Hajt-Jacobs, ASETS Coordinator

Highlights

A major activity of the Network's Student Transition Support Plan is bringing career information to students through the Student Career Fair (Gr. 6-8) and the Career and Employment Information Sessions (Gr. 9-12).

2019 Student Career Fair

Weekly career research guidance sessions are held each year throughout April and May with grades 6-8 students in researching various careers and occupations to get them acquainted with career research and start thinking about future career possibilities.

At the end of May, **40 Students** (20 males, 20 females) completed **31 Career Projects**.

Career & Education Planning Series Workshops

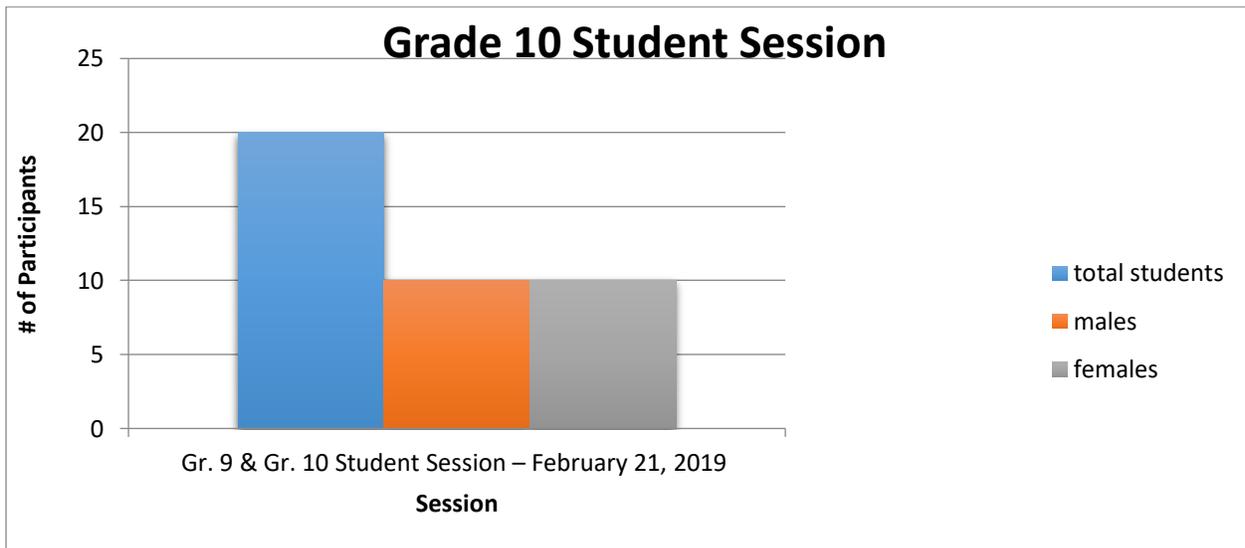
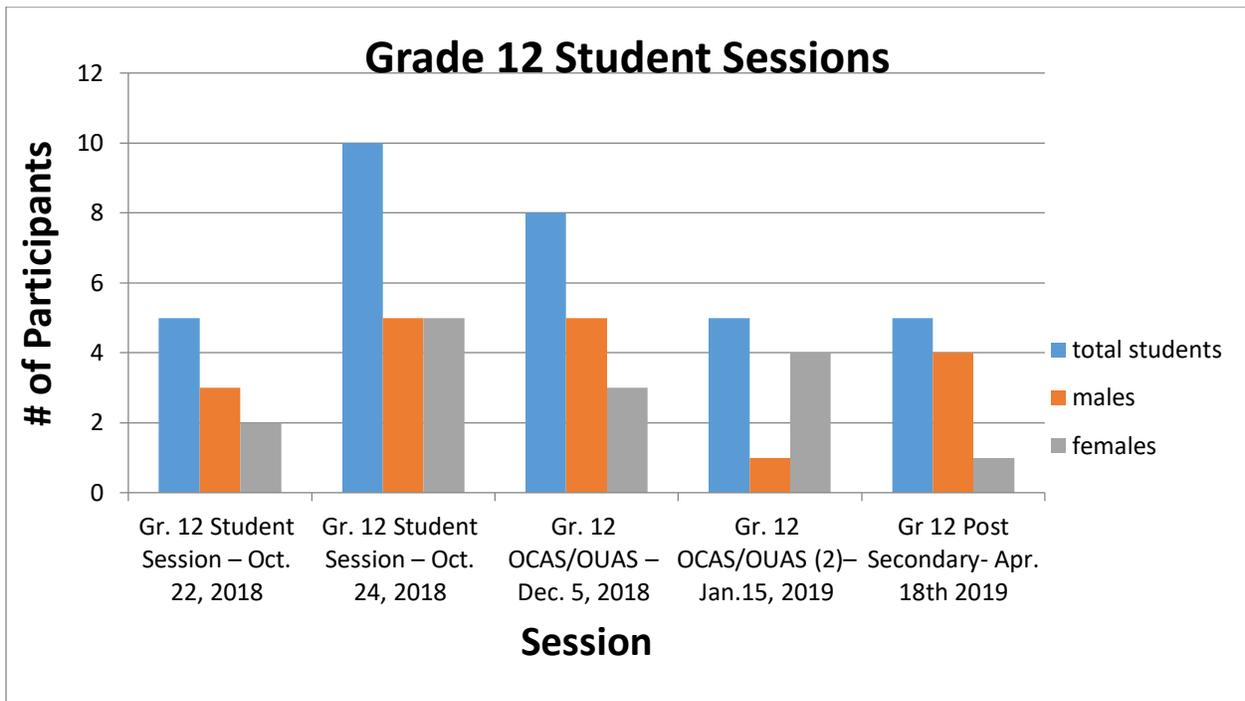
Workshops are held for each level from grades 9 to 12 to engage students in career and education planning and research. During these sessions, students can prepare for meeting prerequisite requirements throughout their education and for eventual career/workforce entrance. Each grade is engaged in online Labour Market Research, and students are supported with developing a Career Action Plan that identifies their individual educational pathway throughout high school and post secondary in their field of interest.

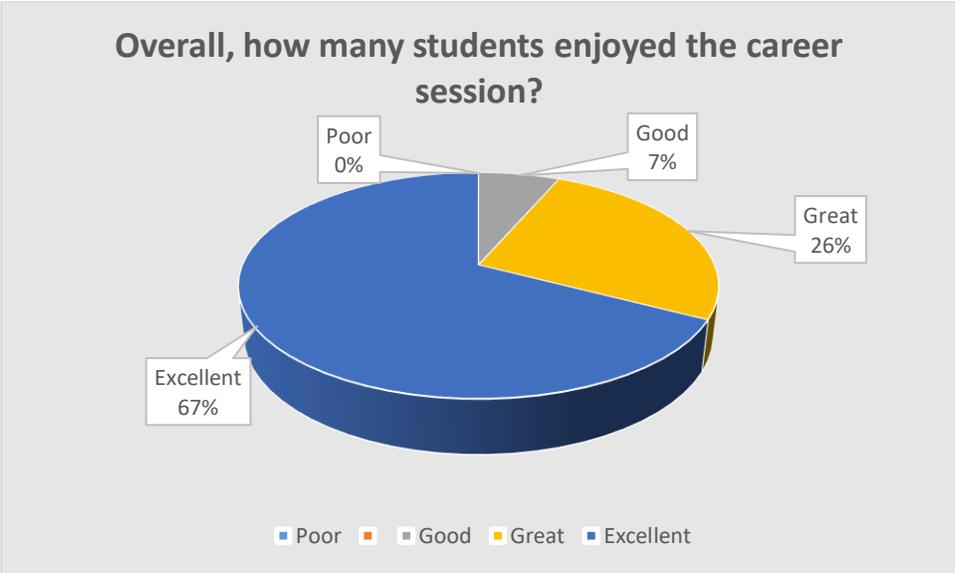
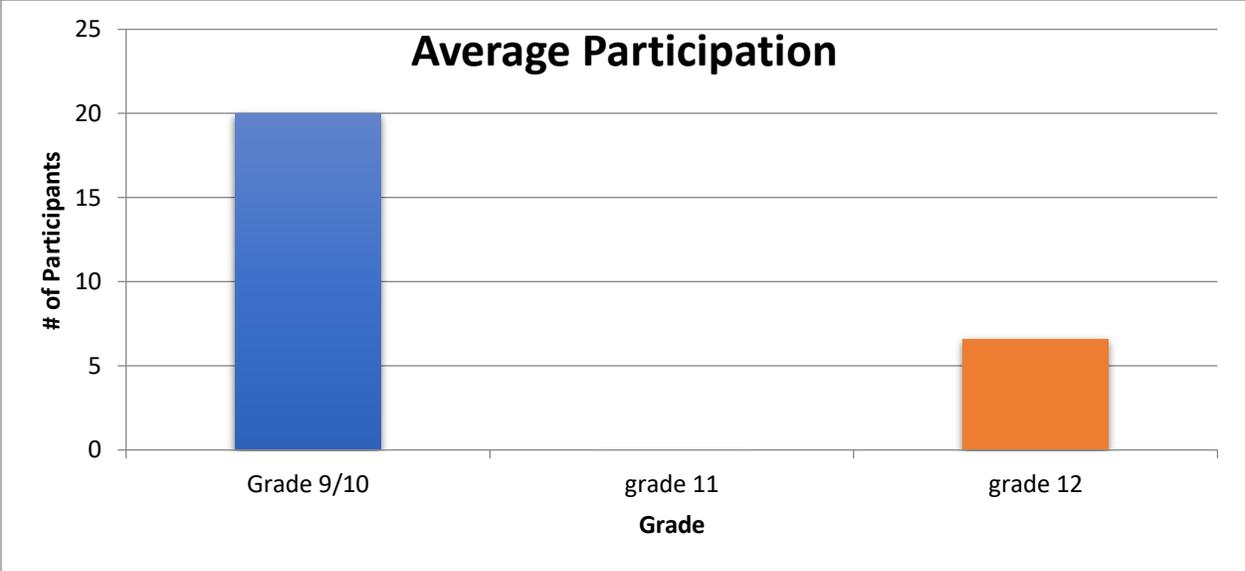
Between October 2018 and May 2019, **nine (9) sessions** were offered for students and three (3) sessions were offered for parents. In total, **seven (7) parents** attended information sessions and **sixty nine (69) students**. No students came to the Grade 11 sessions.

This year we merged grade 9 and 10 and geared it towards student interest in various fields. We brought in guest speakers that work in those fields to promote education and inspiration to pursue jobs and co-op placement. After reviewing last year's evaluations a major setback was a lack of this type of first hand perspectives. On February 21st the SSN along with Dean Riggs (EHS Co-op Teacher), Jon Brunette (Esplanola Hospital Representative), Vanessa Dorian (Personal Support Worker), Vern McCumber (APS Officer), and

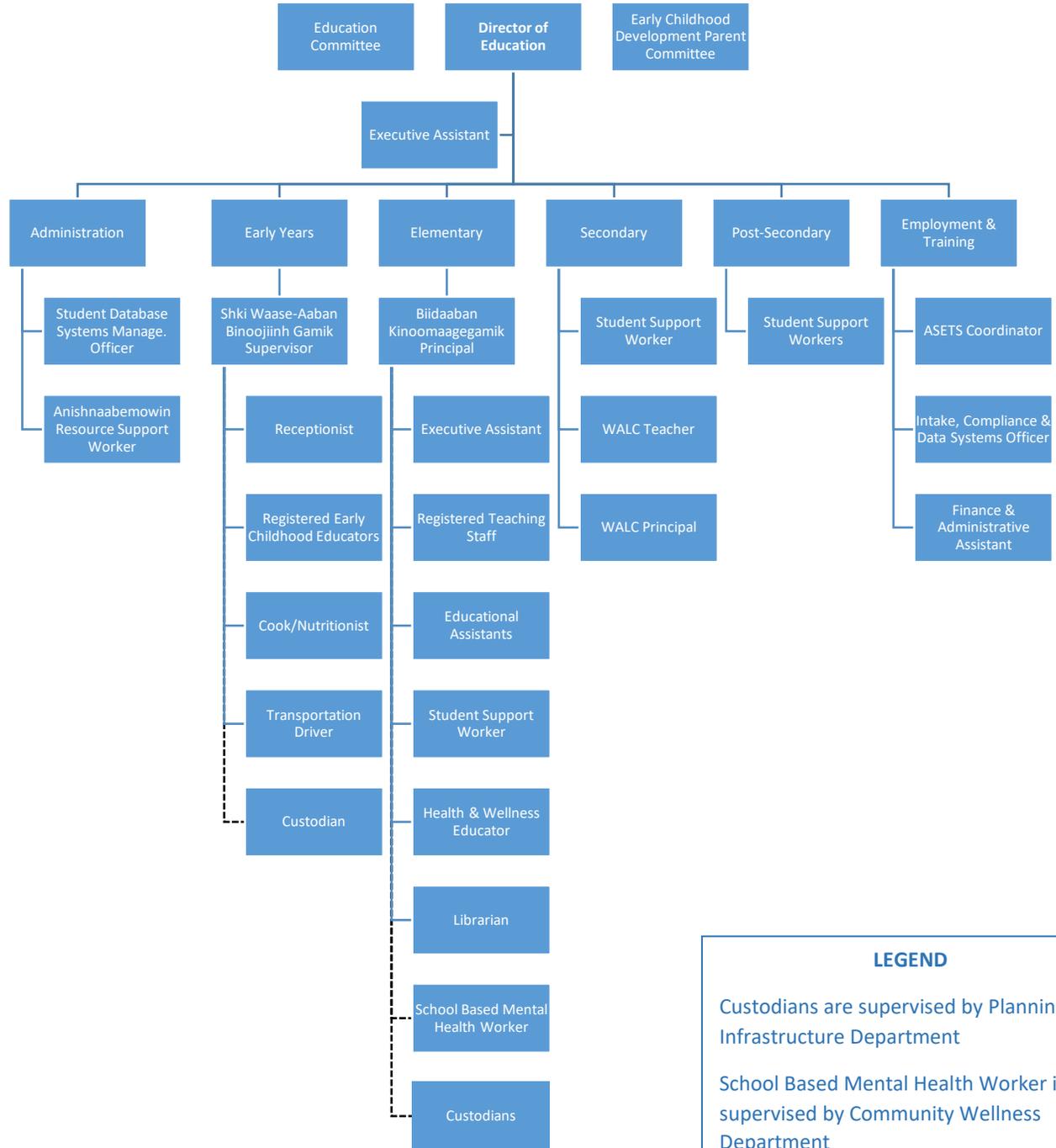
Kristina Rivard-Gobbo (EHS Principal), met with students at EHS to provide a presentation to motivate and encourage students to start thinking about potential careers. Students also liked learning how to search for post secondary programs and prerequisite high school courses to get into their potential programs. Meals were provided and students commented that the food was great.

