

Kwayaciiwin Education  
Resource Centre

KER

*Annual Report 2014 - 2015*





# *Annual Report*

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2014 - 2015

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Kwayaciiwin Education  
Resource Centre

## *The Kwayaciiwin Logo*

There is a legend about birds gathering for a great celebration before they fly South, like how we celebrate certain days with powwows.

Kwayaciiwin means getting ready. The logo shows birds getting ready to fly. They gather with their mothers and fathers and are taught to fly – how to use their wings. And the goal of Kwayaciiwin projects is to help our children by working together for a better tomorrow.

The word Kwayaciiwin came from the late Mr. Joshua Hudson. He was very good with his language.

– Saul Williams, Kwayaciiwin logo artist

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## *The Vision*

Kwayaciiwin Education Resource Centre is a respected, First Nation, community-driven, sustainable Centre of Excellence, providing comprehensive support systems to ensure learner success while providing a bilingual and bicultural program.

## *The Mission*

Kwayaciiwin Education Resource Centre provides education services that foster excellence to the communities of the Sioux Lookout District.

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## *Guiding Principles*

Kwayaciiwin focuses on our students and their academic and social success. Kwayaciiwin provides a strong leadership role in developing an effective education support system for our District schools. Kwayaciiwin has developed a bilingual / bicultural education program that addresses the unique needs of our students.

Kwayaciiwin is dedicated to the development and delivery of education programs which will enable our students to confidently respond to and benefit from life's opportunities and challenges.

Kwayaciiwin responds to the education needs of the communities in our district and builds capacity to address emerging society trends and issues.

Kwayaciiwin has established an evolving education centre that provides a comprehensive spectrum of education services to the First Nation communities it serves.

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## Derek Maud

### *Chair, Lac Seul First Nation Representative*

Booshoo, my name is Derek Maud. I reside in the island community of Kejick Bay, which is located in the northern part of Lac Seul. I have been a part of the KERC board for nearly two years. In that time I have been proud of what the senior staff and frontline workers have accomplished.

I am also a member of council in my community, holding files in Training & Employment, Education, Youth & Recreation, and Economic Development.

As our nations move forward, it is important that we promote and support our youth and young people to thrive and become successful in their education, while keeping the grassroots teachings.

## Mary Angees

### *Shibogama First Nation Council Representative*

Hello, my name is Mary Angees from Wunnumin Lake First Nation. First and foremost, I was blessed with three boys and my husband who have been very supportive of me working as an educator. I have been in the teaching field for some time now. I enjoy teaching immersion in Anishiniimowin, which is my passion. I believe children should learn their language first and learn about their culture and identity. Miiway, miigwetch.

## Richard Morris

### *Independent First Nation Alliance Representative*

Richard is a band member of Kitchenuhmaykoosib Inninuwug who now works in Sioux Lookout as Education Advisor for Independent First Nation Alliance.

## Christina Meekis

### *Sandy Lake First Nation Representative*

Christina is Education Director for Sandy Lake First Nation. She holds a Bachelor of Arts degree from St Thomas University in Fredericton, New Brunswick and a Bachelor of Education degree from the University of Ottawa. She has been in the field of education since 1996, first as an adult education instructor in New Brunswick and then a teacher at the high school in Sandy Lake. Christina feels that education is the key that will improve the lives of all First Nations and their children.

## *Moses Kakekaspan*

*Keewaytinook Okimakanak Representative*

Education Director since April 2012, prior to that I served as Chair of the local education authority and was a member for over ten years. I also served on the board of Oshki Pimache O Win. I was appointed by Keewaytinook Okimakanak to serve as a KERC Board Member since March 2014.

## *Michael Bottle*

*Mishkeegogamang First Nation Representative*

Michael Bottle is a band councillor in Mishkeegogamang First Nation.

## *Vacant*

*Windigo First Nations Council Representative*

## *Sophie Moskotaywenene*

*Elder from Bearskin Lake First Nation*

Sophie Moskotaywenene is a Band Member of Bearskin Lake First Nation currently residing in Sioux Lookout. She is the Board Elder for Kwayaciiwin.

