



Education Unit Annual Academic Year Report

2019 - 2020

Table of Contents

Message from the Director of Education.....	1
Financial Management & Administration.....	3
Language & Culture.....	4
Student Success	4
Communication & Collaboration	5
Governance and Leadership	7
Education Committee	9
Early Childhood Development Parent Committee	10
Language & Culture.....	10
Student Success	10
Communication & Collaboration	10
Governance & Leadership.....	10
Shki Waase-Aaban Binoojiinh Gamik.....	11
Language & Culture.....	11
Student Success	12
Communication & Collaboration	14
Governance & Leadership.....	15
Biidaaban Kinoomaagegamik.....	17
Language & Culture.....	18
Student Success	22
Communication & Collaboration	30
Governance & Leadership.....	30
Secondary – Espanola High School	32
Student Success - Nominal Roll.....	32
Waawaasnoode Adult Learning Centre	34
Language & Culture.....	34
Student Success	35
Communication and Collaboration	39
Governance & Leadership.....	40
Post- Secondary Student Support Program	41
Language & Culture.....	41

Student Success	41
Communication & Collaboration	43
Governance & Leadership.....	43
Indigenous Skills and Employment Training Program (ISETP)	44
Language & Culture.....	44
Student Success	44
Communication & Collaboration	48
Governance & Leadership.....	48
Student Support Network.....	49
Community Library.....	51
Language & Culture.....	51
Student Success	51
Education Administrative Staff	52

Message from the Director of Education

November 2020

Ahnee Kina Wa'ya

On behalf of the Sagamok Education Unit, I present to you our **September 2019 to August 2020 Annual Academic Report**. This perhaps has been the most challenging time that we have ever experienced in the history of Education, with the disruption of the global COVID19 pandemic. In light of this derailment, we were able to complete seven months of in class learning before we quickly transformed to on line platforms to keep students motivated in completing their studies at the Elementary, Secondary, and Post-Secondary levels.

I would like to take this time to congratulate all our students and graduates who persevered to confidently complete their respective studies. I also commend all the staff who demonstrated their commitment, dedication and hard work in the success of our students and during this unprecedented time in our lifetimes.

March 2020 also marked the completion of the fifth year of our **Five-Year Strategic Plan**. We are now engaged in an evaluation process, that will evaluate our progress in Education thus far, but more importantly develop a framework that will inform the direction of Sagamok Education for the future. Various stakeholders (students, parents, elders, leadership, administration, and staff) will be invited to engage in this process with our Educational consultants Dr. Beverly Freedman and Dr. Raf DiCecco of Southern Ontario. As always, I invite you to participate in future advertised sessions planned throughout the community.

If you have any questions regarding the content of this report, please direct your inquires or questions to either myself, Biidaaban Principal and/or the Shki Waase-Aaban Binoojiinh Gamik Manager.

Chi Miigwetch,

Anna Marie Abitong

Anna Marie Abitong
Director of Education
Sagamok Anishnawbek



Education

Migizi Dodem



Language & Culture

GOAL

Provide access to education & training resources/ opportunities to strengthen community engagement and participation in Anishnaabe restorative & cultural practices.

Student Success

GOAL

Implement strategic programs & services to increase student success & promote lifelong learning.

Communication & Collaboration

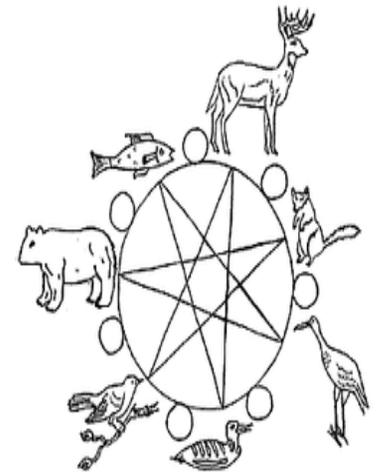
GOAL

Exercise effective communications to collaborate and inform students, staff & community of educational opportunities & practices.

Leadership & Governance

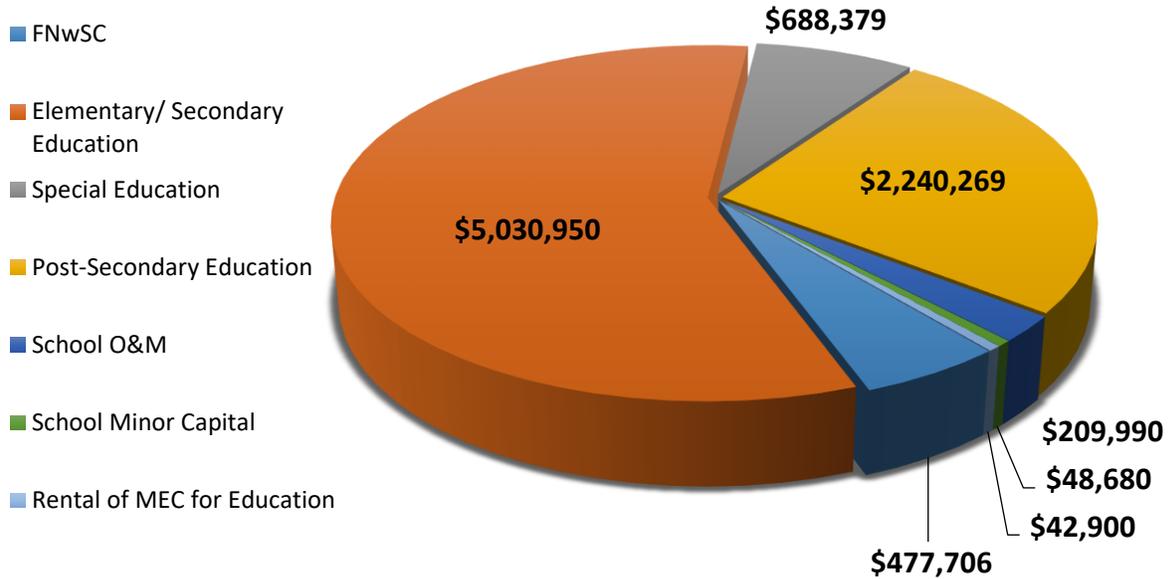
GOAL

Create a governance model, (Education Law) with a shared/collective vision that includes effective processes and self-determining advancement.

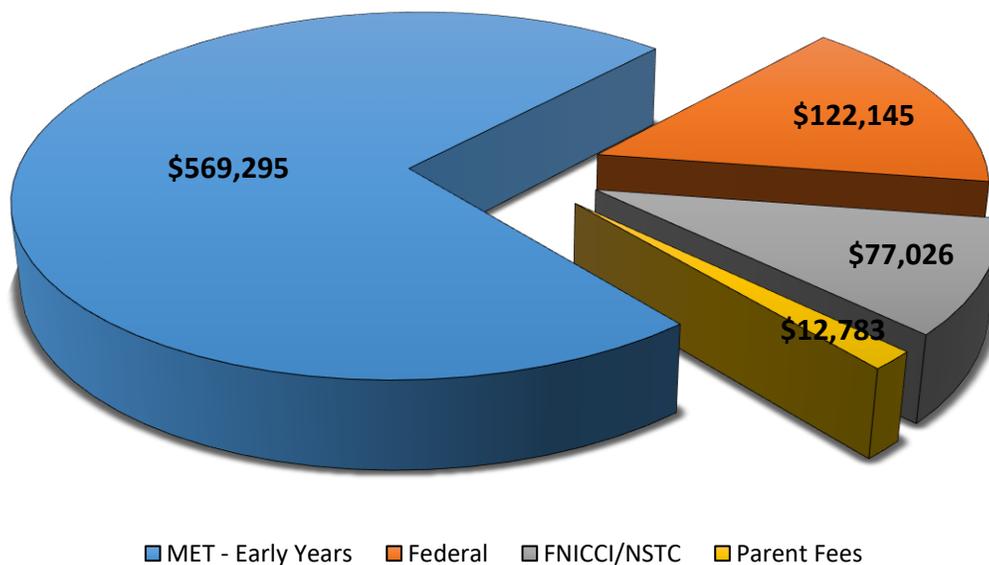


Financial Management & Administration

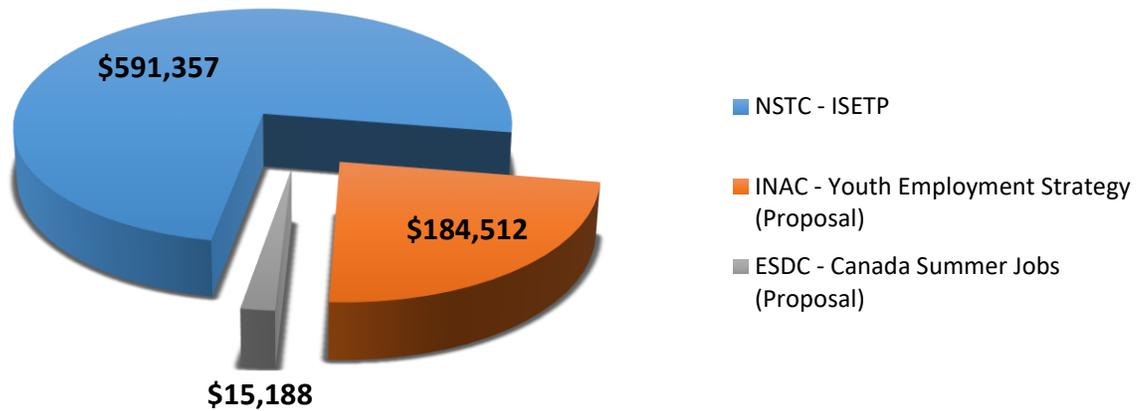
2019 - 2020 Fiscal Year Budget



Shki Waase-Aaban Binoojiinh Gamik



ISETP



Language & Culture

The sixth (6) annual Anishinaabemowin Enjigbeshing Language Camp was cancelled due to COVID-19.

Student Success

NOMINAL ROLL – 5 Year Data – September of each academic year

SCHOOLS	2015	2016	2017	2018	2019	TOTAL
Biidaaban Kinoomaagegamik	178	1 97	219	214	220	1028
Waawaasnoode Learning Centre (WALC)	39	38	39	455	53	214
Espanola High School (EHS)	94	86	70	71	70	391
Other Provincial Schools attendees	4	4	3	5	4	20
Post-Secondary	96	118	96	94	98	502
GRAND TOTAL	411	443	427	429	445	2,155

GRADUATION DATA Over 5 Years

	SECONDARY (including Other)	WALC & EHS	ASETS/ISETP	COLLEGE	UNIVERSITY
2016	22	6	9	13	6
2017	16	4	15	10	9
2018	27	2	9	9	12
2019	38	14	5	7	11
2020	16	4	6	18	11
TOTAL	119	30	44	57	49

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
2015-2016	\$12,194.33		
2016-2017	\$12,283.33	0.73%	
2017-2018	\$12,763.58	3.91%	
2018-2019	\$13,145.00	2.99%	
2019-2020	\$12,394.98	-5.71%	\$200.65/1.65%

Communication & Collaboration

- The Biidaaban Kinooaagegamik School Design Capital Project concluded its activities during this year. Approximately 20 on line meetings were held with various project consultants, Architects, staff and leadership to complete the design phase and gain approval from Council for completion of Project. Next phase is construction at a cost of \$20,871,736.00 which Indigenous Services Canada (ISC) supports however, awaiting final approval for Capital funding with an anticipated start for the spring of 2021.
- We were successful in accessing funding for the repair of the Biidaaban Kinooaagegamik School Roof in the amount of \$87,318.00. Funding received from ISC with completion of repair at the end of August 2020.
- We also submitted for and received additional funding from the Ministry of Education – Early Learning & Child Care Division for the renovation at Shki Waase-Aaban Binoojiinh Gamik in the amount of \$39,700.00. This was to repair and install new cupboards within the building for supplies and storage purposes.
- There were three (3) retirements during this academic year who all have a long service record with Sagamok Anishnawbek: Vivian Cromarty and Monica Toulouse (Biidaaban Kinooaagegamik) and Doris Abitong (Shki Waase-Aaban Binoojiinh Gamik). We wish them all the best in their new endeavors.
- Partnerships continued throughout the year, and stalled after COVID-19, with Nogdawindamin Family & Community Services and School Health Support Services to our children and youth in the community. Special thanks (Chi Miigwetch) go out to Nogdawindamin who were able to provide

transportation for our high needs students in the elementary-secondary sectors. With the purchase of a new van to enhance transportation services to our students.