Student participation at this session was great with 20 students in attendance for the morning and 17 students for the afternoon. The student’s evaluation comments outlined that they enjoyed learning, “where certain careers can lead you,” “that co-op placements can help you choose a career,” “that it takes a lot of work and planning to get to the career you want.” A few points for the following year are to bring in someone in the computer programming and mining field as well as discussing summer co-op options.





Organizational Chart



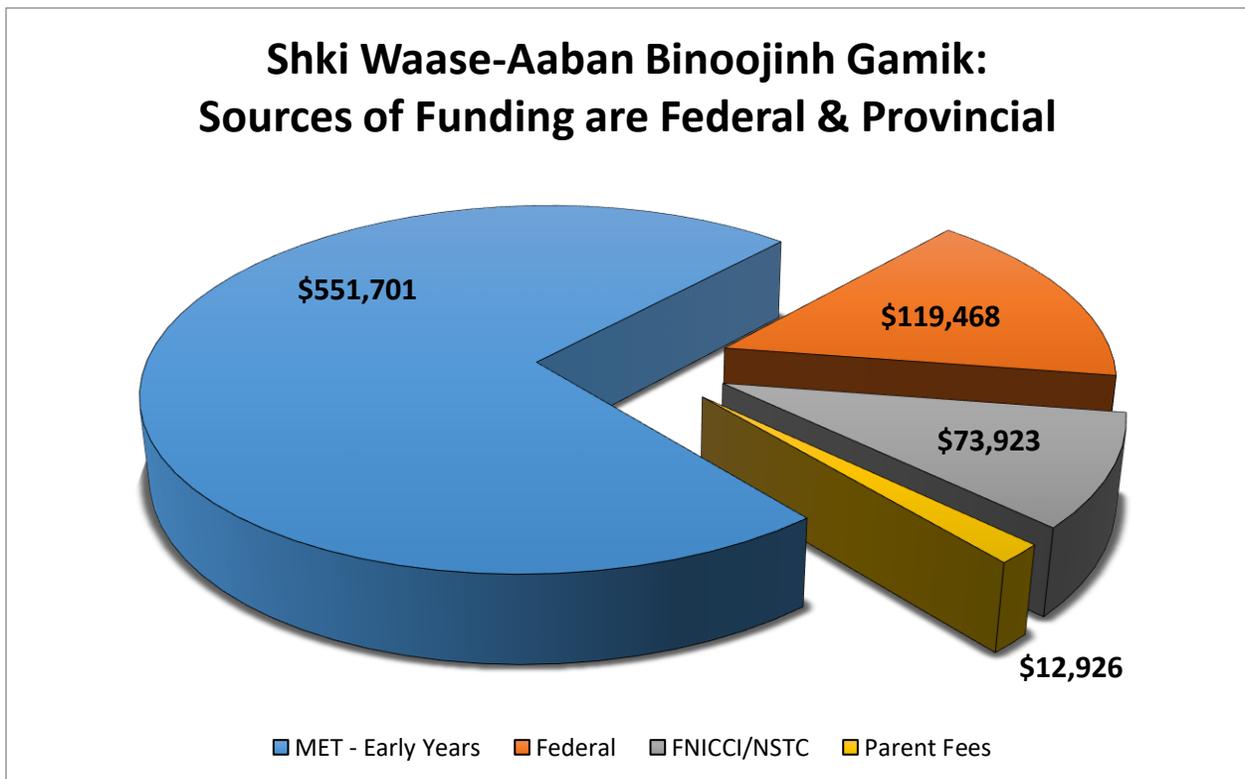
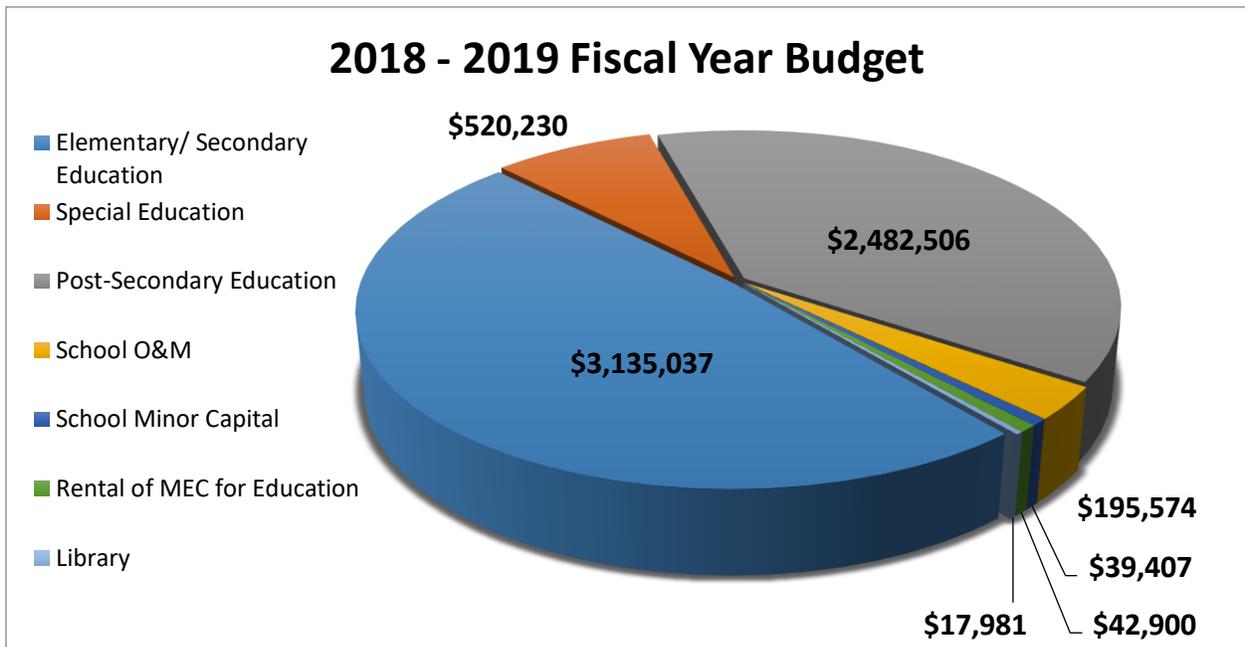
LEGEND

Custodians are supervised by Planning & Infrastructure Department

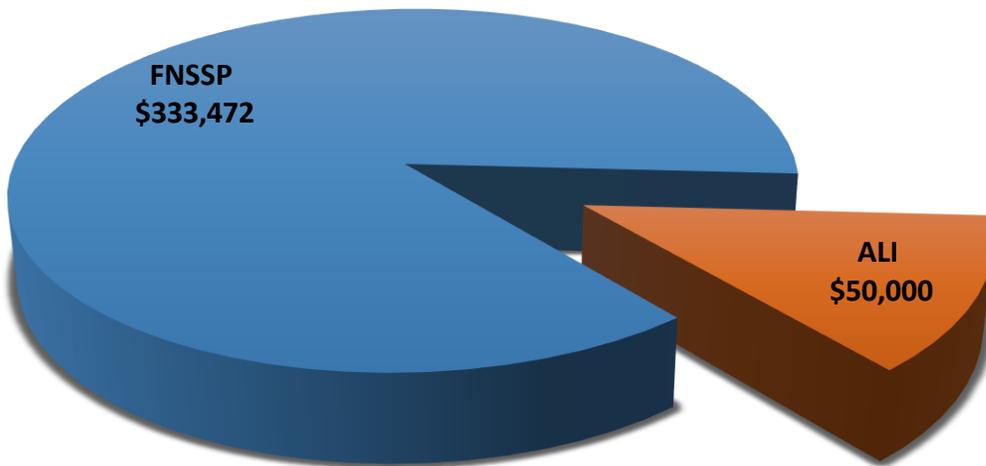
School Based Mental Health Worker is supervised by Community Wellness Department

Health & Wellness Educator position is a cost share with Community Wellness Department

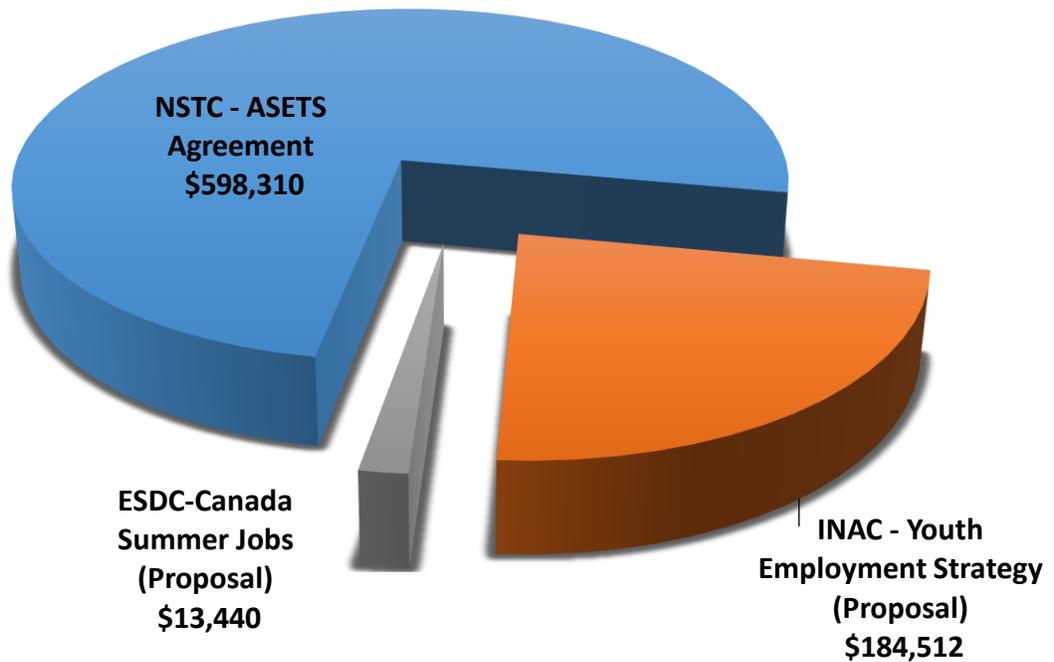
Financial Management & Administration



Proposal Based Funding Received



Employment & Training



Language & Culture

- Anishinaabemowin Enjigbeshing 5th Annual Anishinaabemowin Language Camp held the week of July 21 -26, 2019 at beautiful Fort LaCloche. Sponsorship for the event was provided by the Education and Community Wellness Departments with special recognition of monetary donations from North Shore Tribal Council Education Program and Union Ontario Indians. Event Coordinator was Joanne V. Owl with Summer Students Robin Eshkakogan and Star Trudeau, who worked in collaboration with Sagamok Anishnawbek programs and services, Elders Council and community at large to plan for this year's event. Evaluation by participants were rated from Nishin (Good) to Shtaataahaa (Excellent) and several recommendations were noted for next year's event.

Student Success

2018-2019 NOMINAL ROLL – Overall comparable to last year's submission – no significant increase or decrease.

SCHOOLS	# of Students Enrolled	2017-2018
Biidaaban Kinooaagegamik	214	205
Waawaasnoode Learning Centre (WALC)	45	39
Espanola High School (EHS)	71	87
Other Provincial Schools attendees	5	3
GRAND TOTAL	335	334

- Rainbow District School Board (RDSB) tuition fee amounts charged to Sagamok Anishnawbek for students on nominal roll attending EHS in one academic year.

YEAR	TUTION FEE	YEAR OVER YEAR INCREASE/DECREASE	INCREASE OVER 5 YEARS
2012-2013	\$11,872.43		
2013-2014	\$11,994.89	1.03%	
2014-2015	\$11,983.20	-0.10%	
2015-2016	\$12,194.33	1.76%	
2016-2017	\$12,283.33	0.73%	
2017-2018	\$12,763.58	3.91%	7.51%
2018-2019	\$13,145.00	1.03%	

Communication & Collaboration

- The Biidaaban Kinooaagegamik School Capital Design project began with its kick off meeting held in June 2019 with the hired Project Management Team from Colliers and subsequently, the hiring of the architectural firm - JL Richards & Associates Ltd of Sudbury, Ontario to complete the Design Plan Phase. Design timelines were developed and approved by council with the following targets: final Design Report to be completed by February 2020 with a proposed construction start date of April 2020 and new school completion date of August 2021. However, this is all pending approved funding for the construction phase from Indigenous Services Canada (ISC) for major capital funding.

- There were two (2) retirements in 2019 that have had a long service record with Sagamok Anishnawbek: Bryan Assinewe and Sandra Eshkakogan of Biidaaban Kinooaagegamik. Both staff were recognized for their years of service from the Education Department.
- The First Nation School Health Support Services Initiative began in 2015 with the intent to respond to the voices of concerned parents and families of children with exceptional needs, from birth to high school, who felt more specialized services, were needed within their communities. As a result, a joint partnership of Health and Education technicians from four communities (Wiki, M'Chigeeng, Whitefish River, and Sagamok) came together to develop a centralized case-management service for children and youth attending on reserve schools (including Day Cares).

The services identified for children/ youth and their families are Occupational Therapy; Physiotherapy; Speech and Language Services; Psychoeducational Assessment; and Behavioural Intervention. This joint partnership has not been without its challenges, mostly securing continuous and sustainable funding to build the human resource and/or capacity required to work with our children/youth and families in their communities.

The full implementation of services in this past academic year has not been realized however, we did continue to receive services for Speech and Language; Psychoeducational Assessment services, Autism Programming and training of staff. We were also assigned a case manager (Cate Pitawanakwat) for Biidaaban Kinooaagegamik and Shki Waase Aaban Binoojiinh Gamik to begin the transition of full services from other providers to the First Nation School Health Support Services Initiative.