# A Message From *The Board Chair*

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Derek Maud

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To Our Partners in the Sioux Lookout District.

As I began to compose this letter, I realized how quickly the year has passed and reflecting back to many memorable challenges we faced in our organization. I want to welcome the chiefs, proxies, and elders to our annual General Meeting for 2015.

Also to many of our grassroots parents and caregivers, who diligently support their child's education, I want to thank them on behalf of the Kwayaciiwin Education Resource Centre board members and staff. Your efforts are much appreciated in standing by your child and their future.

As a chairperson, my responsibilities extend to all the communities we serve, and those services

that provide the training for your educators and local authorities are there to help bring up the achievement scores of all our First Nations students. Kwayaciiwin Education Resource Centre leads the way in delivering a comprehensive second level services to all of the Sioux Lookout District communities. It is through this organization that we work together, support each other, and together we stand strong in achieving the impossible for our children.

We've come quite a ways now to realizing our vision towards an equity and inclusive education for our communities. It should be understood it is a journey. The work we do must continue for our children's sake. Equity and inclusive education is an ongoing process that requires shared commitment

and leadership if we are to meet the ever-evolving, complex issues and concerns of our communities and schools. A renewed vision for education must be established within the district, which builds on the system's three priorities: increasing student achievement, closing gaps in student achievement, and increasing public confidence in what is perceived as a good solid foundation to build on. We need to raise expectations both for the system and for the potential of children and students.

We must continue to build on this vision by working together in the district to support those who will be our future leaders, educators, medical professionals, and whatever we can do

now to open up those doors for our students will bring in success to those who depend on us. We cannot wait for something to come to support our dreams and goals. We are a dedicated group of professionals who have given our lives to help our children to have better education, and we must always be proactive in working to build our education systems, support our teachers, as it determines the impact on your child's success and outcomes of learning. The totality of ideas, beliefs, values, knowledge, language and a way of life should support our vision and mandate as we strive for a bilingual and bicultural education. Kwayaciiwin Education Resource Centre must be given more support and a direction from our partners in the district.



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*We must continue to build on this vision by working together in the district to support those who will be our future leaders, educators, medical professionals, and whatever we can do now to open up those doors for our students will bring in success to those who depend on us.*

”

~ Derek Maud

# A Message From *The Executive Director*

Matthew Angees



On behalf of the Kwayaciiwin Board of Directors, management and staff, I want to greet all the precious children, who are the main reason Kwayaciiwin Education Resource Centre (KERC) was created by the district chiefs. I want to welcome and acknowledge all the chiefs, LEAs, education directors, principals, teaching staff, parents and elders for their continued support. I want to acknowledge and thank the Creator for his continued blessing and guidance in our work to provide 2nd level school support services to the 21 community schools. KERC is blessed to have committed and dedicated board members.

As I start to present the 2014-2015 Annual

Report, I want all the chiefs and local education authorities to reflect and keep in mind the original mandate that you gave to Kwayaciiwin in 2002 to address the “academic readiness crisis”, and most importantly how you want to continue to develop Kwayaciiwin Education Resource Centre as a service delivery centre for the Sioux Lookout District community schools.

I am honoured to present the 2014-2015 Annual Report to you. The purpose of the annual general meeting is to report to the district Chiefs on the activities and deliverables achieved this past year and to identify the challenges preventing Kwayaciiwin to move forward in education. Kwayaciiwin’s

mandate is very clear, and it is to provide school support services to the band-operated schools to address the academic readiness crisis. I want to be clear that KERC does not supervise the schools and principals. KERC does not have any authority to enforce the directives of the district Chiefs. We have to fully depend on the education directors.