- Much of the academic year from March to August 2020 was in response to COVID-19 by way of re-organizing the way we do business in the mist of a pandemic emergency. Time was dedicated to the undertaking of the Emergency Operations Control Group (EOCG) monitoring and reporting to leadership and community. Active participation on the Community Wellness Department Pandemic Planning Committee in relation to policy development. Dedicated time to the development of a Funerals and Burials Protocol and Alternative Care Sites Policy.
- Education staff were also instrumental in the development of Re-Opening plans and the required health and safety policies and procedures required to bring our children and students back to some form of normalcy at the Shki Waase-Aaban Binoojiinh Gamik, Biidaaban Kinoomaagegamik and with the Daily Transportation of all our students.
- Other policies revised and approved during this year was the Indigenous Skills and Employment Training Program (ISETP) replacing the Aboriginal Skills and Employment Training Strategy (ASETS). The Biidaaban Kinoomaagegamik Policy and Procedures Manual began its review and placed on hold until January 2021.
- The Dolly Parton Imagination Library was formally financially supported by the Ministry of Education, beginning October 2017, with the intent to provide monthly age appropriate books to children ages 0 to 5 years. The Ministry announced that its funding was cut early in the year and could no longer support this activity for First Nations in Ontario. Subsequently, we decided to financially support this initiative to continue the promotion of early literacy and parent engagement of children within this age group.
- Through our partnership with the First Nations with School Collective, we were able to engage Apple Education Canada in the multi purchase of Apple I-Pads for Shki Waase-Aaban Binoojiinh Gamik and Biidaaban Kinoomaagegamik. A total of 300 I-Pads were purchased with licensing and technical support assistance. We also replenished Biidaaban Kinoomaagegamik with Chrome Books for each student engaged for on-line learning.
- Lastly, new this year was the transfer of the First Nations Student Success Program (FNSSP) from Kenjgewin Teg to Sagamok Education. This entailed the completion of the previous work plan with Kenjgewin Teg and development of a new work plan submission on behalf of Sagamok Education. The three priorities identified under this work plan are: Language & Cultural Education; Literacy and Numeracy and Parent & Community involvement activities within our community school. Some of the proposed deliverables identified in the 2020-2021 work plan included the Schools Evaluation process in development of the annual School Success plan; Parent/Teacher Advisory Group meetings; literacy and numeracy resources for students; Career promotion activities (which were identified during Education Month and cancelled due to COVID); Technology Supports for students; Land Based Learning Activities and the launch of the Anishnaabemowin Speakers in the Classroom pilot project.

Governance and Leadership

First Nations with Schools Collective Executive Summary 2019-2020

The First Nations with Schools Collective (FNwSC) is a forum for First Nations to come together to share resources and address common challenges in education. The Collective provides an alternative to the Union of Ontario Indians' (UOI) Anishinabek Education System (AES) for those First Nations who have different needs, as they are operating their own schools on reserve, as compared to many AES communities who have tuition agreements with provincial boards. We require a system designed for First Nations with schools in their communities that has the capacity to leverage funding for First Nations education at parity to provincial levels plus additional funding aligned with our unique relationships with the Crown and our unique challenges due to our colonial history. Our member communities know we can do better for our children and youth by working collectively. The Collective is a group of 8 communities operating schools on reserve that have collaborated in their Education Reform and Governance Jurisdiction efforts to provide supports, knowledge/resource sharing, and collaborative learning and advocacy for taking control of our education systems. These communities include: Bkejwanong Territory (Walpole Island), Chippewas of the Thames First Nation, M'Chigeeng First Nation, Mississaugas of the Credit First Nation, Oneida of the Thames, Sagamok Anishnawbek, Six Nations of the Grand River, Wikwemikong Unceded Indian Reserve.

Some of our 19/20 Working / Information Sharing Sessions

- Sagamok Education Funding Formula Community Engagement Sessions (x2) (May 2019)
- Akwesasne Law Making Presentation (May 2019)
- Program Evaluation Information Session (Aug 2019)
- Indigenous Data Sovereignty Working Session (Sept 2019)
- Indigenous Law Making Session (Nov 2019)
- Education Law Forum in Anishnaabemowin with Elder's of the Collective (Nov 2019)
- Anishinaabe Values & Principles to Inform Law Making with Jim Dumont (Dec 2019)
- Culturally Specific Assessment Session (Jan 2020)
- Education Staff, Committee Asset Mapping Report Feedback Session (Feb 2020)
- Education Law Exercise: Honorable Governance from Cradle to Grave (Feb 2020)
- Draft Education Funding Formula Review Session (Feb 2020)

Priority Pillars (Common Goal Areas)

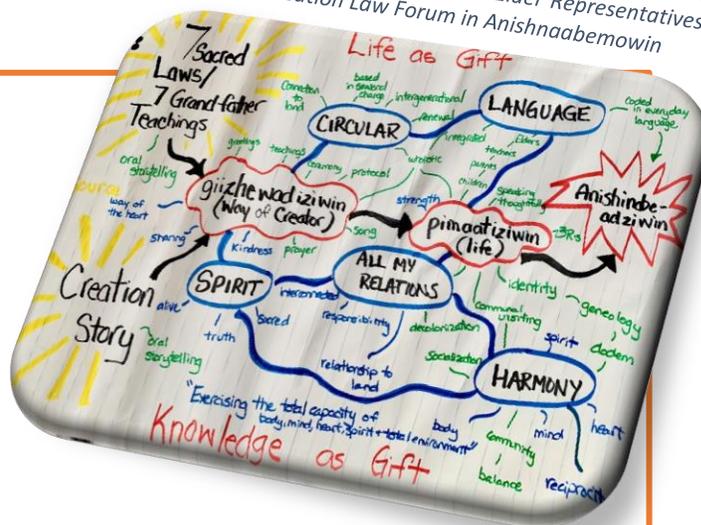
1. ***First Nations Control of First Nations Education*** for its respective citizens.
2. ***Overcoming Historical Inequities*** in terms of education that resulted from explicit and implicit discriminatory policies implemented by the Government of Canada.
3. ***Achieving Funding Parity (Plus)*** that reflects the need to right the historical inequities in addition to providing funding for its community education systems comparable to provincial school systems.
4. ***Promoting Traditional Lifelong Learning*** a family-centred and strength-based, holistic lifelong learning outcomes centred in each respective nation's culture, language and knowledge systems that expand past school responsibility for delivery of education.
5. ***Closing Significant Education Gaps*** between FN students and their peers in the provincial system, and supporting FN students in exceeding provincial averages.
6. ***Becoming a Model for Excellence*** in First Nations education and for education generally.

2019-2020 Accomplishments

- ◆ Draft Data Management Policy (July 2019)
- ◆ First Nations Education Governance Framework Document (Sept 2019)
- ◆ Sagamok Anishnawbek Asset Mapping Report (Feb 2020)
- ◆ Technical Draft First Nations Funding Formula (Feb 2020)
- ◆ Establishment of the Indigenous Scholar's Advisory Circle (Community of Inquiry & Praxis): Group of individuals from FNwSC participating communities, with support from academia (i.e. Western University), who are engaged in academic research that can support the initiatives of the FNwSC. Sagamok representatives are Dr. Pamela Rose Toulouse and Natalie Owl.
- ◆ Establishment of the FNwSC Evaluation Steering Committee: Group of individuals from FNwSC participating communities who are engaged in active and ongoing evaluation of FNwSC impact on communities and Education Reform. Sagamok Representative is Andrea Hajt-Jacobs.



Image 1: Anishinaabe Values Concept for Law Development – Created by the Elder Representatives at the Education Law Forum in Anishnaabemowin



2020-2021 PRIORITY FOCUS

- ◆ PROGRESS EVALUATION
- ◆ FUNDING FORMULA APPLICATION AND TESTING
- ◆ DATA MANAGEMENT POLICY DEVELOPMENT
- ◆ EDUCATION GOVERNANCE SYSTEMS DEVELOPMENT
- ◆ FUNDING PARITY AND JURISDICTION ADVOCACY
- ◆ CURRICULUM STANDARDS DEVELOPMENT

Early Childhood Development Parent Committee

Language & Culture

- Anishnaabemowin Prayer
- Reviewed Anishnaabemowin Language Strategy

Student Success

- November 20, 2019 – National Child Day, Dinner (provided by EDPC) and Backpacks (26 Males, 38 Females, 7 CWD staff, 3 ECDPC members, 2 DC staff, 64 total participates, 12 staff/committee members)

Communication & Collaboration

- Community Wellness Presentations (Children Wellness Worker, Children & Youth Cultural Worker, Community Wellness Worker, Youth Wellness Work, Parent Infant Advisor and Parent As Teachers Educator)
- Jordan’s Principle Conference Report Presentation by Committee Member

Governance & Leadership

- 4 meetings held at the Gathering Space and 1 meeting held at Waawaasnoode (no meetings November 2019 due to weather and March 2019 to June 2019 due to Pandemic)
- Reviewed Early Childhood Development Parent Committee Terms of Reference
- Reviewed 2020 meeting dates
- Reviewed and Approved Shki Waase-Aaban Binoojiinh Gamik Job Descriptions; RECE Supervisor, RECE Educator, Executive Assistant, Cook/Housekeeper and Transportation Driver
- Reviewed and Approved 2020-2021 SWABG Calendar
- Reviewed SWABG Policy and Procedures manual

Committee Members 2018-2020

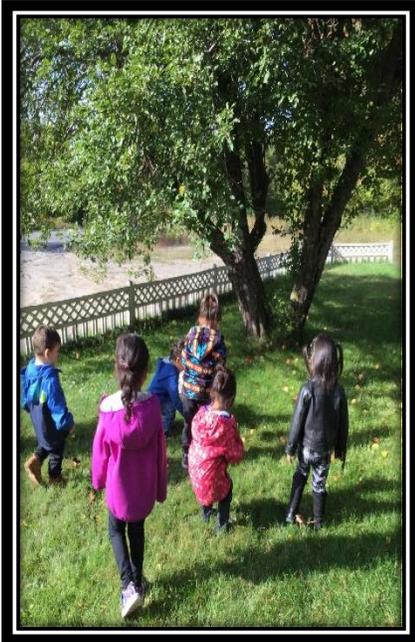
Danielle Toulouse	– Community Representative
Deanna Southwind	– Community Representative
Jennifer Keysis	– Community Representative
Pamela Segó-Toulouse	– Community Representative
Carolyn Peltier	– Community Representative
Candace Mandamin	– Parent Infant Advisor Representative
Marlene Fournier	– Biidaaban Kinooaagegamik Representative
Jeanne McLeod	– Elder’s Council Representative
Jessie Hardisty	– Chief and Council Representatives

Shki Waase-Aaban Binoojiinh Gamik

Language & Culture

Shki Waase-Aaban Binoojiinh Gamik (SWBG) continues to promote cultural activities and language within our environment that will increase self-esteem and strengthen pride for our children and families.

Apple picking and Baking Apple Crisp



The preschool children had a great time going out in the community to pick apples and then preparing their apple crisp with Joanne. They had conversations about the smell from the apples, then they all took turns adding ingredients to the mixing bowl and helped stir it all up. All the children were such good helpers and helped clean up their area!

Skills we're learning...

Listening to others – understanding and following oral directions.



Questioning – asking questions to clarify their understanding.

Helping Skills – offering assistance.

Nature Walk & Animal Teachings



Community Mentor, Michael Abitong showed children pictures of different animals and provided names in our language. He also brought a rabbit snare and went for a walk in search of animal tracks! There were 14 children and 4 staff that participated.

Skills we're learning...

Vocabulary – using new words (repeating Anishnaabemowin words; waawaashkesh, jidamoo, bine, and waabooz).

Listening to others – engaging in give and take when interacting with others.

Observing – focusing their observation on details.



Fishing Adventures

The children, parents and staff had fun spending a few hours on the lake. They were able to experience what it's like to ride the big bus, and they were all so excited too! The children enjoyed cleaning the slush out of the holes so they can set their lines. After a few minutes they caught a fish! They also had fun going sliding & roasting hot dogs. We had 4 parents, 4 children and 5 staff that enjoyed the excursion



Skills we're learning...

Positive Attitudes towards Learning – expressing satisfaction and joy when accomplishing tasks.

Using Verbal/Non-Verbal Communication – expressing their ideas and describing their experiences with complex sentences.

Observing – naming and describing the things that they have seen.

Student Success

Positive learning experiences are created to foster and support children's interests by offering a variety of daily activities that give our children an opportunity to be innovative as they learn.

Investigating and Exploring

A variety of learning materials, such as, light table, magnetic board and magnets, were set out within the classroom to engage children's interests. The children really enjoyed the activities; they used their imagination to make creations and there was a lot of problem-solving taking place during these activities.