Governance & Leadership

- The First Nation with Schools Collective is intended to develop new funding mechanisms and jurisdiction pathways for First Nations education that support First Nations systems development of a holistic, culturally responsive, high quality education for First Nation students.

The collective includes eight (8) First Nations in the Ontario Region as follows: Walpole Island; Chippewas of the Thames; M'Chigeeng First Nation; Mississaugas of New Credit; Oneida Nation of the Thames; Sagamok Anishnawbek; Wikwemikong and Six Nations (observer status). Dr. Brent Debessagi of Western University provides the research component to the collective and Leslee White Eye is the project coordinator.

Since 2016, the Collective has been actively engaging communities (staff, members of council, Education Committee members, and community membership) in three (3) priority areas intended to guide communities in the development of their own education systems. The three priority areas are: Education Formula Funding; Governance Readiness; and Research, Assessment and Evaluation.

In March & May of 2019 two community engagements were held on what should be included in a Funding Policy Framework and the following provided the issues for further discussion into the future:



Shki Waase-Aaban Binoojiinh Gamik

“All children will learn, grow and develop to realize their full potential”



Parent involvement leads to student success. It is recognized that parent enhancement of student achievement and well-being.

“When parents are involved, children will achieve MORE!”

At Shki Waase-Aaban Binoojiinh Gamik, staff recognize that children are competent, capable, curious and rich in potential. We are committed to fostering a sense of belonging and well-being through positive interactions and environments that engage our children in exploration, creativity and expression. Children make their own choices about materials and activities during program time and interact with their friends and teachers. Each child is recognized as an individual who brings its own abilities and strengths to our program. We encourage parents and staff to work together to build strong partnerships that help

provided the best possible learning opportunities for each child.

Shki Waase-Aaban Binoojiinh Gamik is licensed under the Child Care Early Years Act through Ministry of

Education, as well as, Ontario government regulations. Our centre offers a learning program that is consistent with Ministry of Education policies, pedagogy and curriculum. Some of the Ministry documents we reference in our curriculum planning include the following:

- How Does learning Happen? Ontario’s Pedagogy for the Early Years
- Think, Feel, Act: Lessons from Research About Young Children
- Early Learning for Every Child Today

Each of the documents are resource guides about learning through relationships for those working with children. They are intended to support pedagogy (how learning takes place) and curriculum development in child care settings.



We operate year round to meet the needs of our families child care needs. Our program assists 39 children with our Toddler Room having 15 spaces (18 months to 30 months) and our Preschool Room having 24 spaces (31 months to 6 years).

Our goal is to have our children leave the centre with the experiences of a loving, fun-filled, and healthy environment by:

- Helping them make friends & work together through teaching them to respect one another, show kindness and compassion;
- Helping them build self-confidence & independence through nurturing and praising their efforts;
 - Preparing them with “readiness” skills through routines and setting the tone for academic growth.



Children and staff participated in our Annual Language Camp at Fort LaCloche which gives them an opportunity to express themselves and connect with our language through listening and enhancing their communication amongst peers. 30 children & 7 staff participate within the week.



Our program nurtures children's development and supports their sense of self by providing daily outdoor activities for discovery and learning with our bodies, minds and senses.

Language & Culture

Encourage and guide our children through experiences that will enrich their self-confidence and strong sense of belonging through the Seven Sacred Teaching of Life Long Learning.

We focus on creating and supporting caring relationships that are shared between children & adults through our Elder's visiting program. We had a total of 6 Elder's visiting twice per week.

Preschool children attended Fall Harvest and were able to observe an Elder clean a partridge and a rabbit. By providing this experience, our children had the chance to be involved by exploring & asking questions. 15 children and 7 adults in attendance



Student Success

Support the uniqueness in each child that will allow them to spark their curiosity, stimulate thinking and guide positive interactions as they share new learning experiences.

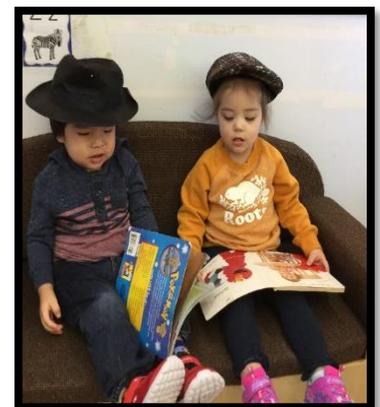


We recognized each child's unique spirit, individuality and achievements at our graduation celebration. We had 18 children that graduated from our program and 51 guests that took part in their special day.



We support children's developing sense of self by giving experiences where they can tackle challenges with enthusiasm as they participate throughout daily interactions amongst their friends.

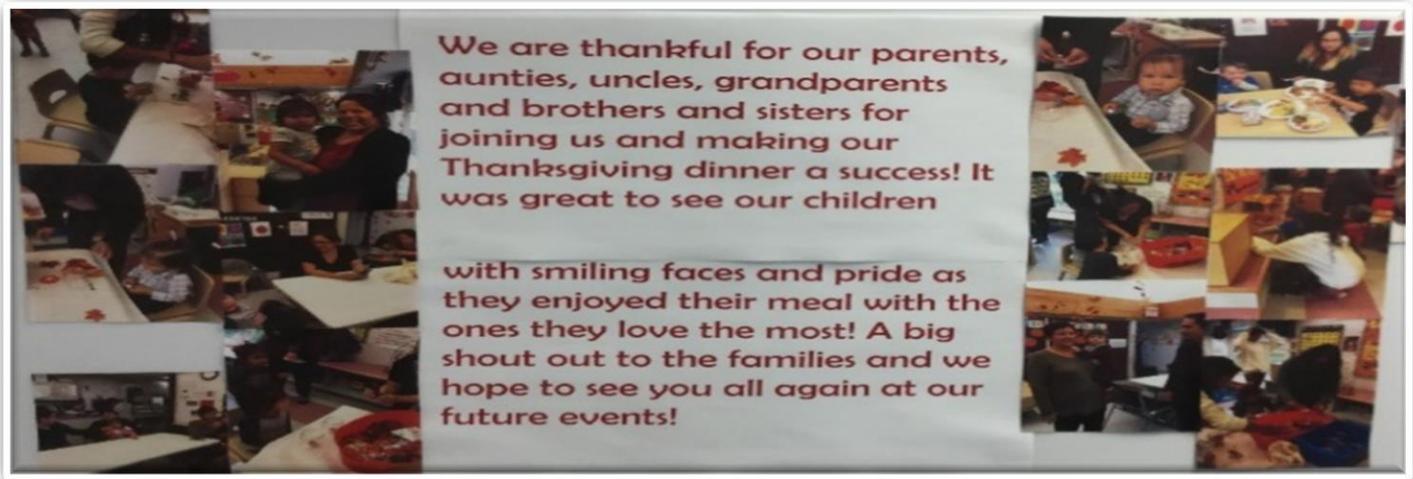
Inviting our Elder's into our day are ways in which we support and enrich the transmission of our language.



Our program provides choices & decision making for children to engage in play with a wide variety of objects and open-ended materials for them to explore, manipulate, and investigate & problem solve.

Communication & Collaboration

Establish and promote positive relationships with parents through the engagement of ongoing communication and involvement that value children's experiences.



We believe that parents are the first and most powerful influence in their child's learning and well-being. We promote parental engagement on an ongoing basis. Parents and families joined their child for our annual Thanksgiving day feast. We had 35 adults and 27 children all together.



Our program continues to deliver activities for children to grow and understand their place in the group which also promotes lifelong skills like personal responsibility and problem solving.



We work collaboratively with other service providers, such as, School Health Support Services by offering Speech & Language therapy to provide equal learning experiences for the needs and best interest of our children.



We connect with our community partners to provide learning opportunities and promote awareness for our children and their families. During our Nutrition presentation, we had 16 adults & 7 children participate.



Early Childhood Development Parent Committee work together to provide ideas to assist with our program for the well-being of students. Committee consists of 9 members, which include parents & community representatives.



To meet the personal needs of our staff, we participated in 'Play Nice in the Sandbox' training session to support lifelong learning.



Daycare staff working in our centre have completed studies in the field of early childhood education, and are registered with the College of Early Childhood Educators. As members of a self-regulated profession, RECEs are expected to engage in professional learning throughout their careers.



Daycare staff were given the opportunity to attend the Native Early Childhood conference which focused on 'Reclaiming our Language through Early Years'. Staff were able to network with other colleagues and continue to increase their knowledge & skills to ensure professional practice. We had 10 staff attend.

Governance & Leadership

Build capacity, enhance, and support all staff in staying current in educational trends and best practices by providing continuous professional learning opportunities.





Language & Culture

Biidaaban Kinoomaagegamik continues to place language and culture as a priority providing students with opportunities for cultural teachings and the infusion of language and culture into everyday activities. We began our new school year with an assembly consisting of 220 students, 30 staff and support workers as well as a welcoming by Chief Nelson Toulouse. We are now fortunate to have a full time Cultural/Elders Coordinator who oversees the Visiting Elder's program and provides or seeks out resources to provide students opportunities for cultural based learning. We have seven Nookomis visiting on a regular basis and several more who visit to share a skill or teaching when requested..

Our focus for the coming year is to encourage men to come forward to share. Teachings include the importance of the eagle feather and community staff, the Four Sacred Medicines and the smudge ceremony. Elders also came in to support classroom teachers with storytelling, crafts and to speak Anishnaabemowin to our students. Students had the opportunity to be taught skills such as; quillwork, ribbon skirts making, loom work, necklaces and girl's hand drum mentoring. The students made 100 medicine bags to be shared with the community during Addiction Awareness Month. On March 22 elders joined students to walk in solidarity for the water.



In the spring during the maple sugar run, students made birch bark bowls which were once used to collect sap. These bowls were also used throughout the year for feast offerings. Students also made

approximately 100 red dresses out of felt which were also shared with the community in May on Red Dress day. Elder Grace Manitowabi carried these little red dresses with her to Toronto and shared the story of where and who they were made by and why, spreading understanding about Missing and Murdered indigenous Women and Girls.

Our students have opportunities to share songs on the hand drum or to sit at the big drum we made several years ago. The Biidaaban drum group, Biiwaasaaya Junior Singers met during recess twice a week with a Biidaaban staff member as lead. An after-school program ran all year for girls to sing on the hand drums and learn about teachings. This was facilitated by the Cultural Resource Worker and the Principal. As part of Earth Week activities, skirts were worn by many women and girls.



Traditional Dance workshops are offered annually through the Health & Wellness Program to students in Kindergarten to Gr. 8. All students participated in the Education Powwow that took place during Education Month in May. Overall, we had 380 students and visitors throughout the two sessions. An invitation to St. Mary's School (Huron District Catholic School Board) and S. Geiger School (Rainbow District School Board) were also invited and it was great to see them in attendance for the afternoon session. Biiwaasaaya Singers and 20 dancers were invited to attend the E.H.S Powwow as well during the month of May.



EHS
Pow Wow



At the beginning of each month, students attend an assembly where we celebrate "Mno Bimaadziwin". Students from Kindergarten to Grade 8 focus on one teaching per month and are recognized for demonstrating these teachings. They are also recognized for excelling in their daily attendance.



Land Based Learning experiences were provided at Ritchie Falls where Grade 8 students joined workers from Lands, Resources and Environment and the Community Wellness Department for indoor and outdoor cultural/land based activities. They enjoyed activities including archery, setting nets, fishing and beading. Students from Grades 1 to 8 participated in land based learning at Sagamok’s Fall Harvest site as well Grade 6 attended fall harvest activities hosted by Kenjgewin Teg in M’Chigeeng. Intermediate students were once again involved in two hatchery projects - Rainbow Trout and Walleye. Throughout the year students went on local community outings including medicine walks, art opportunities on to White Mountain and McBean Mountain. For two days, students and staff participated in land based learning with Great Lakes Cultural Camp.



Local Community Member - Skinning a Rabbit for Rabbit Soup

The Grade 1 class had a special treat last spring! It was a first for many of our grade 1 students. As part of our Social Studies unit, community member Steven Bennett came in to show students how to skin a rabbit. The end result would be rabbit soup and bannock! Students had a front row seat as they watched Mr. Bennett execute the steps of the process – from beginning to end. Some students even dared to have some rabbit soup! - *Mrs. Linklater*

Community Elder Michael Abitong led a group of 19 students on a hike to visit to the beaver pond. Students noted words in Anishnaabemowin and information about beaver habitat. He also brought the Grade 7 and 8 students to the pavilion behind CWD where community resource Englebert Chakasim taught students about cooking a goose. On March 7th, students from Kindergarten to Grade 8 participated in ice fishing on Big LaCloche with 25 parents and 5 elders assisting as well as partnering with Lands Resources and Environment. In April students visited a local elder’s sugar bush, they assisted with sap collection & had pancakes with the Elder.



Trees were even tapped on school property so students could be a part of the process from start to finish.

Students have many more opportunities to engage in Cultural Teachings and other workshops. The intermediate girls and boys were taught the rites of passage. KTEI offered Indigenous games and there was collaboration with the Community Wellness Department and Waseyaankaan Teg where students created wreaths for Tasenhwang.



M'Chigeeng Fall Harvest

Collaboration with CWD resulted in the acquisition of archery equipment which was shared by Biidaaban students and Sagamok youth.

In March - 15 students attended the first ever Anishnaabemowin Language Bowl hosted in M'Chigeeng. Students sang songs in the language and performed a skit "how to make bread" that visiting elders had assisted with.

One student was recognized at Anishnaabemowin Teg Conference with a Memorial Award

Indigenous art opportunities were provided with a special workshop on March 4 by Metis artist Marilyn Armstrong where 12 Gr. 8 students and 3 staff completed acrylic paintings

Other collaborative art activities with a cultural component included on April 30 when youth mentor provided teachings and students completed turtle string art

To complete the year, fish netted by Grade eight students were used as part of our June fish fry.

Rabbit & Bear Paws



Painting with Acrylics

Students from Grades 1-8 enjoyed the entertainment by Rabbit and Bear Paws. This presentation was on behalf of *Kenjgewin Teg*. Students enjoy watching and participating through this interactive way of storytelling.

Student Success

Students are supported, offered opportunities to participate in a number of activities and celebrated over the year. Our fall spirit week had 128 students participate.