For the past two years, KERC’s focus is to implement some of the initial components of effective school systems to initiate education standards and consistency in the schools. I want to highlight some achievements developed and implemented by the First Nations Student Success Program (FNSSP) and Academic Readiness

Project (ARP) that continued to support the strategic direction and vision of Kwayaciiwin as following:

1. As partners, KERC continued to conduct the District Wide Screening and Assessments in the schools to gather data and stats that will assist the teachers in their planning;
2. As partners, KERC & KNET and schools continued to provide training to local data clerks to gather data such as: attendance, student reports, other needs for the database system;
3. As partners, KERC/ FNSSP projects continued to develop many

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|--|---|---|--|
| <p>positive initiatives such as: restorative practices in 6 schools, kindergarten working committee, brighter ideas project, early literacy, and continued to provide funds for local developed proposals;</p> | <p>will be posted on the KERC website;</p>  | <p>phonetic system then we can use our syllabic symbols and sounds to teach the phonic too;</p>   | <p>development of district education system and most importantly to work together to support education in the district;</p>  |
| <p>4. As partners, KERC and schools implemented the revised and improved Kwayaciiwin Curriculum Guidelines (non-immersion and immersion streams) for full implementation in September 2015;</p>                | <p>6. As partners, KERC and five immersion schools implemented the Anshiniimowin Phonic Program as a pilot project. KERC continued to work on the Grade One Binder with the working committee but we didn’t have funds to complete it yet. Immersion teachers wanted a written instructional guide &amp; resource to ensure that schools teach basic phonetic skills by using the syllabic symbols and sounds similar to the English phonic system. Our goal and belief is that if English and French can use their letters and sounds to teach</p> | <p>7. KERC developed a Literacy Transition Skills program in grade 3 for those schools that offer the immersion programs, and it has been successful;</p> | <p>9. As partners in December 2014, KERC Board passed a motion to allow KERC initiated the development of the 2nd Level Special Education Services for those communities that are requesting for it. The target was to have at least 10 communities to make it financially viable. In January 2015, KERC secured 10 communities and the plan is to implement the new 2nd level special education services in April 2015 and fully operational in September 2015;</p> |
| <p>5. As partners, KERC completed the draft district generic school policy &amp; procedures to be used in all schools as a model to develop standards and consistency. The generic school policy</p>           | <p>8. KERC conducted the 2014 Kwayaciiwin Grassroots Exploratory Process to have the grassroots people determine the future role of KERC. The community visits, surveys and radio shows were completed and the final report was presented to the district chiefs. The final report clearly identified the need for change and the</p>   |   |  |

10. As directed by education directors and chiefs, KERC finally secured the district KERC/FNSSP administration role in November 2014. KERC applied and submitted the administration of the KERC/ FNSSP 2015-2016 based on the work-plan and was successfully approved by AANDC with 13 schools and 3 tribal (SFNC, WFNC and IFNA) councils, however this caused division amongst the organizations involved;
11. KERC / KO / Pikangikum agreed to continue to work together based on a fee for services arrangements for FNSSP services as requested;
12. As partners, KERC conducted school reviews for the five communities in the district. This is important and necessary so that KERC can continue to work with the communities on their school improvement plans and to continue to support them;
13. KERC continued to provide capacity building for the educators in the district: tribal council teachers' conferences (Shibogama / KI and Windigo), annual summer institutes (Aug), and LEA board trainings (Kasabonika and Pikangikum) and training for classroom assistants and tutor escorts;
14. As partners, the LEAs have requested assistance from KERC to evaluate the principals and to continue to support them. It is an indicator that there is a need for 2nd level supervisory services for the district.

Regardless of the achievements, KERC continued to face challenges that affect the overall delivery of effective school support services to the district schools as following:

1. KERC continued to be severely under-funded and under-resourced to adequately support all the schools;
2. Academic Readiness Project continues to receive minimal reduced funding to carry out its critical mandate, this program needs more funding;
3. High turnover of the principals, and thus causes inconsistency in the schools;
4. Difficult to recruit and secure the experienced and qualified First Nations educators and the specialists due to lack of accommodations;
5. KERC does not have sufficient staff to adequately cover all the schools;
6. Lack of communication and education awareness;

7. KERC cannot enforce the implementation of District Chiefs' directives at the local level;
8. Negative working relationship between some education organizations caused by the division of the FNSSP administration proposal needs to be resolved.
9. Effective partnerships must be developed and implemented to work together.