Skills we're learning

Co-operating – exchanging ideas and materials during play.

Problem Solving – brainstorming solutions and outcomes.

Classifying – comparing, matching, and sorting according to common properties.

Graduation Parade

In July of 2020 we celebrated our graduation by having a parade, where staff and parents acknowledged each child's independence, self-determination, and accomplishments. We recognized 19 children that moved onto their next journey with Biidaaban Kinoomaagegamik.

Skills we're learning...

Interacting with Adults – seeing adults in activities in positive ways.

Identify Formation – expressing joy in their characteristics and identity.

Self-esteem – seeing themselves as a valued member of the group.

S.T.E.M Activity Night

Staff collaborated to plan and prepare different Science, Technology, Engineering and Math (S.T.E.M) activities; making a catapult, ice cream, and volcanos that sparked the children's curiosity, stimulate thinking and share in new learning experiences amongst their peers and families. We had 16 parents, 10 children, and 7 staff that participated in our parent night activity.

Skills we're learning...

Reasoning Logically, exploring transformations and hypothesizing – mixing and transforming materials.

Representing Numbers – different ways of using (measuring cup/spoons).

Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skill – using open-ended materials to build and construct.



Communication & Collaboration

Parental engagement and community partnerships continues to be a priority within our Centre. The ongoing communication and involvement in children's experiences within our program supports the needs and best interests of our children and their families.

Visit from our Anishnawbek Police Service

The children had an opportunity to meet Constable Hourtovenko when she stopped in for a visit to our Centre. They had a great time playing ball with her, talking and laughing, and hearing the loud siren on the police car.



Skills we're learning...

Making friends – playing with others co-operatively.

Interacting with others – approaching adults as sources of security and support.

Gross motor skills – increasing in coordination, speed, and endurance.



Meet and Greet for Reopening Day!

In August of 2020, invited parents and children to come out to our Centre to provide the precautions and measures put in place to protect the health and well-being of our children, staff, and families. The staff of SWBG worked diligently in planning and preparing for the reopening of the Centre. We had 12 parents and 10 children in attendance.

Skills we're learning...

Interacting with Adults – engaging adults in activities in positive ways.

Recognizing and Expressing Emotions – increasing and decreasing emotional energy in keeping with the situation.

Positive Attitude towards Learning – accepting challenges and taking risks when learning.



Yoga class

In collaboration with CWD, 24 preschool children had the chance to partake in yoga lessons. They were offered weekly for 6 weeks.

Skills we're learning...



Co-operating – take part in setting and following rules and inviting other to join.

Self-concept – identifying what they can do and what they have yet to learn.

Increasing Levels of Activity, Endurance and Variation in Types of Activity and Skills – getting the ability to control their movements.

Governance & Leadership

The Sagamok Anishnawbek Education Unit continues to encourage, support and mentor staff for continuous professional learning opportunities to stay current and knowledgeable about policies, procedures, and legislation.

Mino Bimaadizidaa Professional Development SWBG staff were provided the opportunity to participate in the Mino Bimaadizidaa Program which was for a duration of 8 weeks. The overall purpose of the program was to gain more knowledge in our Anishinaabe culture and built greater understanding of the core values that guide our personal and social lives. We had 9 staff that received a certificate after the completion of the program.



Professional Learning

In July of 2020, we had 9 SWBG staff complete their Standard First Aid – CPR C – AED Renewal. Each staff received their certificate!



Happy Retirement!

In July of 2020, SWBG staff joined Doris and her family to celebrate her retirement. A special acknowledgement and appreciation to Doris for her lifelong commitment and dedication as a Registered Early Childhood Educator (RECE) for the many years of service that she provided to our children within our community.



Thank you for your dedication and commitment to our children!

We recognize the commitment, hard work and education of Early Childhood Educators and all staff who work with our young children. SWBG were busy over the spring & summer with assisting School Nutrition Program with the packaging and delivering of food hampers to 39 children registered within our Centre along with Biidaaban Kinooaagegamik students on a weekly basis. Our staff worked together to assist in developing 18 Pandemic Policies and forms that referenced guidelines from Ministry of Education, Public Health authorities and Sagamok Anishnawbek Chief and Council. We continue to move forward to ensure that safety precautions are in place as the SWBG staff try to make your child's experience as normal as possible.

Shki Waase-Aaban Binoojiinh Gamik Staff



Biidaaban Kinoomaagegamik



Overview:

Biidaaban Kinoomaagegamik experienced great growth in student and staff numbers and student support services over the last year. Student enrollment was at an all-time high of 228, staff including teachers, EA's and support staff numbered 43. Partnerships with community based Mental Health services and School Health Support Services provided a wraparound support system for both students and families.

Biidaaban continued to put a high priority on language and culture and an emphasis on getting students out on the land for learning. We also balanced this with opportunities for students to stay current in the 21st century learning through coding workshops and availability of technology in every room.

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. With the addition of a full time elder's coordinator, our elders program grew in numbers with fourteen (14) Nookomis and four (4) Mishomis visiting the school, a number visiting up to three (3) times a week.

An elder went into each class and shared the teachings and protocol of smudging. Each class received a smudge bowl and medicines. In many classes, it is the students that request and facilitate the smudge ceremony.



Land Based Learning experiences at Sagamok's fall harvest site were enjoyed by students from Grades 4 to 8. As well, Grade six attended fall harvest activities hosted by Kenjgewin Teg in M'Chigeeng.



Community Elder Michael Abitong visited our kindergarten room where he demonstrated moose calls and facilitated the making of moose callers out of birch bark. Students also learned the names of local fish species in the language and watched a fish filleting demonstration.



Students learned about Tahsewang and made wreaths to acknowledge their loved ones.



Mno Nimkodaading celebrations took place for the first time as students gave well wishes for the New Year and accepted apples and candies.



At the beginning of each month, students attended an assembly where we celebrate “Mno Bimaadziwin”. Students from Kindergarten to Grade 8 focus on one teaching per month. Our student support worker and Children’s Mental Health Worker provided workshops on each of the seven teachings. Students are recognized for demonstrating these teachings. They are also recognized for excelling in their daily attendance.



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, snow shoeing, setting snares and art opportunities on White Mountain and Mount McBean.

The Grade Four and Five students travelled to the Debajimijig studio in Manitowaning to visit a birch bark canoe making workshop provided by area artisans. They received hands-on experience and also learned Anishnaabemowin terms associated with the activity. They also toured the cultural art building and some students recorded in the studio.

Great Lakes Cultural Camps provided a three day workshop on hide tanning including teachings of respect for the animal, tools used and scraping techniques. Our visiting elder supported students and shared stories and language with both students and facilitators.





In February students from kindergarten and daycare joined community elders in an ice fishing outing. Also students from Kindergarten to Grade 8 participated in ice fishing on Big LaCloche partnering with Lands Resources and Environment and Community Wellness. Other land based activities including setting snares and winter hikes. We also partnered with Kenjgewin Teg to provide a series of land based learning opportunities for Grades 1 to 6.



Archery continues to be a popular activity facilitated by the Health and Wellness Educator in collaboration with the CWD Youth Mentor.

Indigenous art opportunities were provided by local artist Conrad Bobiwash on a part time basis. Local Grade Eight students began a hands on project making snowshoes. Elders pitched in to assist as it was a long and challenging project.

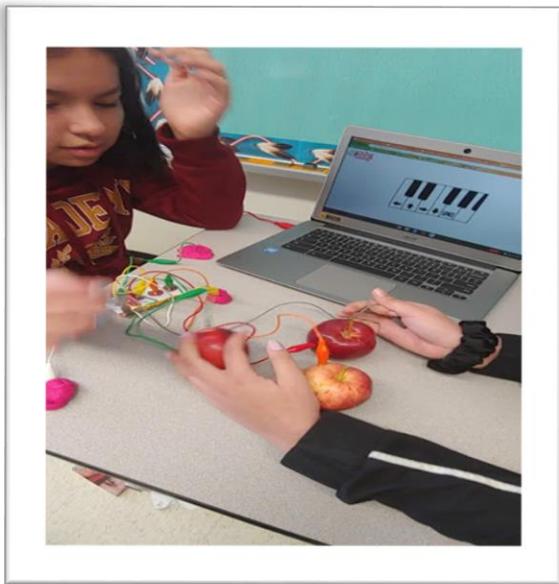


Although the Anishnaabemowin Teg Conference was cancelled, three students were chosen for Memorial Awards.

Student Success

Students are supported and offered opportunities to participate in a number of activities over the year.

Spirit Week, National Child Day. Other activities included a trip to Science North to visit the Astronomy exhibition for our Grade Six students. Other partnerships included coding workshops provided by Science North and Elephant Thoughts, Solar Trek and Water Works.



Education Month

Education month was a little challenging this year but we still managed to celebrate with activities and prizes. Families participated in



EDUCATION MONTH						
Zaagbagaa Giizis 2020						
Atiswechere Giizhaget	Nham Giizhaget	Nish Giizhaget	Nawi Giizhaget	Niwon Giizhaget	Nosnon Giizhaget	Odetfoa Giizhaget
Weekly Themes Write a few lines and/or draw a picture					1	2
3 Theme: "Hope"	4	5	6	7 Poster Activity - "Messages to our Frontline Workers"	8 R2 Day Mother's Day Activity	9
10 Happy Mother's Day Theme: Kindness	11 Use the word kind to make a poem	12 Celebrity Day - Draw as your favorite celebrity	13 Give a compliment or say something kind about someone else	14 How can you show kindness to a pet - draw a poster	15 Phatic Collage by Kindness Collage	16
17 Theme: Family	18 Holiday	19 Baking Day (bake a favorite treat)	20 Jersey Day Family - Art Exhibition (see attachment)	21 Outdoor Family Adventure	22 Family Fun Bingo (See Attachment)	23
24 Theme: Nature	25 Nature - Art Exhibition	26 Game Day	27 Neighborhood Scavenger Hunt (See attachment)	28 Favorite outdoor space in Sagastok	29 Grade 6 - 8 Career Research Project Due today	30
31						

The more you participate, the more chances you have to win weekly draws for purchases at local stores



activities posted in May

calendar as well. Each week students were recognized from each class for their participation.

Career Opportunities

In September 2019, 29 students from Grades 7 & 8 went on a tour which was sponsored by Vale. They participated in the underground tour, "In the footsteps of Sudbury miners", had a view of Rocks to Riches nickel gallery, heard Nickel City stories and checked out the Vale exhibits that were on display. Many of the activities were hands-on and they were able to capture how it was to be mining hundreds of years ago. It was a great day of exploration and learning.



Sault College Trades & Tech day is always a big hit with Biidaaban students each year. This year, Biidaaban students were joined with a few High school students from E.H.S. Some of the workshops they took part in included: Motive power, Mechanical Construction, Computer Studies and Youth Mentorship. Students also heard presentations from Hydro One, Sault College dual credits and other hands-on activities.



Transitions

Transitioning students from Preschool to Elementary and from Grade 8 to high school can be an exciting but yet nervous time for students. The Student Support Network meets monthly to address the needs of our students. Plans are made throughout the year for those students



who will be transitioning to make it a smoother process. Students are able to visit their new learning facility, see their potential classroom and meet some of the staff they will be working with. Due to the pandemic, many of the visits were cancelled due to school shutdowns. However, there were a few transitional activities that took place before this occurred. The preschool students were able to take part in one transitional activity, ice fishing. This activity included the Senior Kindergarten and Grade 8



students and we had assistance from Waawaasnoode. The Grade 8 students had a visit with the Principal and Guidance Lead from EHS, they took part in Grade 8 day where they spent the day in different classrooms.

Graduation - In June of 2020, there were a total of 20 graduates moving on to Espanola High School and 27 Kindergarten Graduates. Awards included Highest Average, Anishnaabemowin excellence, Athletic Award, subject specific awards in Art, Music, History and Geography as well as five Memorial Awards. This year we once again included the Charlie Hunter Award provided by the Ontario Indian Residential School Support Services. Although it was not the large event we usually host, we made it special for all graduates



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



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 are 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 parental involvement and support.

Students were given an opportunity to take part in Strings Across the Sky - a program promoting the fiddle. Biidaaban purchased fiddles and students were given exposure to this creative instrument.



A partnership with the community Infant development worker led to the program "Roots of Empathy" returning to Biidaaban. This program helps students navigate relationships, form connections and be inclusive of others.