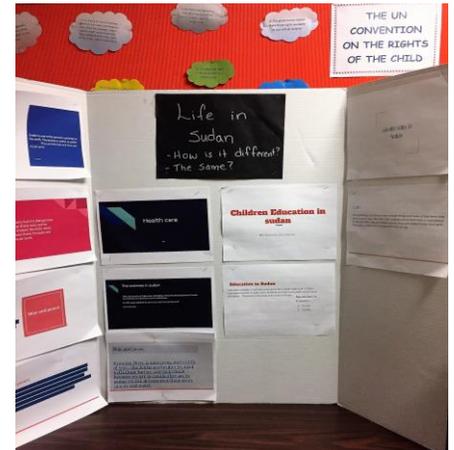


Spirit
Week



National Child Day

On November 20th, we celebrated National Child Day. Kindergarten & Junior/Intermediate classes submitted research projects that reflected on how children live in different countries. Their projects were displayed in the hallway for all to see. To end the day, each child enjoyed a piece of cake!



Other activities included a trip to Anderson farm and to Science North for our higher needs students, coding workshops provided by Science North and Elephant Thoughts Cancode, Solar Trek, Water Works, Earth Rangers, Improv. workshop with Debajehmujig, experiencing the woodcarving skills of the “Carver Kings “ when they visited M’Chigeeng. Partner activities with Lands Environment and Resources included history and mapping.

Education Month

Education month began with a Pipe ceremony for staff and community members to attend. Breakfast was held for 179 students, staff and community members. Students had the opportunity to visit the sacred fire. Some of the activities that took place during the month included : our annual powwow, Amazing Race, workshops were held by Queen’s University - engineering, Career Fair, Bear Witness Day, Grade 7 OCF tour, youth forum, Sagamok trades day and student career research project. The month ended off with a BBQ for all community members.

End of the Year Activities

Students from Grade 1-8 enjoyed a play day/fun day of water activities. Year- end trips included: Gr. 1 & 2 - Science North. Gr. 3 & 4 - Urban Air, Gr 5 & 6 - Laurentian University Outdoor Education Centre and Pool, Gr. 7 - John Island and Toronto - Gr 8.

Career Opportunities

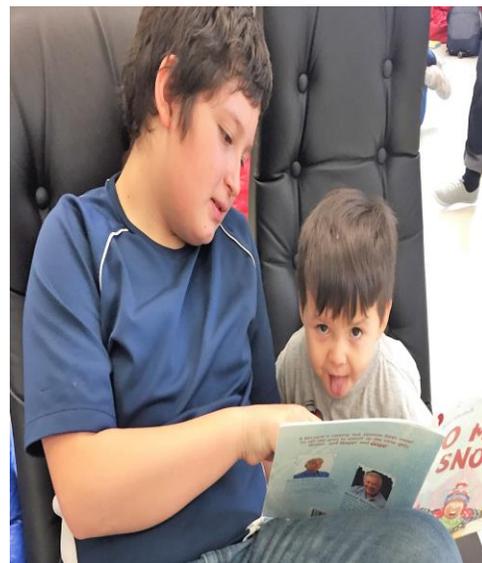
Students in Grade 6-8 participated in several workshops and presentations over the course of the school year. Grade 8 students attended the Trades Day at E.H.S as part of their transition to high school and attended the M’Chigeeng career fair as well as visited Sault College for Trades & Tech Day.

Grade 6 - 8 students attended a Mining Presentation by Vale, participated in a Skills Canada Workshop and Trades Day in Sagamok Anishnawbek during Education Month. They have also put together their own Career Research Fair for Biidaaban students and Community Members creating 31 booths displaying their career interest.

Transitions



Transitional activities occur during the school year for all pre-school children at Shki Waase Aaban Binoojiinh Gamik who will be attending Biidaaban in the fall and for the Grade 8 students attending Espanola High School. Shki Waase Aaban Binoojiinh Gamik visits 3 times per year. Some of the activities include: Reading Buddies with an Intermediate class, Kindergarten classroom visits, school tour and a presentation for Jordan’s Principle - Bear Witness Day, where each child received a stuffed animal.



There were 20 students that transitioned to Espanola High School. They were involved with a number of activities which included: visits with the Secondary Student Support Worker in class. E.H.S Principal and Guidance Counsellor presented a slide show as well as

assisting with course selections. Trades Day at E.H.S was a highlight for our students, they were able to attend the Powwow there as well. Other activities over the year included a Parent Info Night and Jump Day. In collaboration with the Aboriginal Student Support Worker with Rainbow District School Board and the Secondary School Student Support Worker, we were able to have a student shadow day. The majority of the students felt that this activity would make the transition to E.H.S so much better.

Parental Engagement & Community Involvement - Parental engagement and community involvement continues to be a priority at Biidaaban Kinoomaagegamik. Throughout the school year, invitations were sent out for two Open Houses, our annual Thanksgiving Feast, Numeracy day, Family Math day, Confident Learner Literacy nights and Family Math night.



Activities help to build a relationship with parents/caregivers and the community so we can continue to work together for the benefit of our children.

Our Holiday Festive concert drew 176 family members to share in presentations from Kindergarten to Grade 8 in drama and music. Our community Christmas breakfast was served to 120 students, 33 staff, and 17 parents/grandparents.

Twice in the year parents and caregivers are given an opportunity to come to the school to speak with teachers regarding their child's progress during Progress Reports and Report Card days. Through the IPRC process, IEP writing and case conferences parents provided input into their child's education goal setting.

A number of other opportunities throughout the school year including field trips, sporting events such as the Terry Fox Run and track and field involve parents. In May and June Kindergartens also invited important male figures in for Donuts for Dudes and the Primary division had a Mother's Day activity.





Science & Heritage Fair – Students chose a topic to research and display for both Science and Heritage. Grade 4 and 8 classes had 32 displays for Science and there were 80 students that participated in the Heritage Fair.

Music – Students continue to enjoy singing and playing a variety of musical instruments in the classroom. The older students participated in the after-school Rock Band program and students also have the opportunity to be in the school choir.

Graduation - In June of 2019, there were a total of 20 graduates moving on to Espanola High School and 25 Kindergarten Graduates. Awards included Highest Average, Anishnaabemowin excellence, Athletic Award, subject specific awards in Art, Music, History and Geography as well as four Memorial Awards. This year we had one new memorial award added: the Dr. Robitaille Award and two new awards: the STEM to a female who excels in

science,
mathematics
and
technology
and the
Charlie
Hunter Award

provided by
the Ontario Indian Residential School Support Services. They also donated money for the promotion of Anishnaabemowin throughout the coming school year.



Sports & Health - Biidaaban hosted a Three Pitch tournament where 24 students from another local school participated. Other annual events include: Cross country, Biidaaban Hockey Classic, the Terry Fox Run and Jump Rope for Heart, all encouraging an active healthy lifestyles and sportsmanship. School physical activities include swimming, skating, basketball and track and field. Dental Screening through the Sudbury Health Unit and eye examinations for students in kindergarten were available.



Mental Health & Social Skills Programming

Biidaaban Kinoomaagegamik is fortunate to have two School Based Children Mental Health Workers who provide one to one services for 40 clients in total. The Children’s Mental Health Worker is also on site and provides services to 4 students. The Mental Health Workers also provided crisis support for students.

The School Based Mental Health Worker and Student Support Worker provided Social Skills programming from October - April 2018 in all classrooms (K - Gr. 8) Program areas focused on the Seven Grandfather teachings. They have also initiated Talking circles on an “as needed” basis for students who may be having social difficulties. Both workers facilitated a workshop at the Wikwemikong High School “A Day in the Extraordinary”.

Biidaaban School in collaboration with the Community Wellness Department organized a Kindness Rocks dedication ceremony, displayed a bullying awareness board, a cannabis presentation, Jordan’s Principle presentations, collected murals for national addictions awareness week and distributed pins for Mental Health Awareness.

A.P.S and the Justice Program held a Bullying presentation and internet safety to 34 students in grades 7 & 8. Other presentations and/or workshops that have been conducted throughout the year include: Errol Lee - Caring Concerts who held a performance to all grades (K - 8) and also performed for the community in the evening in which there were 50 participants. Family & Community Services and Nogdawindamin also provided assistance with programming.

Pink Shirt Day was celebrated twice in the school year with staff wearing t-shirts and students and staff discussing ways to build each other up.

After-School Programming

A variety of after-school clubs were offered by teachers to students during the 2018-19 school year. These include: Code Club, Choir, Rock Band, Reading, Archery, Junior & Intermediate Basketball, and Girl’s Hand drum, Hockey Practice, Games Club and Literacy Club.

Parent Teacher Advisory Council (PTAG)

PTAG hosted two Family Movie Nights, yule log making and a year-end family dance. Also PTAG members attended a Parents as Career Coaches Workshop with Barbara Coloroso. Our book mobile read-a-thon had 13 parents sign in, students could take a book and read it in the tee-pee set up in a classroom.



Nominal Roll & Attendance

Biidaaban Kinooaagegamik
YEARLY ATTENDANCE RECORD
School Year: 2018-2019

District	Name of School Biidaaban Kinooaagegamik	Band Operated Yes	Number of Federal Classrooms
Legal Number of School Days for the Year 193.5		Number of Instructional Days 182.5	Number of Professional Development Days 0
Total days present 34140.00	Total days absent 6495.00	Average daily attendance 176.43	Percentage of Attendance 84.02 %

Enrolment By Grade

Grade:	Junior K	JKF	Senior K	1	2	3	4	5	6	7	8	Total
Enrolment First Day												
Admissions	1/0 1	11/13 24	11/14 25	10/12 22	15/16 31	12/11 23	12/7 19	11/15 26	8/10 18	14/6 20	1/0 1	210
Transfers Out												
Retirements	1/0 1		0/1 1	0/2 2	1/3 4	0/2 2	1/0 1		1/1 2	1/0 1		14
Final Enrolment Last Day		11/13 24	11/13 24	10/10 20	14/13 27	12/9 21	11/7 18	11/15 26	7/9 16	13/6 19	1/0 1	196

Attendance By Grade and Month

Grade	Month:	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total
JKF		89.84	91.54	88.07	80.46	85.03	84.16	79.63	83.95	85.30	84.30	84.21
JK		90.93	88.76	86.35	81.38	84.18	82.73	80.05	83.74	85.37	84.47	84.08
KF		91.01	90.35	87.26	80.88	84.51	83.77	79.74	83.84	85.36	84.47	84.20
1		91.21	89.41	86.72	81.21	84.28	83.23	79.91	83.79	85.36	84.51	84.16
2		90.74	91.40	88.14	81.01	85.14	84.41	79.76	84.06	85.38	84.40	84.38
3		91.58	92.56	88.50	80.50	85.35	84.32	79.66	84.10	85.32	84.10	84.26
4		90.84	89.80	86.91	80.81	84.35	83.38	79.72	83.78	85.32	84.43	84.10
5		90.98	88.81	86.32	81.34	84.16	82.73	80.04	83.73	85.36	84.46	84.06
6		90.95	89.53	86.65	80.95	84.12	83.10	79.81	83.74	85.29	84.45	84.05
7		90.86	90.83	87.64	80.84	84.73	83.85	79.76	83.90	85.35	84.27	84.20
8		91.03	88.84	86.32	81.36	84.16	82.72	80.03	83.73	85.36	84.46	84.07
Totals:		90.95	89.94	87.08	81.00	84.52	83.46	79.84	83.85	85.34	84.40	

The chart above shows nominal roll for the 2018-19 School year. We continue to work with families who struggle with habitual absences and lates, stressing the importance of regular attendance to student success at school and developing healthy life habits.

Assessments

Students continue to be assessed in literacy through Developmental Reading Assessments (DRA), Ontario Writing Assessments (OWA), the Canadian Achievement Test (CAT4 Math only), the Early Years Evaluation (EYE) and the Confident Learners Initiative (CLI).

The Early Years Evaluation (EYE) was administered to the Kindergarten students and provides key indicators of development.

The Confident Learners Initiative (CLI) will continue this year with all students from Kindergarten to Grade 3 being placed based on their individual literacy pathway. The Confident Learners vision is to ensure all students are fluent readers and confident learners by the end of the third grade. CLI was developed specifically for students within the First Nations Student Success Program (FNSSP) across Canada. The focus for the 2019-20 school year will be to go ahead with full implementation of the Confident Learners Initiative from Kindergarten to Grade 3.

The Developmental Reading Assessments for Grade 4 to 8 data indicates many students are below grade level in reading. Students will be provided with differentiated learning opportunities to help fill in the gaps and as well, the Confident Learners skill building activities can be used school wide for those students who would benefit.

Staff will continue to refer to assessments to focus and guide instruction. The Education Quality and Accountability Office (EQAO) province wide test was administered to grade three and six in May. An EQAO information night was provided and pamphlets were sent home to Grade 3 and 6 parents prior to the test date. Provincial assessment results and other assessments including CAT4 results indicate that a strategic plan needs to focus on raising math scores across all grades. We have included that as a priority focus in the 2019-20 School Success Plan.

Developmental Reading Assessment June 2019

	Total Number Assessable students	Considerably Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	% at or Above Grade Level	% Below/Well Below Grade Level
Grade 4	19	12	4	3	0	16%	84%
Grade 5	26	21	1	4	0	15%	85%
Grade 6	16	11	2	3	0	19%	81%
Grade 7	20	12	0	8	0	40%	60%
Grade 8	20	10	2	8	0	40%	60%

Special Education

The 2018-19 year has brought about many exciting changes and additions to supports available to our students at Biidaaban with the implementation of the School Health Support Services initiative. Biidaaban along with three other First Nations schools on the island now are being serviced directly with speech and language pathologists and clinicians, occupational therapy, physical therapy, psychoeducational assessments and behaviour intervention. These services are offered directly to students while they are at school. A portable attached to the school houses two treatment rooms.

Biidaaban Kinooomaagegamik continues to provide a multitude of services for students with behavioral, communication, intellectual, physical, or multiple exceptionalities as identified through the psychoeducational assessment process or by speech pathologists, physicians or psychiatrists. The total number of students with an exceptionality was 48. Teachers created individual education plans and or

safety plans providing the accommodations or modifications they and the EA and special education team would be able to provide throughout the school year, updating after each term. In some cases, students require an alternative setting to help them to meet their goals.