Sports & Health - Biidaaban hosted a Three Pitch tournament where 24 students from another local school participated. Other annual events include: Biidaaban Cross country and the Terry Fox Run Heart, all encouraging an active, healthy lifestyle and sportsmanship. School physical activities include skating, volleyball, basketball, lacrosse, archery and snowshoeing. 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's Mental Health Workers who provide one to one services. The Mental Health Workers also provided crisis support for students. We also have a School Based Mental Health and Addictions Worker and two Youth Mental Health

Workers providing support. All are based in a building attached to the school. The Mental Health team and the Anishnawbek Police Service partnered with the school to provide workshops and presentations on topics such as Bullying Awareness. Our Grade Six to Eight students also took part in a 10 week addictions awareness program called Youth Talking Circle which was presented in partnership with our Health and Wellness Educator.



After-School Programming

A variety of after-school clubs were offered throughout the school year. These include: Code Club, Choir, Rock Band, Reading, Archery, Junior & Intermediate Basketball, Girl’s Hand drum, Hockey Practice, Games Club, Yoga and Literacy Club. A new addition was the Sewing Club headed by fluent Anishnaabemowin speakers from the community. Parents accompanied their children and learned sewing basics terminology in the language.



Parent Teacher Advisory Council (PTAG)



Our Parent Teacher Group hosted Family Movie Nights, hat making and yule log making.. Our book mobile was available at several community events. The Parent Teacher group continues to meet with a few dedicated attendees but Biidaaban continues to look forward to working with new parents in our community for the well-being of our students.

Nominal Roll & Attendance

Biidaaban Kinoonaageganik YEARLY ATTENDANCE RECORD

School Year: 2019-2020

District	Name of School Biidaaban Kinoonaageganik	Band Operated Yes	Number of Federal Classrooms
Legal Number of School Days for the Year 191		Number of Instructional Days 216	Number of Professional Development Days 7
Total days present 28170.5		Total days absent 3899	Average daily attendance 192.92
Percentage of Attendance 86.51%			

Enrolment by Grade

Grade:	JK	K	1	2	3	4	5	6	7	8	Total
Enrolment First Day Admissions	13/13 26	13/13 26	13/12 25	8/10 18	12/12 24	10/10 20	11/8 19	11/13 24	8/9 17	14/5 19	218
Transfers Out											
Retirements											
Final Enrolment Last Day	13/13 26	14/13 27	14/2 26	9/10 19	12/14 26	10/10 20	11/8 19	11/13 24	10/10 20	14/5 19	226

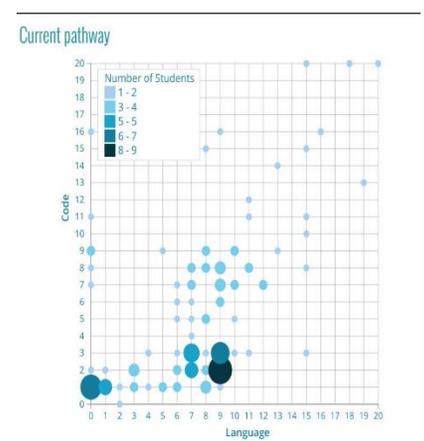
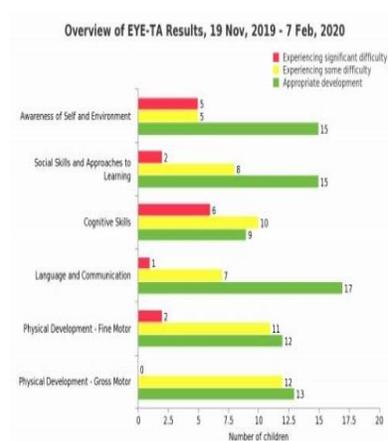
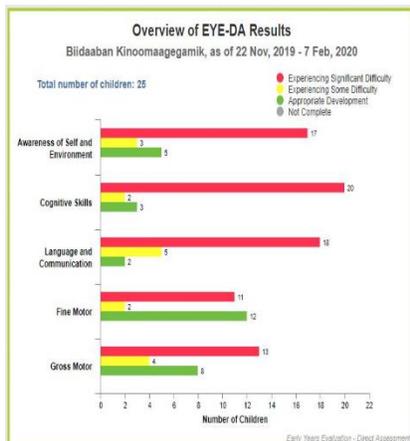
Attendance By Grade and Month

Grade	Month	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total
JK		89.4	81.5	82.4	80.8	78.7	84.6	100.0	0.00	0.00	0.00	597.4
K		91.7	79.7	83.1	82.3	88.5	85.0	100.0	0.00	0.00	0.00	605.3
1		87.0	87.6	79.4	93.8	96.2	86.0	80.0	0.00	0.00	0.00	610
2		81.7	87.9	88.2	82.1	4.5	92.5	100.0	0.00	0.00	0.00	546.9
3		93.8	90.7	89.1	86.7	92.8	91.5	100.0	0.00	0.00	0.00	644.6
4		89.8	86.6	86.6	92.0	92.0	87.6	78.0	0.00	0.00	0.00	612.6
5		86.3	84.7	81.5	83.5	88.9	86.1	85.3	0.00	0.00	0.00	598.3
6		90.4	86.4	88	91.9	83.3	80.3	93.8	0.00	0.00	0.00	634.1
7		91.5	81.1	81.3	81.8	84.0	87.6	93.0	0.00	0.00	0.00	600.3
8		85.5	79.9	77.7	72.3	78.9	70.9	76.3	0.00	0.00	0.00	541.5
Totals		89.63	84.63	83.77	85.05	85.93	85.33	91.24	0.00	0.00	0.00	

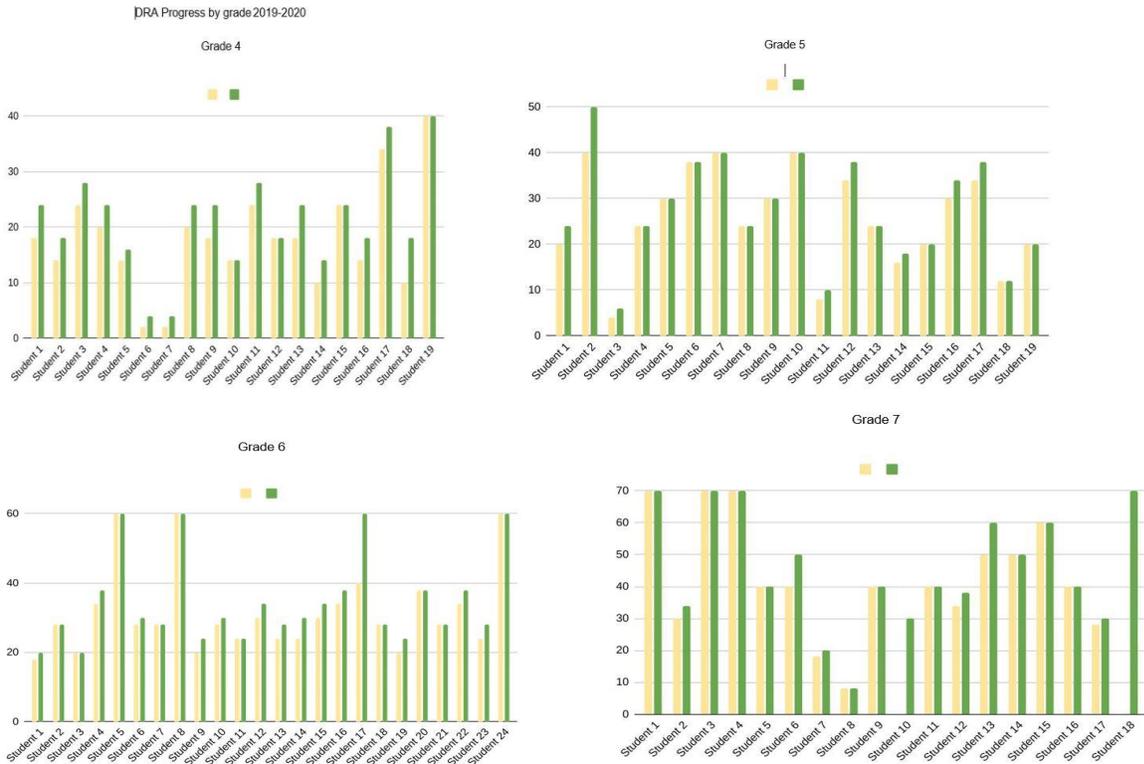
The chart above shows nominal roll for the 2019-20 School year. We recognize that attendance numbers reflect the unplanned school closure and do not necessarily indicate true student attendance numbers.

Assessment

The provision of updated and year end assessments was impacted by unprecedented times. The Early Years Evaluation (EYE) was administered to the Early Learning 1 and 2 students in February of 2020. The results of the Early Years Direct Assessment (DA) administered to our Early Learning Year 1 students indicated some clear areas where the school and daycare can work together to identify ways to support students as they begin formal education at Biidaaban.



The Confident Learning Initiative (CLI) continued with ongoing assessments up until the school closure in March 2020. We continue to support students in the primary grades towards the long term vision where all students are fluent readers and confident learners by the end of the third grade. Many of our students struggle with phonological awareness and in the coming year we hope to address this with focused instruction in the EL years including targeted literacy intervention and commitment to ongoing assessment using CLI. Distribution of Book Bags in Grades 1 to 3 was made possible with the use of Indigo Book funds.



The struggles with phonological awareness impacts students as they enter upper grades as the DRA scores data indicates many students are well below grade level in reading and this is very concerning.



Students from Grade 1 to 8 were assessed with the administration of Developmental Reading Assessments (DRA) and Ontario Writing Assessments (OWA) in January/February of 2020.

We are exploring the possibility of using another method to measure both reading and writing levels. We have also seen that our students perform better in day to day activities than they do on formalized tests. Other factors that impact assessment results include chronic attendance issues. We know for many students, the gap has widened with the shortened school year so support will be enhanced in the Junior/Intermediate grades and as well differentiated learning opportunities to help fill in those gaps.

Confident Learners skill building activities can be used school wide for those students who would benefit. EQAO was not administered anywhere in the province and is not expected to be administered in 2021. Also, we did not administer the CAT-4 tests for Numeracy as these usually happen in late May/June. The CAT-4 test is planned for the fall.

Special Education

We have seen great growth in the provision of services to our students at Biidaaban. Through School Health Support Services the number of clinicians has almost doubled. Services include: Speech and Language Pathologists and Clinicians, Occupational therapy, Physical therapy, Psycho-educational assessments and behaviour intervention. The total number of students with an exceptionality was 47. The most common exceptionality was under the “Communications” category with fifteen Language Impairment, thirteen LD (Learning Disability) and one speech impairment. Total number of students receiving speech therapy was 70. 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. EAs worked through the Pastel Learning modules to better support student needs.

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

Communication & Collaboration

Biidaaban currently has 295 members on the school Facebook page. Through the spring of 2020, the Facebook page was an important form of communication with families and community. Communication is also sent out through notes, posters, memos, class dojo, emails, and calendars, in the Education newsletter and on the Sagamok Education website.

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 principal continued to be aware of new developments in the First Nations with School Collective and attended workshops in the fall and winter. The principal also continued to participate in the new school initiative and included other staff where their expertise and input was needed. The principal attends both the Education Committee and Joint Committee group as a resource. The principal also participated in the regional leadership meetings hosted by each community



As the transition of FNSSP funding took place, Biidaaban did not have the support of a Numeracy Lead but maintained the Literacy Lead position. Professional Learning Communities continued monthly building capacity. All staff attended an FASD Sensory Workshop in October of 2019. One staff member attended the 2020 Anishinabek G7 FASD Conference. Four staff attended For the Love of Reading in Toronto. All staff attended a Maker Space and Interactive Science workshop in January or 2020. 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. .

Biidaaban said goodbye to three long standing staff members - Sandra Eshkakogan, Monica Toulouse and Vivian Cromarty. We wish them all well on their new journey into retirement.



Secondary – Espanola High School

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, in 4 pillars with the 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 Indigenous Services Canada for funding purposes.

There were 73 registered students in beginning of academic year, September 2019, there was a total of 76 students registered by end of February 2020 in following grades:

GRADE	TIME FRAME September 2019 – February 2020
Grade 9	26
Grade 10	13
Grade 11	21
Grade 12	16
TOTAL	76

NOTE: The fluctuation in numbers is due to students who either moved away from the area, moved back to Sagamok, transferred to the Re-engagement Program or graduated in the first semester Gr. 12 graduate pathway changed.

CREDIT ACCUMULATION

For the academic year our students had the potential to receive a total of 497.5 credits. The students that we had registered, received a total of 443 credits which is a success rate of 89%. Due to school closure from March 2020, COVID 19 pandemic. Any grade accumulated by February 2020, would be final grade received, for the course and/or what assignments/test/projects accomplished via online learning during March 2020-June 2020 was considered, and determined the final course grade.

GRADE	CREDITS ACHEIVED	OUT OF	CREDITS
9	159	Out of	159
10	75.5	Out of	82
11	119	Out of	150
12	89.5	Out of	105.5
TOTAL	443	Out of	497.5

ACADEMIC ACHIEVEMENT AWARDS

In December 2019, the Espanola High School gives recognition to students for OUTSTANDING ACHIEVEMENT (2018-2019 academic year). Two students were recognized as Honour Roll Students, who achieved 80% average overall - Grade 9 student (1 female) & Grade 10 (1 female).

GRADUATION & ACHIEVEMENT AWARDS

Each year the Education Unit hosts a graduation ceremony with all levels of Education but due to COVID -19 the graduation ceremony was held over a couple of days in groups. The Graduation ceremony was held for the Secondary level from Espanola High School & Waawaasnoode Adult Education on August 29, 2019 at Multi-Educational Centre. This year we recognized seven (7) Espanola High School Graduates and one (1) – Parental Choice Graduate for the successful completion of their Ontario Secondary School Diploma.



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 thirteen (13) students in the Grade 9 program; seven (7) students in the Grade 10 program; eight (8) students in the Grade 11 program, seven (7) students in the grade 12 program.

SAULT COLLEGE – TRADES & TECH. DAY



The Annual Trades & Tech. Day held in Sault College was on February 20, 2020. With four (4) participants. It is an opportunity for youth to meet, & learn from educators in this field, those that each in these programs at college level. Students got to listen and learn about auto mechanics, millwright, metal fabrication, & computer programming.

SECONDARY ORIENTATION

Unfortunately the Secondary Student Support Worker did not host the annual Grade 9 Orientation session due COVID 19 restrictions. However we still provided back packs & school supplies, thirteen of our students received their supplies.

CHRISTMAS GATHERING – 2019

The Annual Christmas Gathering was held December 7, 2019, at Multi-Educational Centre. In partnership with Waawaasnoode, our contribution to the festive occasion was a snow globe activity. Each participant had the opportunity to make a personalized snow globes for someone special. We had over 90 participants; it was a successful event!



Waawaasnoode Adult Learning Centre

Language & Culture

- Continued to offer Anishnaabemowin Lunch & Learn on a weekly basis utilizing Zagamok Wasseyakaan Teg Resource Support Worker.
- Hosted the annual staff and student Miigwetchewin Feast and Tasenhwang (wreath making) with ZWT Anishnaabemowin Resource Worker.
- Attended Annual Fall Harvest **Robinson Huron Treaty Annuity Case presentation**
- Participated in Ice Fishing excursion and supported Daycare and Biidaaban ice fishing excursion
- Attended and participated in Clan Teachings with Jim Dumont
- Participated in the Hope, Health and Healing Community Forum
- Semester 1 with the support of the Re-engagement Program, WALC provided another in-class course, Understanding Contemporary First Nation, Inuit, and Metis Voices (NBE3E). This course tied into the work of Natalie Owl, PhD research on Sagamok Nishnaabemwin Digital Storytelling with the University of Regina. Eight (8) students registered in the course and two (2) female adult students attained the compulsory grade 11 English credit for this course.
 - Opening smudge & prayer for NBE 3C course with support from Saswin Mental Health worker. Students explored First Nations, Inuit and Metis contemporary literature, cinema and perspectives from Indigenous peoples and how western society has portrayed Indigenous peoples through various media outlets. The course began with reviewing various creation stories among First Nation and Inuit peoples and moved into clan teachings with Jim Dumont. Students were a part of the community discussion of the Clan Governance system. The class attended the Fall Harvest and attended many of the workshops one in particular on the presentation of the Robinson Huron Treaty Annuity Case. The course also delved into residential schools and students examined the Truth and Reconciliation Calls to Action, all tying into Senator Murray Sinclair's speech at Laurentian University that asked us to answer four fundamental questions about First Nations, Inuit and Metis identity and future direction. We viewed the APTN documentary First Contact and discussed how the perceptions of First Nations, Inuit and Metis from the Canadian population can be changed and how we can rebuild better relationships.
 - As the final project for the course, students were introduced to digital storytelling and learned to use the program WeVideo to create their own digital stories. Students could capture stories from their families, community histories, Indigenous knowledge and spirituality.

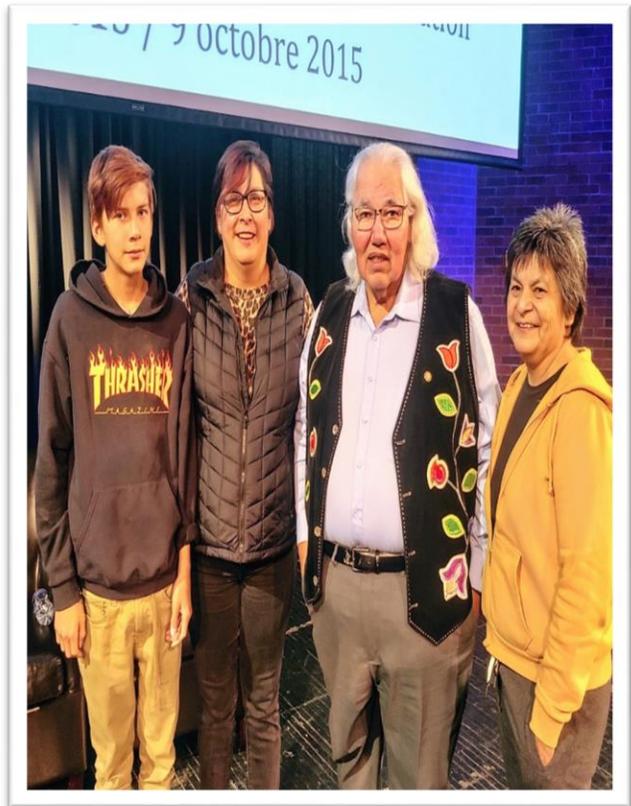
TASENHWANG TEACHING



ANISHNAABEMOWIN LUNCH AND LEARN

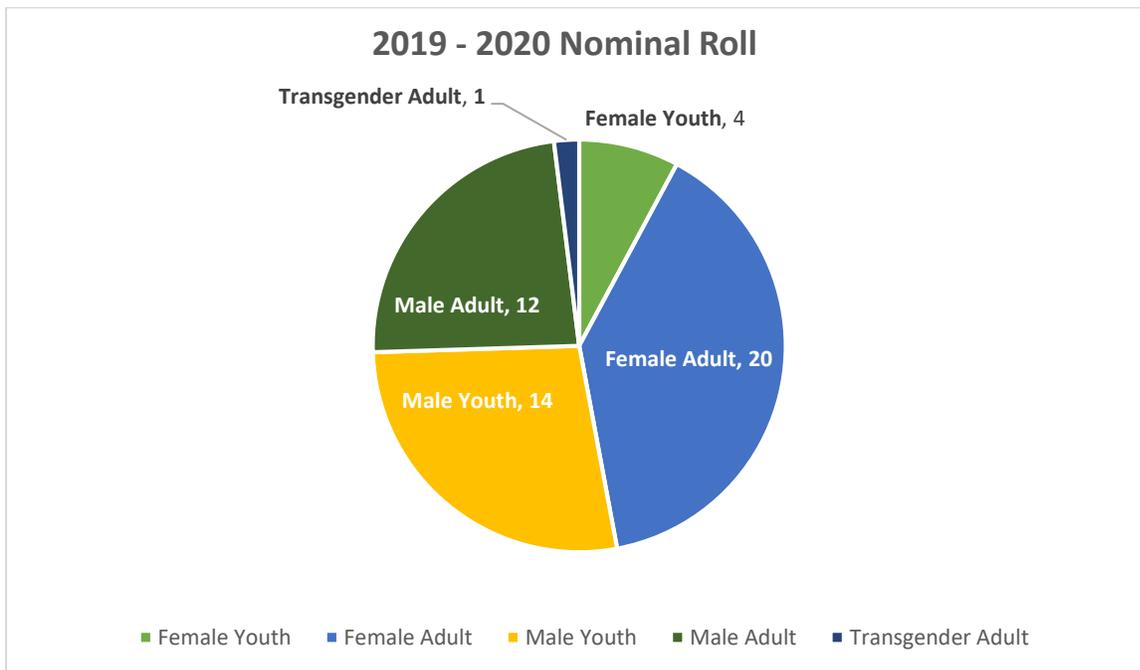


SENATOR MURRAY SINCLAIR



Student Success

Nominal Roll: 51 students registered

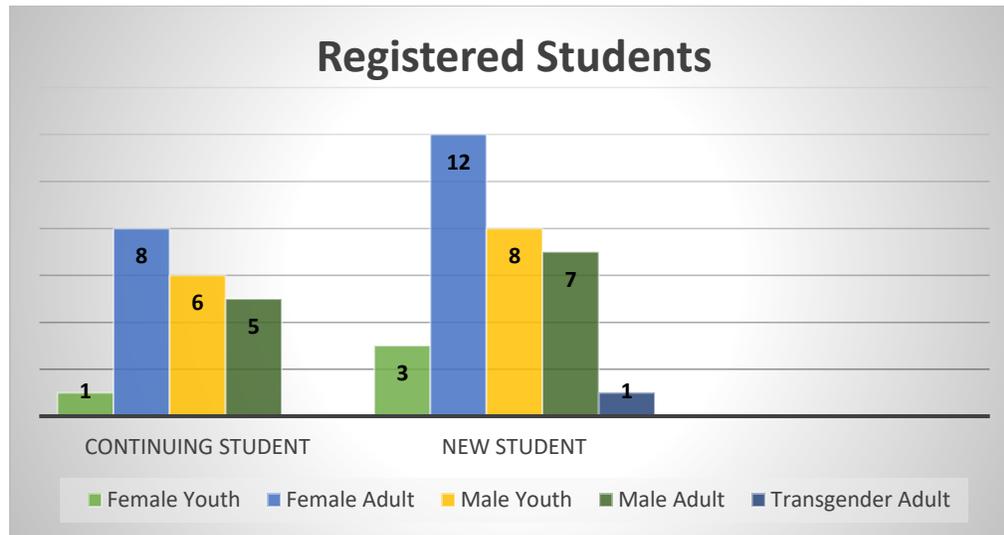


Non-nominal Roll: 18 registered (2FY, 8FA, 5MY and 3MA)

Graduates: 4 students – 2MY (1 continuing and 1 new) and 2MA (1 continuing and 1 new)

Continuing students: 20 (1FY, 8FA, 6MY, and 5MA)

New students 31 (3FY, 12FA, 8MY, 7MA, and 1TA)



Upgrading: 9/51 – 1TA (new), 1FY (cont.), 1FA (cont.), 1FA (cont.), 1FA (cont.), 1FA (cont.), 1MY (new), 1MA (new), 1MA (cont.) – all did not complete courses

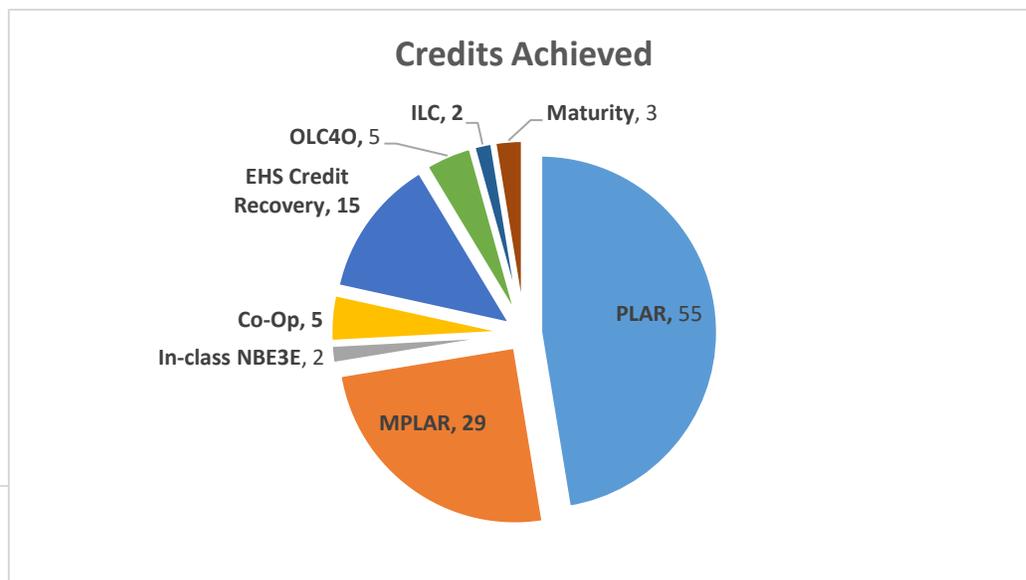
Registered in Reengagement Program Semester 1 & 2: 27 students out of 51 students (3 students registered in Semester 1 & 2 1FA, and 2MA)