We continue to have the support of the Children’s Treatment Centre (3 students), Children’s Community Resource (1 student) and W. Ross MacDonald School (1 student). In School team meetings and case conferences took place regularly as requested by parent/caregiver and as required by SERT team.



Communication & Collaboration

BIIDAABAN

*Nurture the Child
Support the Student
Improve the Community*

**BIIDAABAN
KINOOMAAGEGAMIK**
PO Box 577
Sagamok Anishnawbek
Massey, ON P0P 1P0
(705) 865-2387
Becky Toulouse
Principal
www.sagamokeducation.ca

KINOOMAAGEGAMIK

Biidaaban Kinooomaagegamik provides a safe and nurturing learning environment that is conducive to the well-being of each student. We will foster Anishnaabe pride by weaving together academics and traditional knowledge so each child develops to their fullest potential

Biidaaban is very proud of the success of our Facebook page and we currently have 262 members. We continue to reach out to parents/caregivers through the use of our school Facebook page and Members of Sagamok Facebook page.

Also Biidaaban continues with other methods of communication such as sending notes home, outside display board, Class Dojo, Storypark, and emails.

Monthly calendars, consent forms, notices, report cards, VSC requests, quarterly education bulletins and monthly website updates help keep parents/caregivers informed and up to date.

Governance & Leadership

Biidaaban continues to build new partnerships and maintain existing relationships with Kenjgewin Teg, the North Shore Tribal Council, the Chiefs of Ontario and other partners locally and provincially.

The Student Support Worker attended the annual ONECA engagement Session and represents Biidaaban at a number of community planning forums throughout the year. She will be monitoring the automated call system for our safe arrivals.

The Principal continues to be aware of new developments in the First Nations with School Collective and attended a workshop in Little Current to be better able to address questions about this new reform. The Principal also attended meetings regarding the new school initiative.

The Student Support Worker and our School Based Mental Health Worker presented to local First Nation and Rainbow Board teachers at a PD session hosted by Shawanosowe School in the spring sharing our unique integrated in school support system and our Seven Teachings program.

Staff Professional Learning Communities continued monthly capacity building and helping to keep staff aware of services available to students with the new School Health Support Initiative and Jordan's Principle. Kenjgewin Teg provided ongoing PD in language, literacy, numeracy and technical support for all staff with the goal to build internal capacity as FNSSP is in its last year.

The FNSSP Principal's continued to meet quarterly. Anishnaabemowin staff attended PD provided by Anishnaabemowin Teg. Our staff attended PD with Sudbury Learning Disabilities Association presenter, the Chiefs of Ontario Autism training (EAs). One staff member attended FASD- PD Session hosted By the Anishnawbek Nation. Three staff attended Chiefs of Ontario Special Education workshops offered in the fall and winter. One staff attended Geneva House in Toronto for Autism workshops. Four staff attended For the Love of Reading in Toronto and two attended the CONNECT 2019 Education technology conference in Niagara Falls. One staff attended the OPHEA (Ontario Physical Education Association Conference. Great Lakes Cultural Camps and Dr. Pamela Toulouse provided ways to infuse culture and language into the curriculum. Kindergarten teams attended Linking Land Based Inquiries to Early Learning hosted at Anderson Lake in August. Those staff who needed their first updated attended a session offered here in Sagamok.

We continue to report using the Monthly Education dashboard reports connecting everything to the 12 determinants "Strong Families and Clans" to support community development. Staff meetings take place weekly at Biidaaban and monthly at the Education unit. The principal attends both the Education Committee and Joint Committee group as a resource. 15 staff renewed their Ontario College of Teachers certification. ECE renewals were submitted as they came up.



SECONDARY STUDENT SUPPORT PROGRAM 2018-2019



Secondary Student Program

VISION: “Empowering Sagamok Anishnawbek to be academically successful and culturally enriched.”

RAINBOW DISTRICT SCHOOL BOARD

VISION: “We are leaders in learning, inspiring success for all students by reaching minds and touching hearts”

MISSION: “We bring learning to life, enabling students to fulfill their aspirations.”

INTRODUCTION:

The Secondary Student Support Worker has the responsibility to deliver activities and to follow the areas that were identified in the Education Unit Work plan. There are 4 pillars of focus, (Language & Culture, Student Success, Communication & Collaboration, and Governance & Leadership). The primary area is Student Success.

STUDENT SUCCESS -NOMINAL ROLL

The Education Unit, under the Secondary Program is responsible for completing a Nominal Roll of registered students at Espanola High School and submitting to INAC for funding purposes.

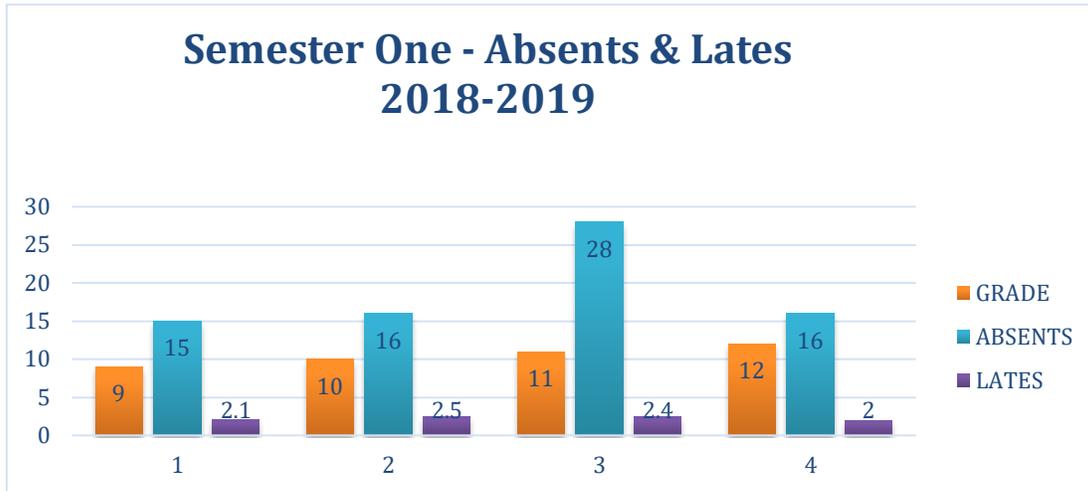
There were 71 registered students in the following grades at the start of September 2018 and 62 students at the end of March 2019.

NOTE: The fluctuation in numbers is due to students who either moved away from the area (2), moved back to Sagamok (1) transferred to the Re-engagement Program () or graduated in the first semester (3)

ATTENDANCE

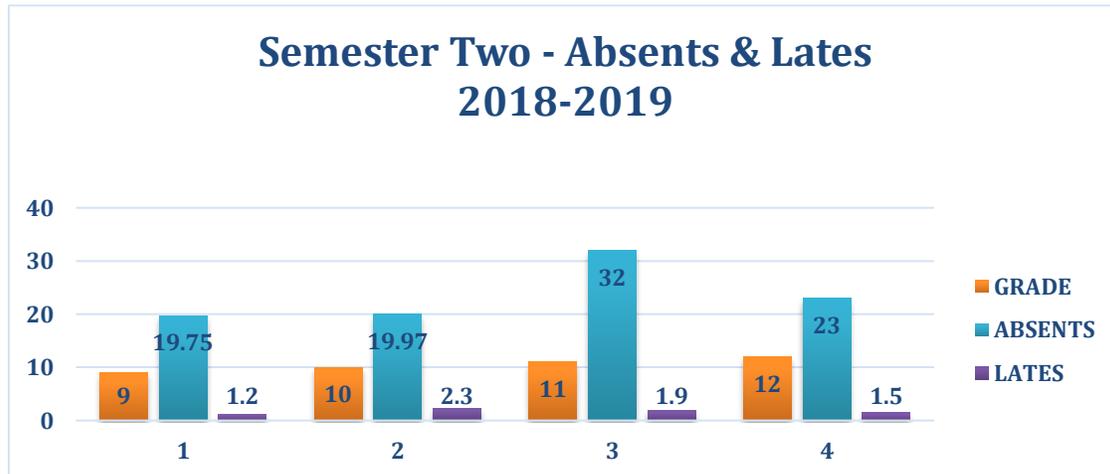
Regular Attendance at school is critical for the student’s learning as well as meeting the requirements for credit attainment. A student is required to attend each class for a minimum of 110 hours in order to be recognized for the successful completing of a course

In the **First Semester**, September 2018- January 2019; there was a total 88 of instructional days.



- Within the Grade 9 program we had a total of **12 students** who missed an average of **15 days** and had an average of **2.1 lates**
- Within the Grade 10 program we had a total of **21 students** who missed an average of **16 days** and had an average of **2.5 lates**
- Within the Grade 11 program we had a total of **11 students** who missed an average of **28 days** and had average of **2.4 lates**
- Within the Grade 12 program we had a total of **25 students** who missed an average of **16 days** and had average of **2 lates**

In the **Second Semester**, February 2019- June 2019; there was a total 88 of instructional days



- Within the 9 program we had a total of **10 students** who missed an average of **19.75 days** and had an average of **1.2 lates**
- Within the Grade 10 program we had a total of **20 students** who missed an average of **19.97 days** and had an average of **2.3 lates**

- Within the Grade 11 program we had a total of **11 students** who missed an average of **32** days and had average of **1.9** lates
- Within the Grade 12 program we had a total of **22 students** who missed an average of **23** days and had average of **1.5** lates.

CREDIT ACCUMULATION

For the academic year our students had the potential to receive a total of 490 credits. For the 67 students that we had registered, they received a total of 354.5 credits which is a success rate of 72 %. The Following chart shows the breakdown by grade levels.

ACADEMIC SUCCESS

In December 2018, the Espanola High School acknowledges their students for OUTSTANDING ACHIEVEMENT (2017-2018 academic year) for subject recognition – First Canadians & Numeracy & Numbers (1) & Exploring Our World/First Canadians. (1)

Each year the Rainbow District School Board recognizes achievements of students. The event was held on annual basis at the Caruso Club in Sudbury Ontario. This year's event was held on June 6, 2019. Rainbow District School Board/Espanola High School recognized 25 of our students.

GRADUATION & ACHIEVEMENT AWARDS

Each year the Education Unit co-ordinates & hosts the annual ceremony for education levels from Secondary, Post-Secondary and Adult Education. A celebration was held for graduating students at the secondary level & post-secondary level on August 1, 2019 at Fort LaCloche. This year we recognized 17 graduates for the successful completion of their Ontario Secondary School Diploma from the Espanola High School & 20 graduates from other secondary schools.

Achievement Awards are presented to all qualifying students in areas such as: Individual Highest Subject Achiever Award, Overall Highest Average Award & Attendance Award. Another Award is the Director of Education Academic Excellence Award which is presented to students registered on the Nominal Roll & has obtained all credits of a full time course load of six or more credits in the academic year. This year the award went to 7 students in the Grade 9 program; 8 students in the Grade 10 program; 4 students in the Grade 11 program, 8 students in the grade 12 program.

SECONDARY ORIENTATION

The Secondary Student Support Worker, along with the Elementary Student Support Worker, provided an in-depth Orientation for the incoming EHS Grade 9 students. The orientation consisted of two activities – “Can You Picture This About Me” and “Open the Combination Lock.” Students also received information on the Secondary Student Support Policy Handbook, Secondary Student Support Worker Roles & Responsibilities, Financial Information (Tuition/Nominal Roll, Transportation & Student Activity Fee), Community Involvement Activities & Hours, Espanola High School Clubs & Sports, Sagamok/Espanola High School Bus Conduct Rules, RDSB – Code of Conduct, Learning & Working Environment. EHS –Regular Day Schedule. At the end of the session, students were provided with a copy of “How to Get Good Grades In Ten Easy Steps” and their first semester school supplies.

ATTENDANCE August 27, 2019	Females	Males
	10	9

EHS – JUMP DAY

The Espanola High School hosts an annual Jump Day where students can meet their teachers, find their lockers, take part in an assembly introducing staff and programs, and also take in a barbecue. This gives them time to practice finding class locations & apply gained skill to unlock/lock their locker combination.

Since September 2019, my focus was learning about the role & responsibilities within the Sagamok Education Unit & Rainbow District School Board and reviewing policies & procedures. As the new worker, I took various training opportunities such as: Microsoft Excel, Kids Whispering Training, Dashboard Reporting, Playing Nice in the Sandbox, Career Education Theory Training, First Aid –

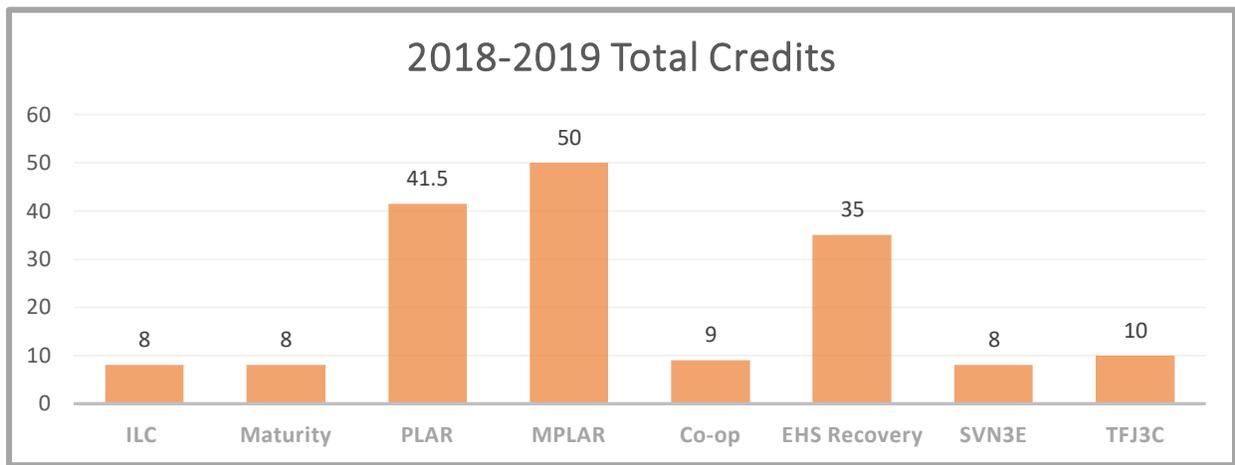
Training, 4 Steps to Safety & WHIMIS.