Registered Semester 1: 19 students 1 FY (no credits achieved) 8FA (3 students achieved credits), 5MY (3 achieved credits), 5MA (3 students achieved credits)

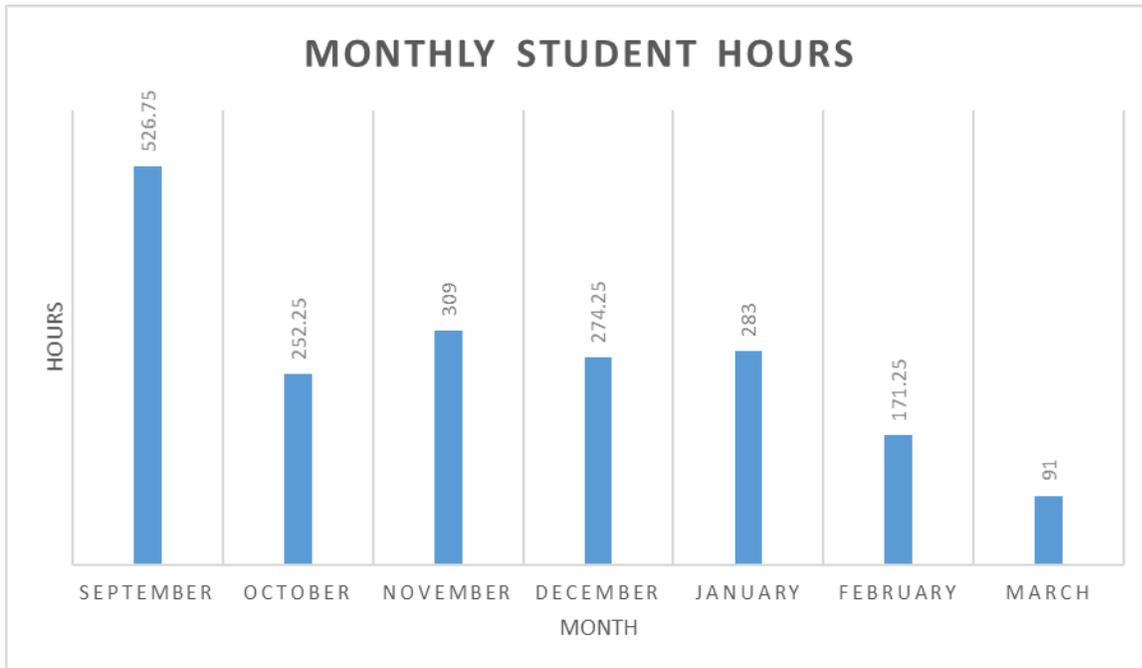
Registered Semester 2: 8 students 1FY (achieved all credits), 1FA (achieved all credits), 4MY (4 students achieved credits), 2MA (1 student achieved credit)

ILC: 24 students (2FY, 8FA, 10MY, 4MA) registered: 2 students (2MY and 1MA) achieved credits

116 Total Credits Achieved



Attendance



Certificates Attained

- WeVideo Digital Storytelling Workshop Certificates: (3 M Youth, 1 M Elder, 2 F Youth, and 4 F Adults)
- 1 MY attained WHMIS & Workplace Health & Safety
- 2 (1FA & 1MY) attained Safe Food Handlers Certificate

Community Involvement Service Hours

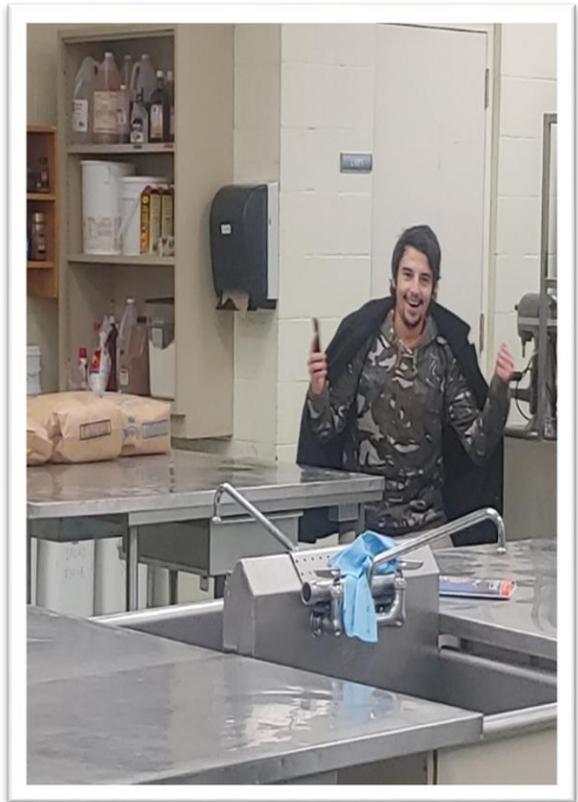
- 1FY, 1MY in semester assist the Food Bank achieved 3 hours each
- 1MY – assisted community elder in construction of teaching lodge – achieved 10 hours
- 3MY assisted Biidaaban Kinoomaagegamik students – 5 hours community involvement
- 1FA Halloween treats hand out and packaging





Career Pathways

Sault College Visit/Tour for WALC students, (3MY, 2MA, and 1FA joined by WALC post grads -1FA, 1MA and 1ME)



Open House

- Registration Week - 21 people attended (10 female and 11 male) Niigaaniin Information Session – 8 participants registered (1 FY and 4 FA and 2 MY & 1 MA)
- Semester 2 Registration Week - 1 MY, 1FY, and 1 FA
- Annual Christmas Potluck Luncheon celebrating student success (3MY, 3MA and 2FA)

Tutoring & Homework Support

- Grade 10 Applied Math (1FY (EHS student) and 1MA (WALC student),
- Grade 9 Applied Math and Geography (1MY – EHS student)
- Provided In-class Math support – students applied their learning in the construction of picnic table activity



Communication and Collaboration

WALC Facebook Page

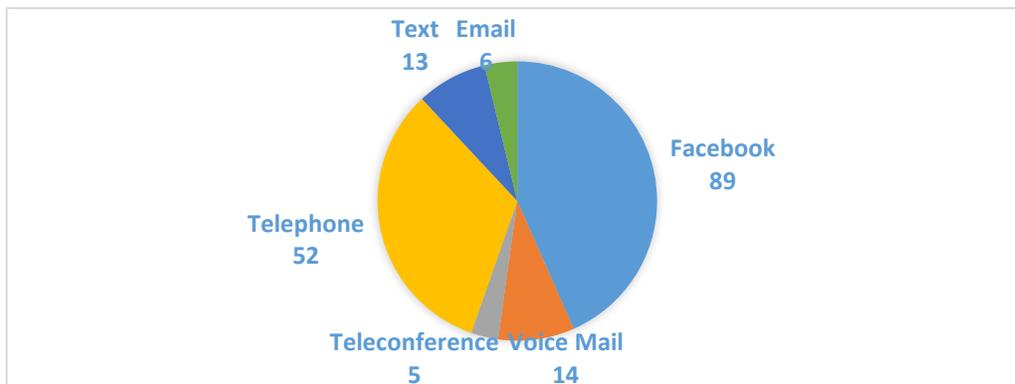
19 Messaging Connections

231 Total Page Followers

- Collaborative learning environment – Anishnaabemowin lunch and learn, In-class course (NBE3C), community forum, and Co-operative Education placements (Planning & Infrastructure, Administration)
- Continued relationship with EHS Guidance and Administration
- Collaboration with Re-Engagement teacher on PLAR Program, In-class courses for student success
- Google Classroom for NBE3C/E and COVID19 Online learning for Reengagement Program student support. –7 students registered 1FY, 1FA, 3MY, and 2MA



COVID 19 Student Contact



Governance & Leadership

PD – Capacity Building

Principal

- Registered in Digital Communications at Western University – completed Social Media Fundamentals, and Web Strategy
- Attended Senator Murray Sinclair Presentation at Laurentian University. Shared video of presentation with staff and students
- Registered and completed Leaders of Learning through online Harvard X
- Participated in webinar with ASCD on Effective School Leadership during a Global Pandemic
- Participated in FNSWC Review
- 1 REA Webinar with AEI, MOE rep.'s
- Attended Open House at Canadore College for the Kikandaaswiwin Mookiisin program
- Sagamok Community Development Training & facilitated Education Core Group sessions
- Completed online TCPS 2: CORE Research Ethics Certification
- Completed Manager's Boot Camp Training Certificate

Teacher

- Participated in PD webinar on Overcoming Anxiety with Dr. Matt Lewis
- Participated in 4 Cultural Competency webinars with Durham District School Board
- Participated in webinar with ASCD on Effective School Leadership during a Global Pandemic
- Participated in Community Forum on Hope, Health and Healing
- Participated in FNWSC Review
- 1 REA Webinar with AEI, MOE rep.'s
- Participated online PD Mastery of Adult Education – adult learning styles and teaching techniques
- Attended Open House at Canadore College for the Kikandaaswiwin Mookiisin programa

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.

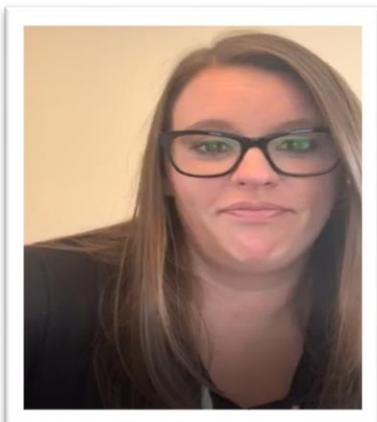
- ❖ Anishnaabemowin prayer
- ❖ Annual Smudging & Feast (October 7, 2020)
- ❖ Pipe Ceremony (did not complete due to Covid 19)
- ❖ Language Camp (did not complete due to Covid 19)

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.

- ❖ Education Month Activities:
 - **Career Fair held May 7, 2020**
(Did not complete due to Covid 19)
- ❖ Sponsorship for students – June 8th deadline
 - Priority 1 : 50 Students
 - Priority 2: 30 students
 - Priority 3: 7 Students
 - Priority 4: 9 Student
 - Priority 5: 0 Students
 - Priority 6: 19 Students
- ❖ College: 66 students; University: 49 students
- ❖ Post-Secondary Zoom Meeting Orientation – August 20, 2020
 - Attendance: 21 Students & 0 Parents - 10 Females, 11 Male & 0 Transgender Total= 21
 - Participants Agenda: Post-Secondary Policy Review with the new students
- ❖ Sandra Jean Owl Memorial Award: Award Amount: \$500.00

This award will recognize a female post-secondary graduate who is graduating from a healthcare program or health sciences. The award is in memory of Sandra Jean Owl.



Emily Trainor (pictured left) donated this award; she was a recent Sagamok Anishnawbek graduate from the Doctor of Pharmacy program. Prior to graduating pharmacy school, Emily completed a Bachelor of Science (Biochemistry) at Laurentian University.

❖ **Sagamok Education Graduation – July 31, 2020**

University Graduates 2020

Leroy Bennett	Public Administration and Governance Degree from Ryerson University
Danilo Caron	Civil Engineering Degree from University of British Columbia
Marissa Groulx	Bachelor of Commerce- Fashion Management Degree from Humber College
Sarah Johnston-Owl	Bachelor of Arts Degree from University of British Columbia
Vanessa Nicholson	Masters in Child and Youth Care Degree from Ryerson University
Anastasia Owl	Aboriginal Teacher Education Program from Nipissing University
Jadyn Toulouse	Bachelor of Science in Nursing Degree from Nipissing University
McKenzie Toulouse	Bachelor of Arts- Health and Society from York University
Sophie Christine Toulouse	Bachelor of Arts- Environmental Studies Degree from Carleton University
Jessie Trainor	Master of Social Work Degree from University of Windsor
Kelly Trudeau	Master of Social Work – Indigenous Degree from Sir Wilfred Laurier University



College Graduates of 2020

Yvonne Abitong	Community and Justice Services Diploma from Cambrian College
Jacquelyn Assinewe	Fashion Arts and Business Diploma from Humber College
Tina Beaucage	Paralegal Diploma from Trios College
Cecile Eshkawkogan	Pre-Health Certificate from Sault College
Orest Hardisty	Culinary Professional Management Diploma from Gates College
Madison Judson	Public Relations Diploma from Niagara College
Kaylee Linklater	Early Childhood Education Diploma from Cambrian College
Alexis Rivers	Police Foundation Diploma from Cambrian College



Shalon Savage-Proulx	Pre-Health Pathways into Science Certificate from Cambrian College
Anthony Toulouse	Culinary Management Diploma from Algonquin College
Cassandra Toulouse	Early Childhood Education Diploma from Cambrian College
Nikki Toulouse	Heavy Equipment Technician Diploma from Cambrian College
Jade West	Pre-Health Science Certificate from Northern College

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
- ❖ 11 Career Sessions with High School Students and Parents
- ❖ Monthly 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 Community Sessions
- ❖ 8 Education staff meetings at Waseyaankaan Teg
- ❖ 8 Monthly reports in correlation to 12 Determinants of Wellbeing

Post-Secondary Student Support Workers



Lorrie Ann Linklater & Lorna Sinobert

Indigenous Skills and Employment Training Program (ISETP) Annual Highlights

Language & Culture

ISETP supported rekindling Anishnaabe Inendamowin through a dedicated space for learning and teaching opportunities with the following results:

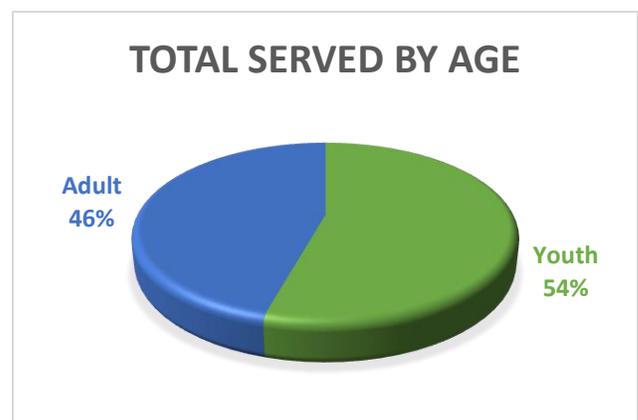
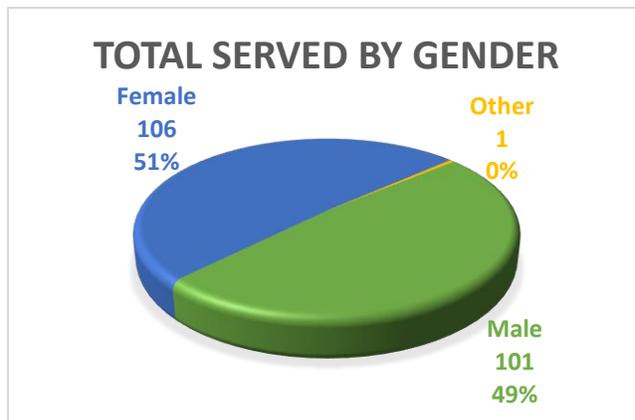
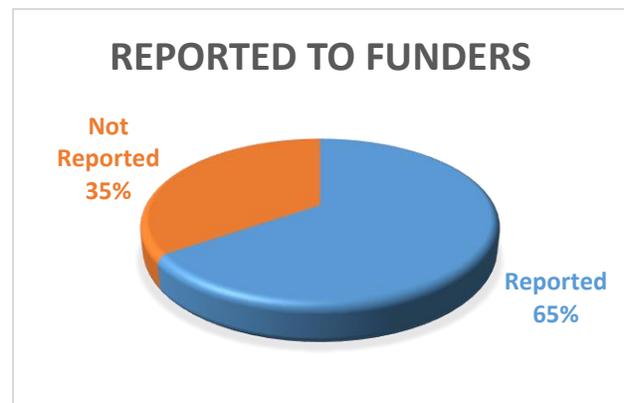
- ♦ ISETP supported one wage subsidized position with the Language Strategy program to assist with Language resource management, inventory, and classification of Language resources at the Waaseyaankaan Teg for community language resource lending.

Student Success

ISETP 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:

Individuals Served

- ♦ 208 individuals contacted ISETP for employment and training related supports, of which, 136 completed intake for statistical reporting and 72 did not. Those who do not complete intake are not 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 be reported by completing intake forms.

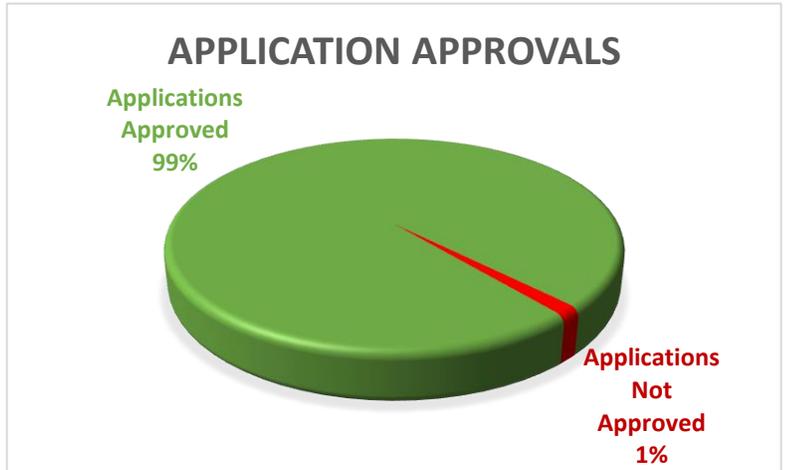


Service Statistics

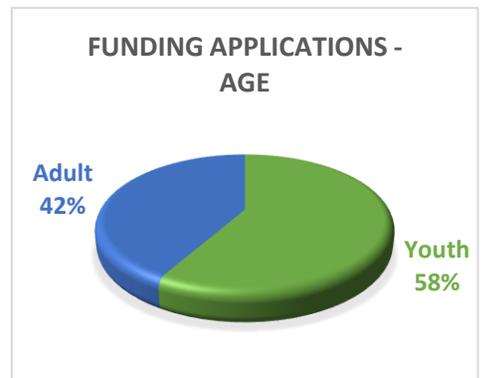
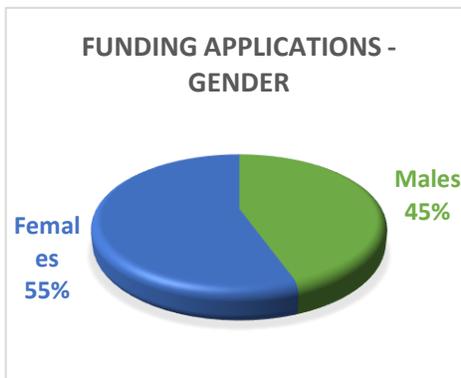
- ♦ 135 individuals were provided with individual coaching and 14 individuals participated in group coaching.
- ♦ 226 visits were signed in for use of ISETP computer/internet/telephone resources

Applications & Funding Approvals

- ♦ ISETP received 146 funding applications, of which 144 (or 99%) were approved. This means that of the 208 individuals seeking assistance, approximately 70% sought financial assistance. This percentage is an approximation, as 25 individuals submitted more than one application for funding within the reporting period.



- ♦ 2 applications were not approved for funding as they did not meet eligibility criteria. Non approvals are generally a result of ineligibility (project or applicant) or unavailability of the project. ISETP staff works closely with clients to pre-assess projects,

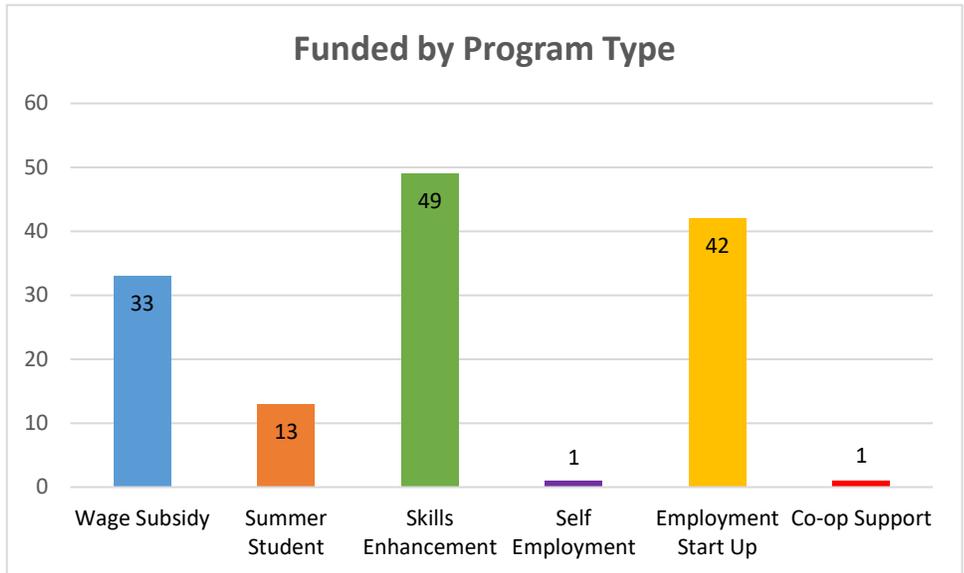


eliminating the number of individuals completing applications for activities that would not be eligible. Both of these non-approvals were individuals who applied for ISETP funding to work at the community COVID checkpoint, but were not eligible for funding (one owed funds from a previous incomplete project, one was already employed full time elsewhere).

- ♦ ISETP staff often assists 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, ISETP staff *assisted 25 individuals with accessing funding from another source*, and engaged in *cost sharing partnerships for 45 individuals*.

Funding Type Breakdown

- ♦ The highest accessed funding program was *Skills Enhancement* (In class training) with 49 projects funded
- ♦ The second highest accessed program was *Wage Subsidies (on the job training)* with 33 individuals funded.
- ♦ This year, we saw

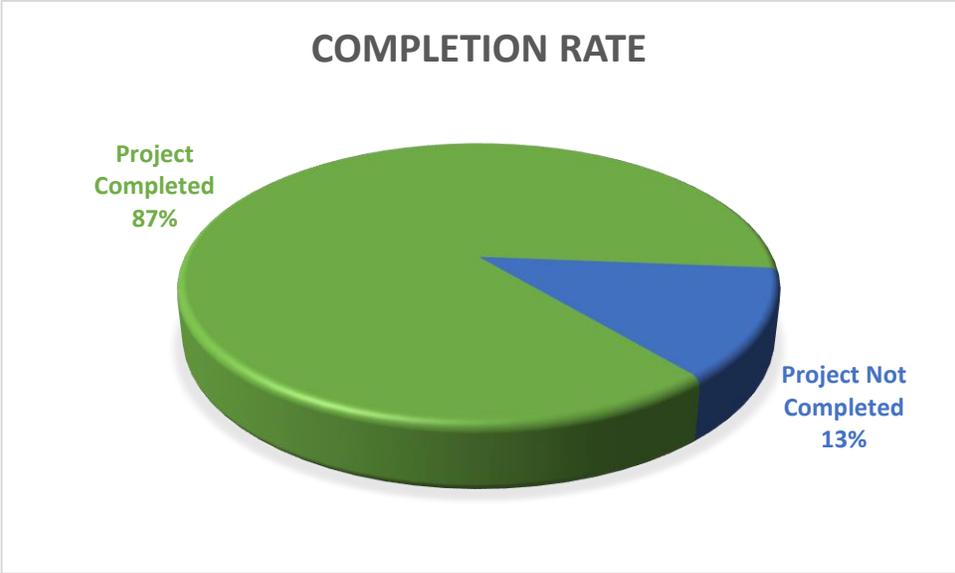


- the lowest number of summer students funded ever, with only 13 students funded. This is a result of COVID related emergency measures closures and cancellations.

Funding Results

Of the 144 approved applications, 20 were actively completing their funded project at the time of this report, and 5 did not utilize their approved funding (2 found employment, 1 moved away, 1 changed their mind, 1 was unable to start due to COVID shutdown).