ATTENDANCE August 28, 2019	Females	Males
	12	9

Waawaasnoode Adult Learning Centre

Student Success, Language and Culture, Communication & Collaboration, Leadership and Governance

The 2018-2019 academic year, Waawaasnoode Adult Learning Centre (WALC) graduated 15 students. WALC, with the support of the Espanola High School Re-engagement Program, were able to support many students in achieving their OSSD. 168.5 credits were granted this academic year.



New to WALC programming, WALC initiated two in-class courses, Environmental Science (SVN3E) and Hospitality and Tourism (TFJ3C), both courses focusing on integrating Anishnaabe perspectives, and implementing a community land-based approach to learning.



Along with achieving a credit per in-class course, students also had an opportunity to attain employable training and certificates such as Wilderness First Aid and CPR Certificate, Outdoor Survival Canoe Trip, Safe Food Handlers, Smart Serve,



Customer First training. Class average for the Environmental Science was 77.5% and 67% for the Hospitality and Tourism. Retention for Environmental Science was 100% and 91% for Hospitality and Tourism.





2018 – 2019 GRADUATES

Courtney Bennett

Austin Deschamps

Charles Eshkakogan

Jolene Nahmiwan

Robert Nashkawa

Ares Owl

Shelby Owl

Trista Owl

Brianna Ruth

Angel Southwind

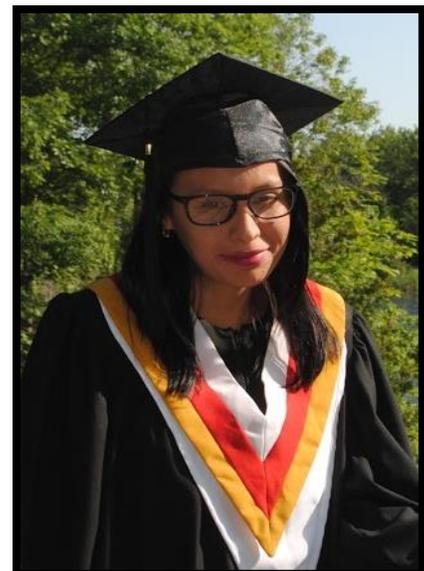
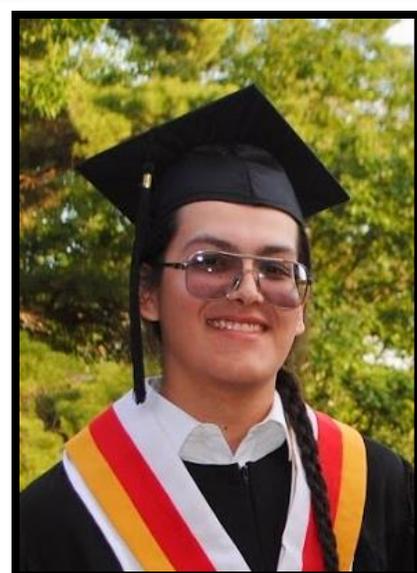
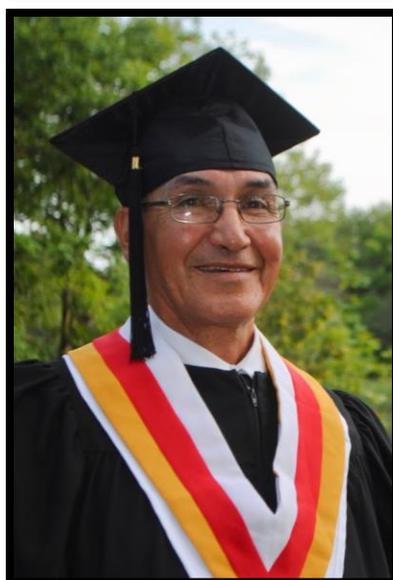
Mercedes Southwind

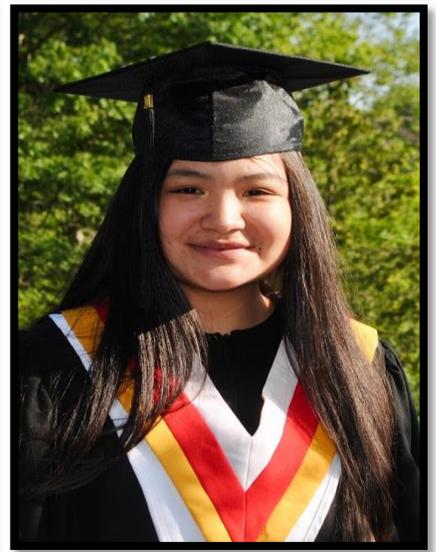
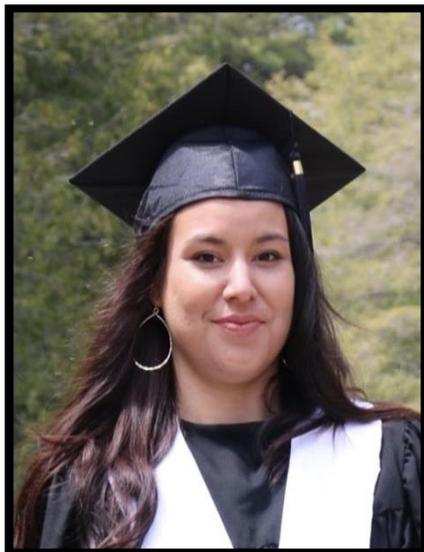
Natalie Southwind

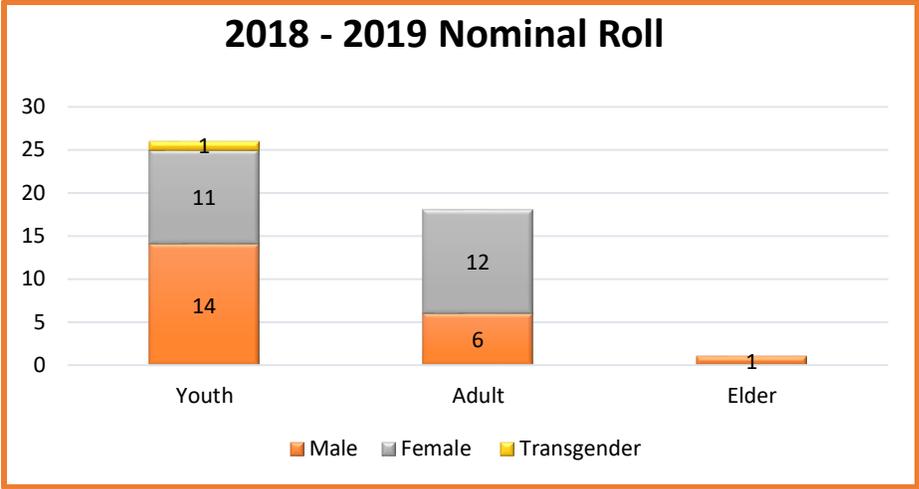
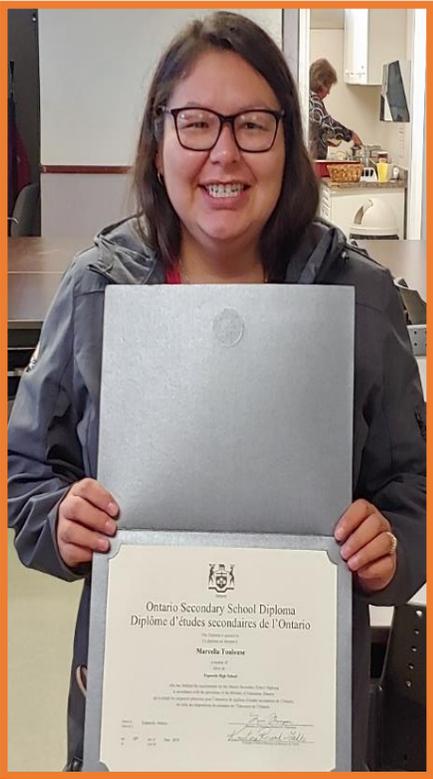
Priscilla Southwind

Marcella Toulouse

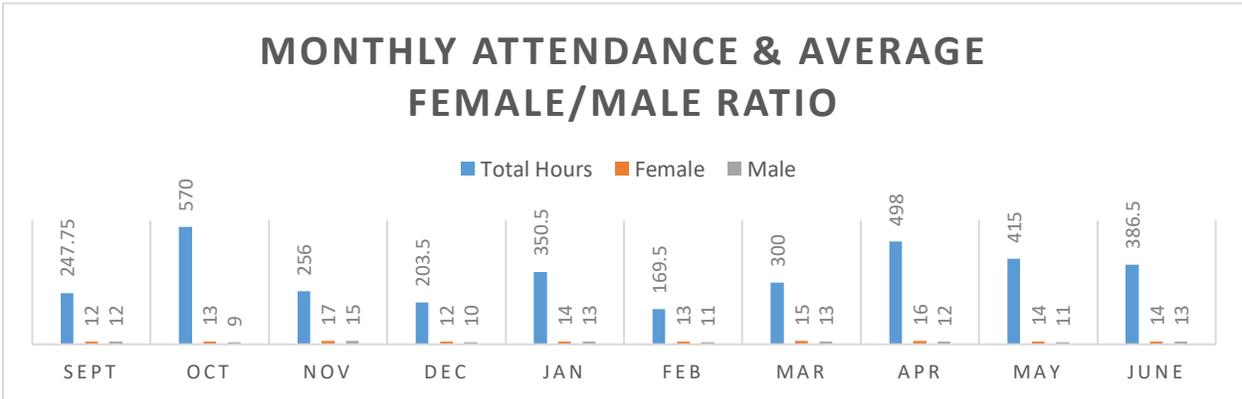
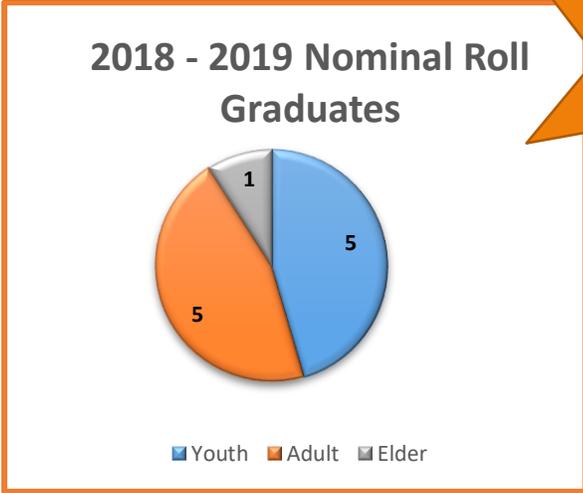
Dreyden Tremblay-Duff







Based on 2018-2019 Nominal Roll, 24% of students graduated.





This year WALC has again collaborated with Cambrian College to provide opportunities and support for our students. The Cambrian First Step Centre provided funding for a breakfast program as well as brought in Cambrian Professor Mika Koskela to provide lessons on affordable and healthy eating options. WALC students also went on two visits to Cambrian. The first was in January as a general tour of the college and the second in May was part of Horizons Camp. Horizons allowed students to take part in lectures, classes and one on one time with professors in the various programs that Cambrian has to offer.



Post-Secondary Student Support Program

Language & Culture

Provide access to education and training resources/opportunities to strengthen community engagement and participation in Anishnaabe restorative and cultural practices. Also, rekindling Anishnaabe Inendamowin (thought) a dedicated space for learning and teaching opportunities.

- ❖ Anishnaabemowin prayer
- ❖ Annual Smudging & Feast
- ❖ Pipe Ceremony
- ❖ Language Camp

Student Success

Implement strategic programs and services to increase student success and promote lifelong learning. Also, support, promote, and engage students by providing programs and services which will meet the needs, interests, and strengths of all students under Sagamok Education.

- ❖ Career and Education Planning Series Sessions (12 Sessions with Grade 9 – 12 Students & Parents held October 2018 – February 2019; Total Participants: 76)
 - **Grade 12 Parent Information Session – October 17, 2018**
Attendance: 2 parents – 0 Male & 2 Female
Total= 2 Participants
 - **Gr. 12 Student Information Session – October 22, 2018**
Attendance: 5 Students & 1 Parents – 3 Female & 3 Male
Total= 6 Participants
 - **Gr. 12 Student Information Session – October 24, 2018**
Attendance: 10 Students & 2 Parents – 7 Female & 5 Male
Total= 12 Participants
 - **Gr. 11 Parent Information Session – November 14, 2018**
Attendance: 1 Student & 3 Parents -- 2 Female & 1 Male
Total= 4 Participants
 - **Gr. 11 Student Information Session – November 19, 2018**
Attendance: 0 Students & 0 Parents -- 0 Female & 0 Male
Total= 0 Participants
 - **Gr. 11 Student Information Session – November 21, 2018**
Attendance: 0 Students & 1 Parent -- 0 Female & 1 Male Total= 1 Participants
 - **Gr. 12 Student OCAS/OUAS Application Information Session – December 5, 2018**
Attendance: 8 Students & 0 Parents -- 3 Female & 5 Male Total= 8 Participants
 - **Gr. 12 Student OCAS/OUAS Application Information Session – January 15, 2019**
Attendance: 5 Students & 0 Parents -- 4 Female & 1 Male Total= 5 Participants
 - **Gr. 9 & 10 Parent Information Session – February 20, 2019**
Attendance: 0 Students & 1 Parent -- 0 Female & 1 Male Total= 1 Participant
 - **Gr. 9 & 10 Student Information Session – February 21, 2019**

The Sagamok Anishnawbek Post-Secondary Student Support Program is a confirmation that “Education is an inherent Aboriginal and Treaty/Status Right.” It is the confirmation and recognition that post-secondary funding and assistance is a fundamental component of these rights. Further, it is the realization of a community’s right to assert their belief in “learning as a lifelong process aimed at the development of the whole person and community.”