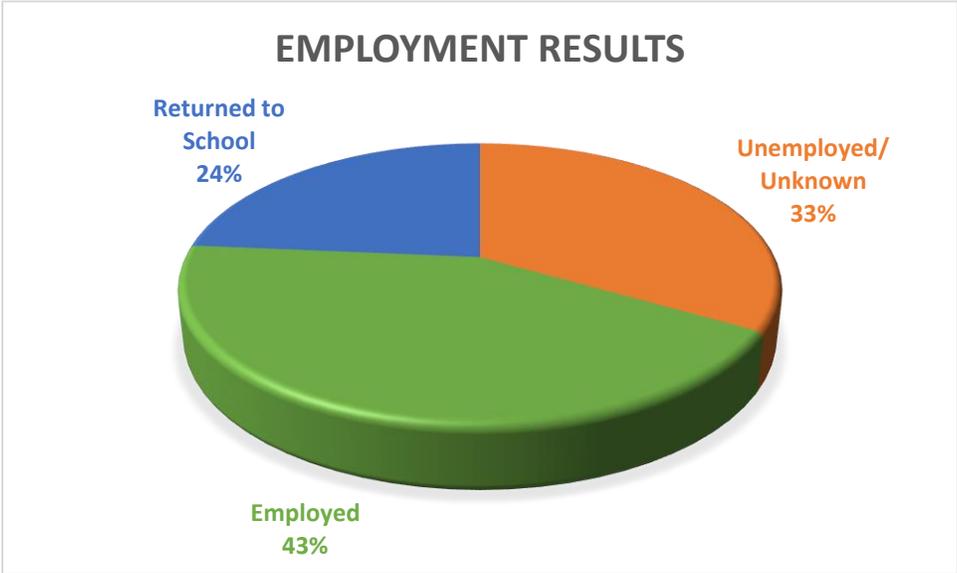
Of the 119 remaining, 87% (104) were completed, while 14% (15) did not complete their funded project(s). Of the 15 that did not complete, 9 were Skills Enhancement, and 5 were Targeted Wage Subsidies.



Of the 15 that did not complete, 3 did not complete because they found other employment, 2 quit with no reason provided, 7 were failed skills enhancement (3 during COVID shutdowns) and

3 were wage subsidies that were concluded because they did not complete the in class portion of their funded projects and were therefore ineligible to continue their employment.

The following is a summary of the known results of the total individuals served between September 2019 and August 2020. This incorporates a period of 6 months of COVID related emergency measures shut downs.



ISETP is proud to have recognized 11 Full Certificate Program Graduates in July 2020.

Communication & Collaboration

ISETP 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 as well as regular sharing of employment and training opportunity posts to the Sagamok Job & Training Information Board Facebook Group
- ♦ Regular communication through Facebook on COVID related benefits available through Service Canada including CERB, Employment Insurance
- ♦ ISETP Staff partnered with Student Support Network to deliver Career and Education Planning Series Session to grade 9-12 students including delivery of Career Assessment Sessions for 15 students in grades 11-12
- ♦ Regular partnership meeting with various organizational and industry partners including Employment and Social Development Canada, Service Canada, North Shore Tribal Council, Z'Gamok Construction LP, T Bell Transport, VALE, Waubetek, Gezhtoojig, Union of Ontario Indians, Cambrian College, Kenjigwin Teg, and many others.

Governance & Leadership

ISETP 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:

- ♦ ISETP Coordinator engaged in capacity building to better serve clients and community and successfully completed STRONG Interest Inventory Certified Administrator Program, a renowned Career Interest Assessment Tool and attended Managers Boot Camp Training
- ♦ ISETP Staff participated in Dodem Teachings with Jim Dumont to gain better understanding of Dodem Roles and Responsibilities
- ♦ ISETP Coordinator Submitted 2 funding proposals, successfully securing an additional \$202,232 to support youth career development and employment opportunities
- ♦ ISETP partnered proposal with Cambrian College was approved for funding to run a community based Intro to Trades program utilizing the Cambrian Trades Trailers. The program was schedule to begin April 2020, but due to COVID has tentatively been rescheduled to start February 2021
- ♦ Participated in collaborative meetings with Ontario and National ASETS Agreement Holders, and Employment and Social Development Canada in preparation for transition from ASETS to ISETP including best practices, data collection and reporting, and performance measures indicators sessions.
- ♦ Initiated and Completed Governance and Leadership survey for ISETP Policy review
- ♦ Completed full review of ISETP Program Policies in accordance with new secured 10-year ISETP Agreement
- ♦ Completed ISETP Policy Addendum to maximize available benefits to community during COVID related emergency measures

Student Support Network

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

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

2019/2020 Members

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

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 Education Information Sessions (Gr. 9-12).

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.

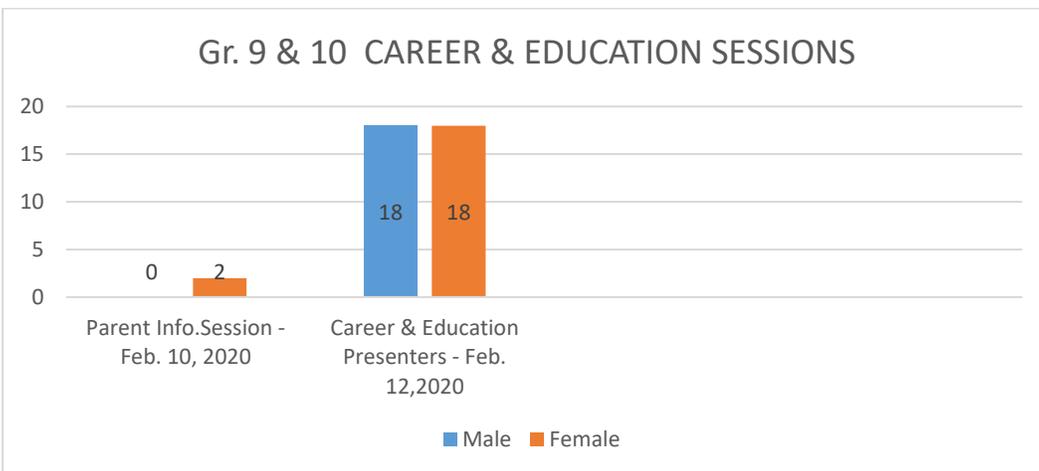
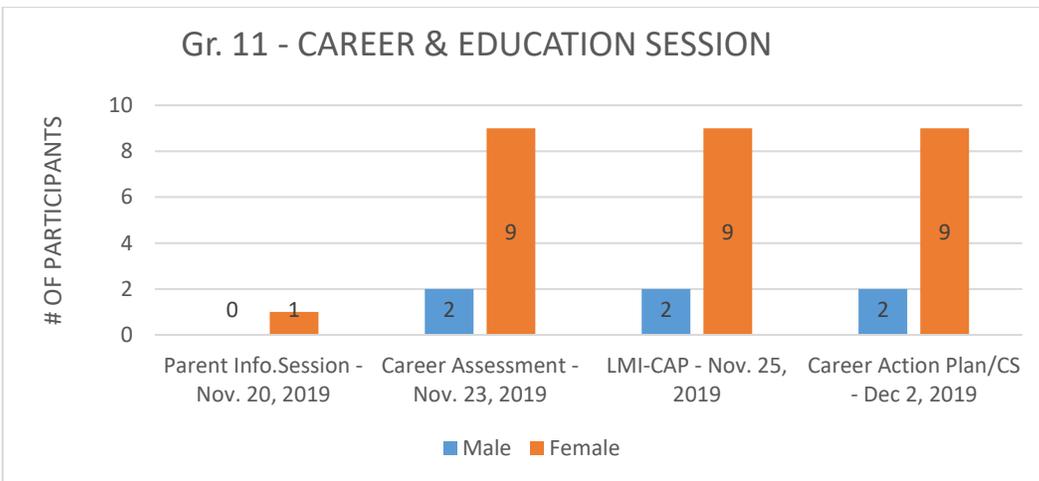
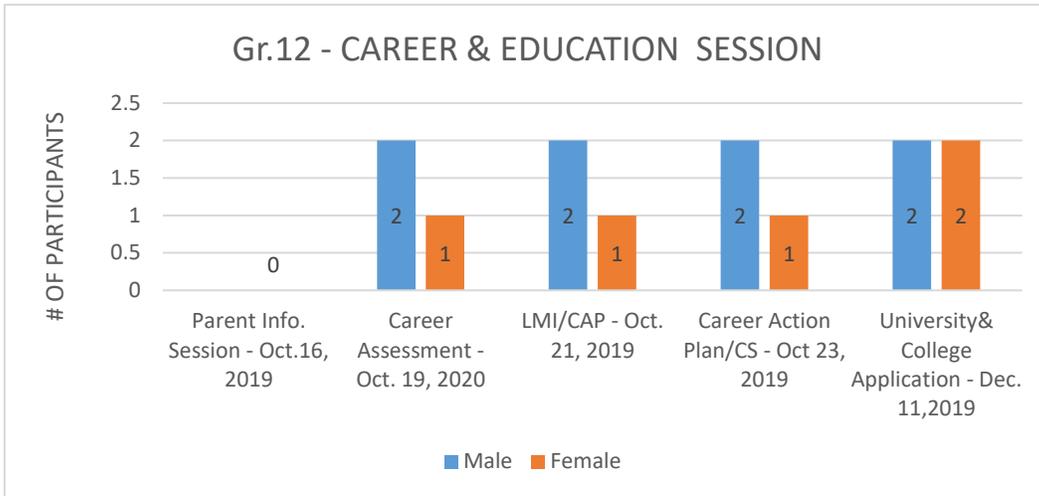
Between October 2019 and February 2020, **eleven (11) sessions** were offered, and three (3) sessions were offered for parents. In total, **(3) parents** attended information sessions and **(83) student participants**.

This year we continued with the merging of grade 9 & 10 students with a focus on presenters to share what brought them to career choice or field of employment by sharing about personal decision making, and the education journey they chose to be in the line of work they are presently in. So on February 12 the SSN along with Peggy Southwind (Personal Support Worker), Will Sayers, (Z'gamok Enterprises), Meagan Lawrence (Vale HR Representative), (2) OPP – Police Officers, Brian Assinewe (Miner Experience) Arnela Bennett (Economic Developer), and Mr. Madill (EHS Guidance), Dean Riggs (Co-op Teacher) met with students at EHS to provide a presentation to motivate and encourage students to start thinking about their journey, to attain Gr. 12 diploma and take opportunities to search for post-secondary programs and prerequisite high school courses to get into their potential programs. Meals were provided to the students, which they enjoyed.

Student participation at this session was great with 20 students, in the morning and 16 students for the afternoon session. The student's evaluation outlined that they appreciated the learning opportunity, with

such comments; “Your welcome, nothing every was right on point, Nothing because it was good, Choose other photos, not me when I was younger but it was good, comfy chairs, Nothing it was very good, It was good as it is, school, work, and jobs, Nothing it was good, nothing it was good and well thought out, everything was great.

PARTICIPANTS ATTENDANCE



Community Library

Language & Culture

Resource Mate: From September 2019-2020 there were a total of 3160 Books, 687 Compact Discs, 2 documents \$75.00 and 6 Video tapes. Total number of resources is 3857

We have 72 patrons listed in the Resource Mate

There were a total of 56 books taken out.

Professional development: Attended the Mino-Bimaadizidaa program of Cultural Enhancement Training 7 Grandfather Teachings –8 Week course completed June 2020

Student Success

Linkages between Biidaaban and Library: Literacy Teacher and Librarian met 2x last September 2019 and October 2019.

Co-facilitate after school reading programs: attended and participated with afterschool reading program with Biidaaban September –October 2019

Provide and promote Library services: During this year we had a low count of people entering the library based on COVID which was closed mid-March 2020. Since beginning September 2019—September 2020 we have had for the months of October 2019- 19 males & 11 females, November 2019—males 13 & 6 females, December 2019—6 males & 3 females, January 2020—3 males & 4 females, February 2020—2 males & 3 females, March 2020—1 male & 2 females.

Most of the services provided to community is resume printing, checking emails, printing, as well as inquires to use the phone, and faxing, and some just come in to chat.

Provide Library services to classes. We had Grades 2, 3, 4 & 5 coming into library for regular visits. Most of the students had been given applications to sign out books in which 34 came back.

Education Administrative Staff

Anna Marie Abitong	Director of Education
Claudette Fournier	Executive Assistant
Jennifer Owl	Senior Finance Officer
Rachel Toulouse	Shki Waase-Aaban Binoojiinh Gamik Supervisor
Rebecca L. Toulouse	Biidaaban Kinoomaagegamik Principal
Charlene Pine	Elementary Student Support Worker
Josephine Toulouse	Secondary Student Support Worker
Mark Aizenberg	Waawaasnoode Teacher
Marjorie Southwind	Waawaasnoode Principal
Lorrie Ann Linklater	Post-Secondary Student Support Worker
Lorna Sinobert	Post-Secondary Student Support Worker
Andrea Hajt-Jacobs	ISETS Coordinator
Sherry Frost	Intake, Compliance and Data Systems Officer
Tracey Stoneypoint	ISETS Administration & Finance Assistant
Colleen Eshkakogan	Librarian
Margaret Toulouse	Anishnaabemowin Language Resource Support Worker