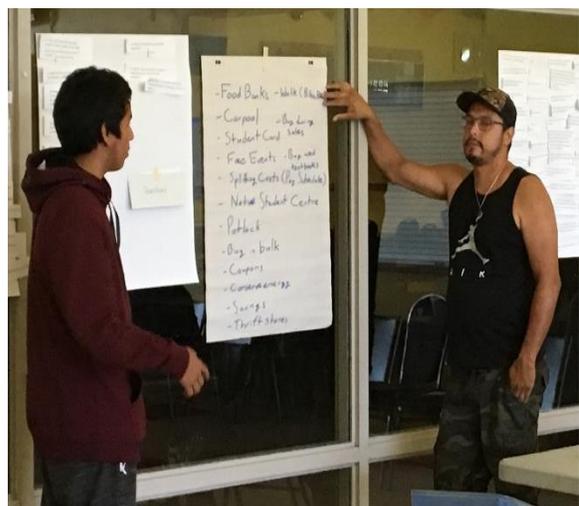


Student Support Workers:

Lorrie Ann Linklater &
Lorna Sinobert

- Attendance: 20 Students & 0 Parents -- 10 Female & 10 Male Total= 20 Participants
- **Gr. 12 EA Forms/Application Session – April 18, 2019**
Attendance: 5 Parents -- 1 Female & 4 Male Total= 5 Participants
- **Gr. 12 EA Forms/Application Session – May 2, 2019**
Attendance: 12 Students & 0 Parents -- 2 Female & 10 Male Total= 12 Participants
- ❖ Education Month Activities:
 - **Career Fair held May 9, 2019**
Attendance: 263 (Biidaaban: 73 Females & 65 Males; Daycare: 0 Females & 0 Males; Community Members: Adult: 39 Females & 19 Male; Elders: 4 female & 1 Male; ; Youth: 31 Females & 20 Males; Children: 8 Female & 3 Male) Booths: 25 (5 Colleges & 7 Universities & 4 Mining & 9 others)
Winner of Desktop Computer & Printer: Adult: Dana Abitong; **Winner of iPad & Otterbox:** Youth: Alara Owl; **Winner of iPad & Otterbox:** Children: Ryan Owl
- ❖ Sponsorship for students – June 8th deadline; 116 applications were received, 112 were sponsored & on Nominal Roll
 - Priority 1: 51 Students
 - Priority 2: 36 students
 - Priority 3: 7 Students
 - Priority 4: 3 Student
 - Priority 5: 2 Students
 - Priority 6: 17 Students
- ❖ College: 60 students; University: 37 students (Final Updated List)
- ❖ Sagamok Education Graduation 2019 – August 1 at Fort LaCloche
- ❖ Post-Secondary Orientation – August 22, 2019
Attendance: 17 Students & 4 Parents - 10 Females, 11 Male & 0 Transgender

Total= 21 Participants
 - Agenda included: Post-Secondary Policy Review with the new students, Sault College presentation with Maureen McLeod, and budgeting presentation and activity with Marie C. Toulouse



❖ **Sagamok Education Graduation – August 1, 2019**



University Graduates – 11 graduates (11 Females & 0 Males)

- Bachelors of Arts – Major in Native Studies
- Bachelors of Arts – Major Gerontology
- Bachelors of Science in Nursing
- Indigenous Language Instructors
- Bachelors of Arts – Specialization Psychology
- Master of Education in Educational Leadership Educational Administration
- Bachelors of Arts –Honours Psychology Concentration in Forensic Psychology
- Bachelors of Arts – Concentration Geography
- Doctor of Pharmacy – Albany College of Pharmacy and Health Sciences

College Graduates – 9 graduates (6 Female & 3 Males)

- Heavy Equipment Technician
- Occupational Therapist Assistant/Physiotherapist Assistant
- Personal Support Worker
- Social Service Worker
- Early Childhood Education (2)
- Electrical Engineering Technician
- Business Management Certificate
- Liberal Arts

Communication & Collaboration

We exercise effective communications to collaborate and inform students, staff and community of educational opportunities and practices. Promote and deliver programs and services through use of technology, community events, activities, and forums.

- ❖ 3 submissions in quarterly education newsletters
- ❖ 12 Career Sessions with High School Students and Parents
- ❖ Post-Secondary Allowance Cheque Distribution Dates on education website
- ❖ Educational Assistance Forms requirements on education website

Governance & Leadership

Create a governance model (Education Law) with a shared/collective vision that includes effective processes and self-determining advancement. Also, facilitate and monitor the development of a system that will provide direction and a framework for/in the education system.

- ❖ First Nations Collective with Schools
- ❖ 10 Education staff meetings at Wasseyaanakaan Teg
- ❖ 10 Monthly reports in correlation to 12 Determinants of Wellbeing



Aboriginal Skills and Employment Training Strategy (ASETS) / Indigenous Skills and Employment Training Program (ISETP) Annual Highlights

Introduction

The Aboriginal Skills and Employment Training Strategy (ASETS) Agreement is administered by the North Shore Tribal Council (NSTC), with funding provided by Employment and Social Development Canada (ESDC). The program provides employment and training supports to assist unemployed and underemployed Sagamok members facing barriers to employment, to enhance skills in order to securing long-term employment. Sagamok Anishnawbek is a Sub-agreement holder to the NSTC Agreement and is thereby a Local Delivery Mechanism (LDM) of ASETS programs and services.

Transition to Indigenous Skills & Employment Training Program (ISETP)

2017 and 2018 are part of extension years to the original five-year ASETS 2010-2015 Agreement. April 2019 began the new Indigenous Skills and Employment Training Program (ISETP). The ISETP is a 10-year agreement that is intended to build on what was successful about ASETS while reflecting the call for improvements from Indigenous partners during the 2016-2017 Indigenous Engagement Dialogues. Key changes to ISETP are that the agreement is considered to be a more “co-developed program” with Indigenous partners; it is intended to provide greater flexibility for organizations to design programming to meet the needs of their people and communities. The agreements have moved from a provincial regional structure to a distinctions-based structure, intended to recognize, respect and reflect Canada’s Indigenous peoples, specifically the First Nations, Métis and Inuit, but also addresses urban/non-affiliated service delivery needs. During the next year, Sagamok will be working on interpreting the new agreement for its full application to enhancing employment and training programs and services. For the purpose of his report, the term ASETS will continue to be used.



ASETS Sagamok LDM is located at the Multi Educational Centre. The Employment Resource Centre offers a weekly updated job board, access to computers, printer, phone, fax, and internet for job search purposes, along with resources and information. Although only registered members of Sagamok Anishnawbek are eligible for financial assistance from Sagamok ASETS LDM, all individuals are eligible for *minimum levels of service* including access to the above mentioned resources, employment related coaching including job search, resume assistance, and related services.



Summary of Results



Language & Culture ASETS supported rekindling Anishnaabe Inendamowin (thought) through a dedicated space for learning and teaching opportunities with the following results:

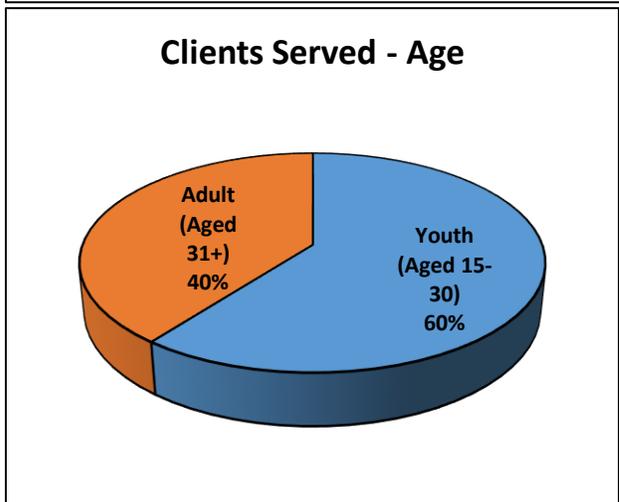
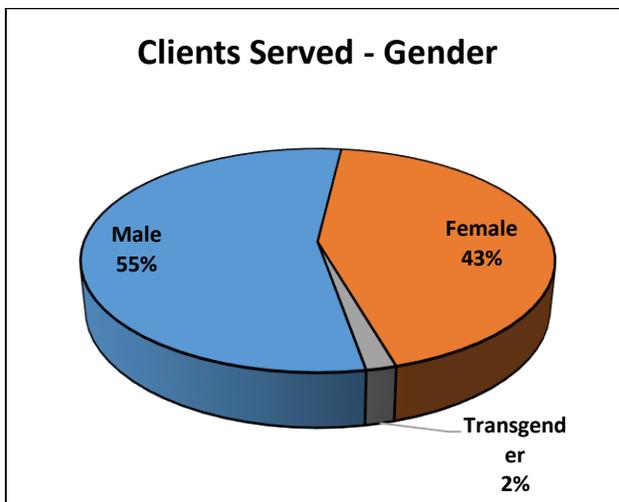
- ♦ Three ASETS staff participated in the annual Multi-Educational Centre building Feast & Smudge September 2018
- ♦ Two ASETS staff participated in the Education Month Sunrise Ceremony 2019
- ♦ Three ASETS staff worked 5 days assisting with the Sagamok Anishnaabemowin Enjigbeshing in July 2019

- ♦ All office equipment and furnishings labelled with Anishnaabemowin translation to promote daily language exposure

Student Success ASETS supported, promoted, and engaged students by providing programs and services to increase student success, promote lifelong learning, and increase skills development and employment attainment with the following results:

Clients Served

- ♦ **225** clients contacted ASETS for employment and training related supports, of which, **175 (78%)** completed intake for statistical reporting and **51 (22%)** did not. Those who do not complete intake are not be eligible for funding, but could be assisted with anything from advice, job search/resume support, referrals, etc. These individuals are not reported to funders, as they have not provided consent to report by completing intake.

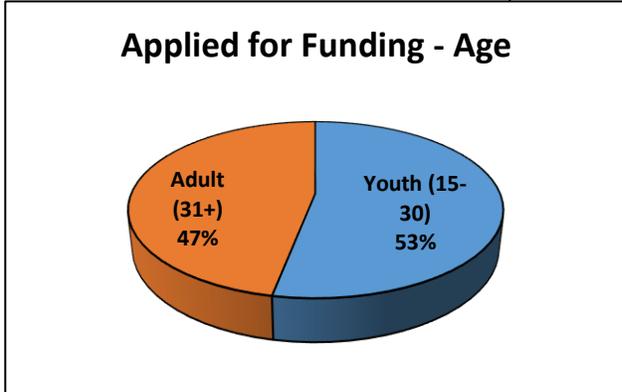
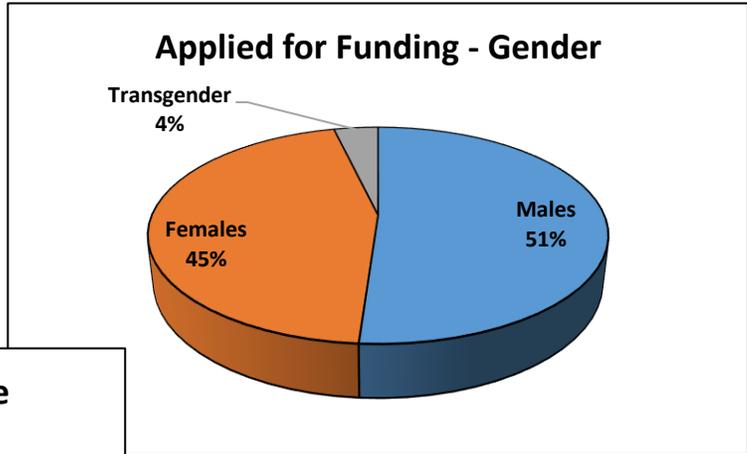


Service Statistics

- ♦ **324** individual and **5** group counselling sessions were recorded in the ASETS ARMS Database
- ♦ **224** visits were recorded for use of ASETS computer/internet/telephone resources

Applications & Funding Approvals

- ASETS received **149 funding applications**, of which **134** (or **90%**) **were approved**. This means that of the 225 individuals seeking assistance, approximately **66%** **sought financial assistance**. This percentage is an approximation, as **16** individuals submitted more than one application for funding within the reporting period.



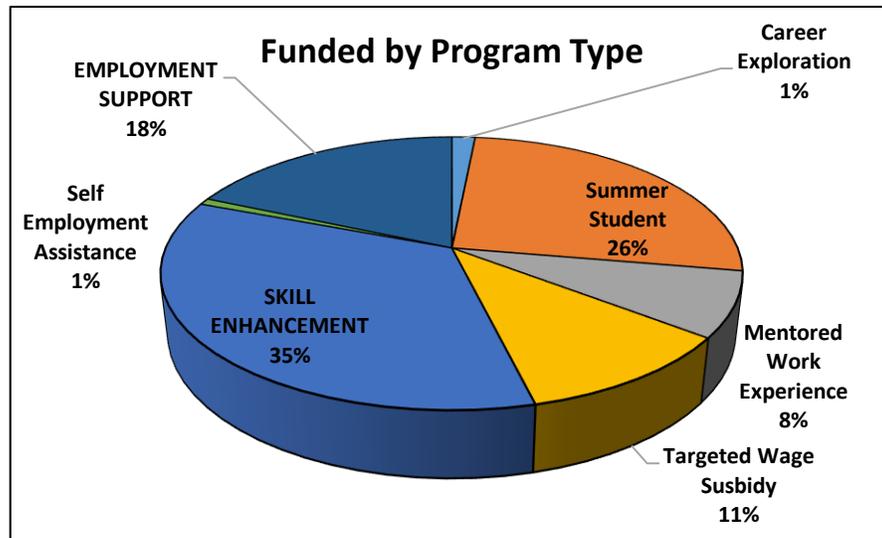
- **14** applications were not approved for funding. Of that number **8** applications **were not eligible for funding**, and **6** applied to project postings where the number of applicants exceeded the number of available project seats/positions, and they did not secure a seat/position. Non approvals are generally a result of ineligibility (project or applicant) or

unavailability of the project. ASETS staff works closely with clients to pre-assess projects to eliminate the number of individuals completing applications for activities that would not be eligible.

- Often, ASETS staff will assist individuals with accessing funds from another source for otherwise ineligible projects or to cost share for greater service delivery and to maximize funding. During this reporting period, ASETS staff **assisted 47 individuals with accessing funding from another source**, and engaged in **cost sharing partnerships for 56 individual activities**.

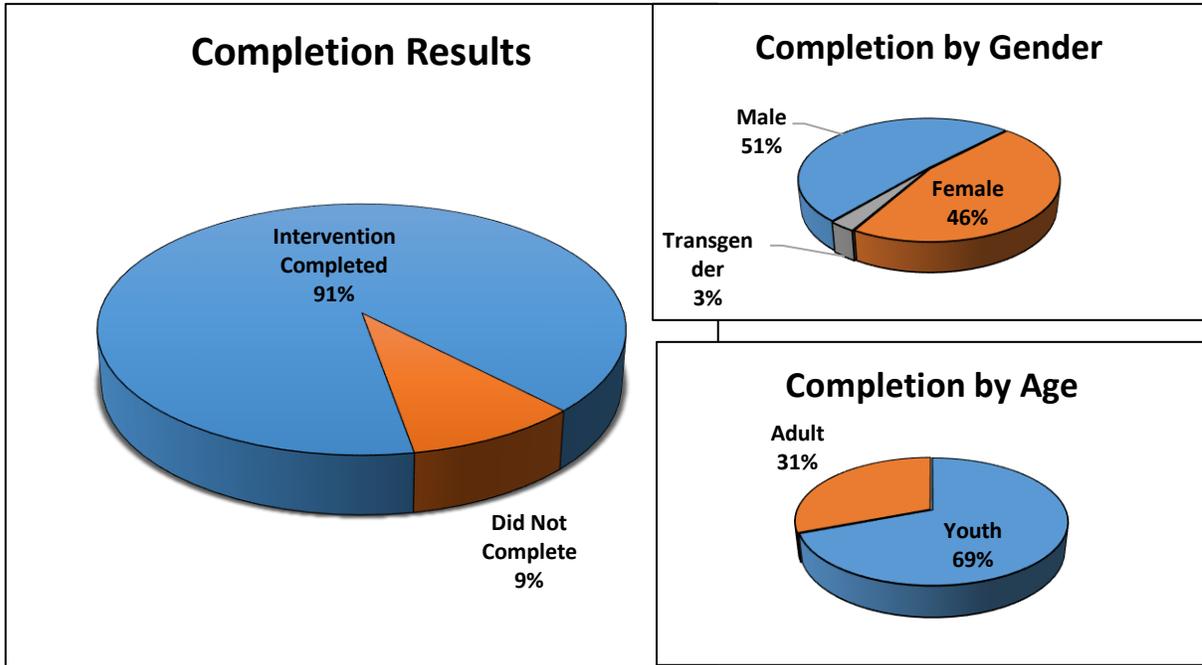
Funding Breakdown

- The highest accessed funding program was **Skills Enhancement** (In class training) with **45 individuals funded**
- The second highest accessed program was **Summer Student Program** with **34 individuals funded** (5 students also gained co-operative education credits for their summer job)

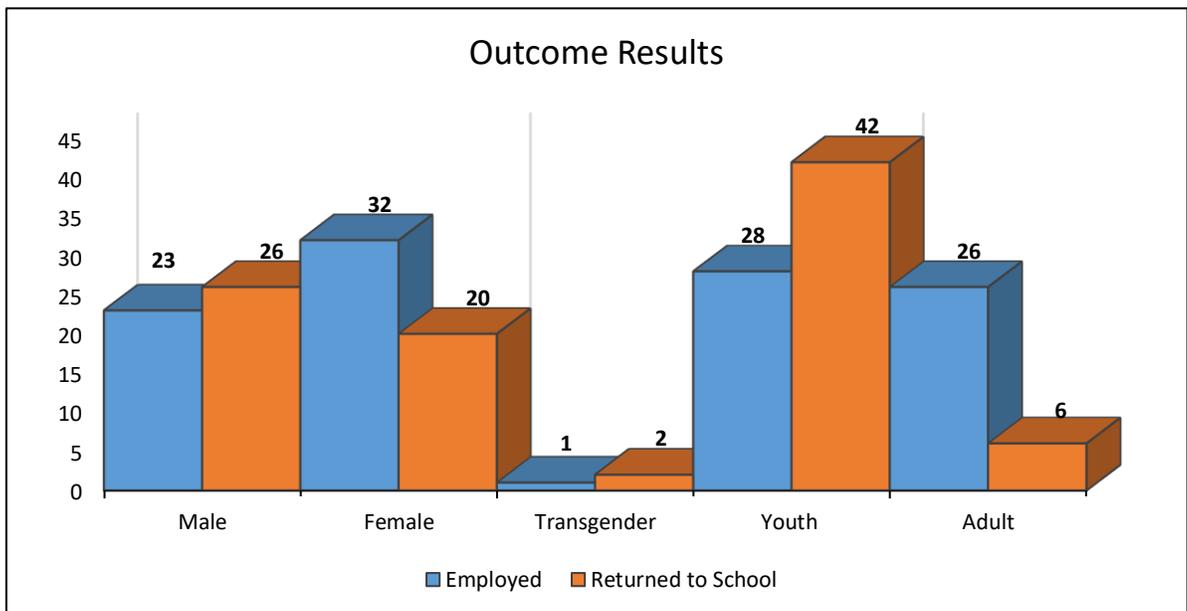


Funding Results

- Of the 134 funded projects, **91% (124) were completed**, while **9% (13) were not completed**. Of the 13 that did not complete, **10** were **Skills Enhancement**, and **3** were **Targeted Wage Subsidy**.



- Results as calculated by ESDC must be recorded within 24 weeks following the end of the last recorded intervention (funded project). This chart shows the results of clients assisted by ASETS LDM.



Communication & Collaboration ASETS assisted with the promotion and delivery of programs and services through the use of technology, community events, activities, and forums, and through a case management process with the following results:

- ♦ Weekly updates of the public job board and sharing of **over 500** employment and training opportunity posts to the Sagamok Job & Training Information Board Facebook Group
- ♦ Annual Program Information Booth at the Sagamok Education Month Career Fair to promote programs, services, and provide summer employment opportunity info
- ♦ ASETS Staff partnered with Student Support Network to deliver Career and Education Planning Series Session to grade 9-12 students
- ♦ ASETS Coordinated Annual Trades Day for Education Month with 10 trades activity booths and 106 participants in attendance (45 males, 61 females)



Governance & Leadership ASETS contributed to the facilitation, monitoring, and development of a system that will provide direction and a framework for/in the education system with the following results:

Student enjoying the Heavy Equipment Simulator at Trades Day

- ♦ ASETS staff attended over 35 meetings and information sessions with over 15 partners and funders to gain and share information and advocate for the needs of clients and community
- ♦ ASETS staff engaged in capacity building and completed three skills development/certification programs to better serve clients and community including Myers Briggs Type Inventory Master Trainer Certification
- ♦ ASETS submitted 3 proposals for additional funds in support of youth and summer employment and training, and a community based Intro to Trades program
- ♦ ASETS conducted online survey of Employment & Training Programming using Survey Monkey to gain client and community input for strategic planning in moving from ASETS to ISETP

Community Library

This year we are re-opening the library for the children for the upcoming year. Community members have been utilizing the library for computer use during the summer months.

Trained Cultural Worker at Biidaaban how to utilize Resource Mate for all resources April 2019.

We had a total of 84(Female-43, Male-41) community members coming in to utilize services in the library. Services provided are resumes writing, printing, elders come in to sit and chat, quiet reading.

May 2019—Grade 5--18 students May 16—May 23 12 students—May 30th 14 students

K-Red – May 21 17 students—May 28 17 students

K-Yellow—May 28 18 students.

June 2019—Grade 2—June 3 11 students—June 5, 8 students—June 12, 11 students

K—Yellow—June 6, 13 students

Grade 4—June 13, 12 students

Made photo buttons for Grades one—15, Grade two—17, K Red—22, K Yellow—23, Grade 2—17 for Father's Day.

For the month of June offered services for play day, and Biidaaban Breakfast.

Attended the Annual Anishnaabemowin Enjigbshing(Cultural Camp) for the full week helping at Registration and participating in July 2019.

Participated in the month long activities for Education month in May 2019. Activities attended Sunrise ceremony, Pow-wow, Education Forum, Career Fair and Trades Fair.

Worked with Literacy and Grades 1 & 2 teachers to help with afterschool reading program, which well attended by students in May & June 2019.

Policy revised with many changes and posted on the Education Website.

HOURS OF OPERATION:

September – June

9:00 am – 4:00 pm – Tuesday – Thursday

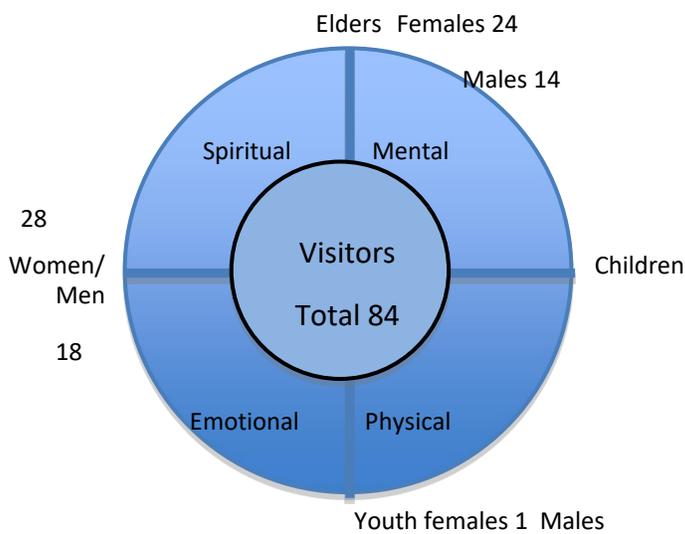
9:00 am – 4:00 pm – Monday & Friday

July – August

9:00 am – 4:00 pm – Monday -- Friday

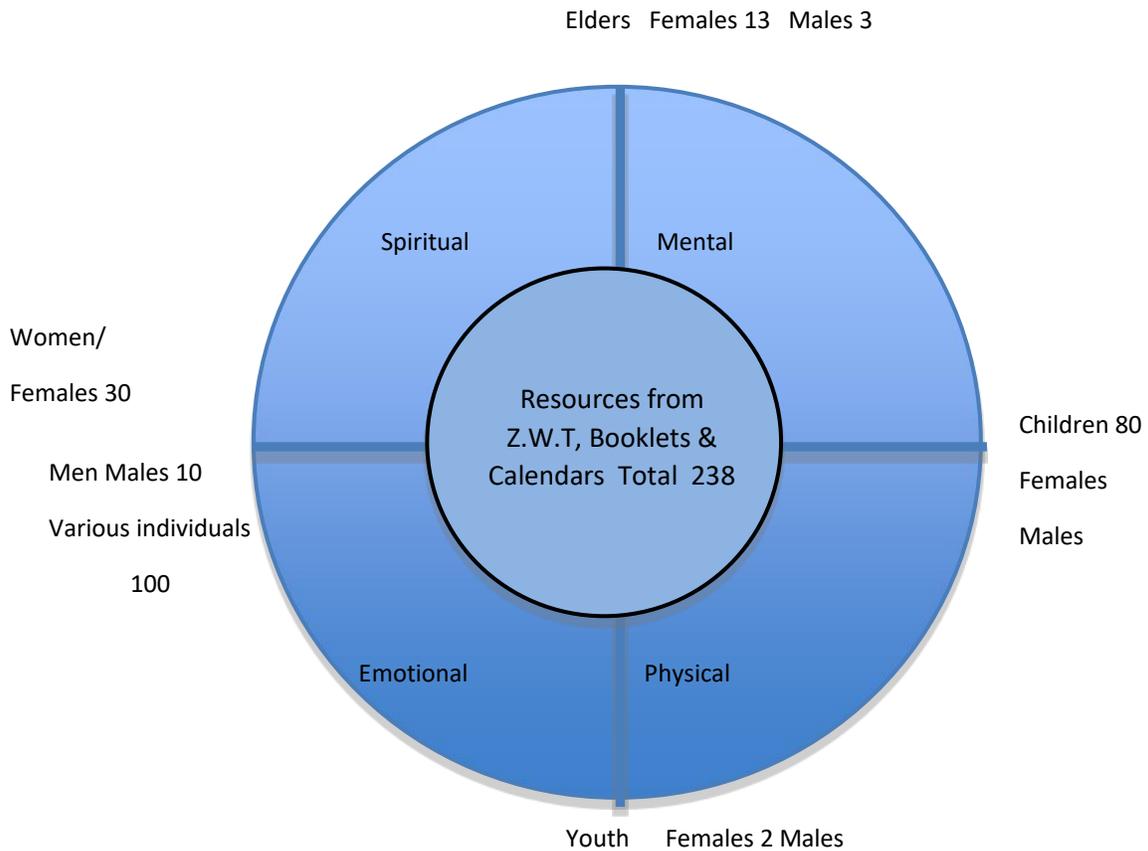
Zagamok Wasseyaankaan Teg

Special events are held throughout the year, which include Feasts for Language Retention, Information Sessions, Workshops for special occasions and Bar B Ques and Fish Fry.



Visitors to Waaseyaankaan Teg does not include the ones that come in for Resources, Luncheons, and Meetings. These are shown as resources and special events.

People come in to check Resources, visit with other speakers, for coffee and sweets.



3 elder females donated kitchen utensils, booklet resources, canning jars and 1 youth female donated a book. 1 adult female donated 2 books for games prizes.

Translations are ongoing for community programs and individual requests.

Programs utilizing these services are :Education , Biidaaban School and Day Care , Enji kendaasang, Waawaasnode, Community Wellness, Niigaaniin, Community Justice Program, Lands and Resources

Anishinabek Police

Translations may be one word, a group of words, whole documents and sometimes a long list of words. Active requests are 2 adult males, 4 adult females, 1 elder female either in person or by telephone or E mails.

NANABUSH LEGENDS, & Created Booklets from 2018 & 2019 Enji Gbeshing are available for signout and private study.

Education Administrative Staff

Anna Marie Abitong	Director of Education
Claudette Fournier	Executive Assistant
Jennifer Owl	Student Data Base Systems Management Officer
Rachel Toulouse	Shki Waase-Aaban Binoojiih Gamik Supervisor
Rebecca L. Toulouse	Biidaaban Kinoomaagegamik Principal
Charlene Pine	Elementary Student Support Worker
Josephine Toulouse	Secondary Student Support Worker
Mark Aizenberg	WALC Teacher
Marjorie Southwind	WALC Principal
Lorrie Ann Linklater	Post-Secondary Student Support Worker
Lorna Sinobert	Post-Secondary Student Support Worker
Andrea Hajt-Jacobs	ASETS Coordinator
Colleen Eshkakogan	Librarian
Margaret Toulouse	Anishnaabemowin Language Resource Support Worker

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