It is important for the district chiefs to understand that KERC board needs your support and assistance to address these challenges and deficiencies. I am not sure what type of agreement were made between the 21 district chiefs when they first established KERC in 2002 and incorporated in 2010, whether chiefs agreed to opted out anytime or stick together. Regardless, the district chiefs need to revisit the original intent and to address the divisions that happened. I regret to inform you chiefs that the current divisions between the education organizations: KERC, NNEC, KO and NAN education and some communities were instigated by "money" as we were going after the minimal scraps of FNSSP funds that AANDC was tossing to us. It is unfortunate that it concluded into a division and negatively affected the relationships. I felt bad and responsible and hope that it can be ratified. The district chiefs need to work together to get all the communities back on board and not to allow AANDC to dictate and win. The divisions & negative working relations weaken the important mandate of the KERC board and organization.

The mandate of the KERC grassroots exploratory process this past year also contributed some controversy and uneasiness to our partners. I want to provide some clarification on the misunderstanding of the mandate to conduct a grassroots exploratory process especially in the area of the proposed concepts: regional education organization and district education authority. These two concepts were used to generate input and participation from the grassroots people as possible future concepts for consideration. Some of the chiefs misunderstood that KERC as a regional education organization wanted to takeover the schools and district education organizations, and that was never the intent. Regardless, the final report also outlined key recommendations that called for "changes for the better" and a "unified district education system" for the district and to add "more 2nd level support services". The annual report will provide a summary of the findings for your information.

As we complete the 12th year of operation (2002-

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2014), we all must ask ourselves if the academic gap is getting smaller. The data from the district-wide screening assessment indicates that there is improvement in Language Arts / Math: reading recognition & comprehension and math. This is achieved because the teachers taught the approved curriculum and adhered to the recommendations from the previous year's assessments. This is a true indicator that the correct curricular materials and programs are being used in the schools now, and it leads to develop effective standards and consistency. We cannot allow a teacher and principal to do whatever they like in our schools anymore. And it is even more critical to look closer at the special education services, there are some delayed students and these students have to be serviced and helped to reach their potential. We need to improve the support for the special education resource teachers too.

I cannot emphasize enough to the district chiefs that there must be change in both the delivery and structure of education system in the district in order to develop effective education standards and consistency. The community schools and KERC must form a partnership to develop and set standards that will lead to student success across the district. The provision of support services for band-operated schools in areas of administration & management, teaching & mentoring student, curriculum & pedagogical and accountability & assessment are required now and Kwayaciiwin can provide these services. We are not asking the communities to turn over their schools and authority to KERC but to work together in partnership? Can you imagine what we can do together as partners, we can develop education standards if we learn to trust and depend on each other to generate effective results.

The other major issue facing KERC is the financial stability and security. KERC needs to develop a plan on how it will generate extra revenue for operational purposes and to expand support services in order to survive. The communities cannot afford to lose KERC as it provides essential education support services. It is very clear that AANDC will never provide core funding to KERC as promised. The only option that KERC board has to generate extra revenue is to expand 2nd level support services and to administer aggregated education programs such as: New Paths, FNSSP, High Cost Special Education Services and Aboriginal Languages Initiative funds through the designation of regional education organization. The designation of regional education organization would

be just a title to KERC and it would not come with any form of authority. It would open the door for KERC to serve as an administrator to manage, administer and disburse the aggregated education program funds to the communities. The district chiefs must support the plan to have KERC be designated as a regional education organization for the purpose of administering aggregated education programs and services on behalf of the district communities.

I can recall a special meeting with the Sioux Lookout district education directors many years ago whereby they clearly directed Kwayaciiwin to provide more 2nd level services to the elementary band-operated schools. I finally found that document entitled "Position Paper on Developing Kwayaciiwin Education Resource Centre As an Agency January 28, 2009" that substantiated and stated the directive. The education directors had a clear vision for KERC, and it is the same guiding principle that the board have adhered and tried to convince the district chiefs to support and approve these past two years. It is time for the district chiefs to set aside their differences and make an historic decision to reaffirm and set a firm foundation for KERC to become the regional education organization to deliver the 2nd level education support services to the on-reserve elementary schools in the district. I hope and pray that I will witness the special day when the chiefs unanimously approve the designation.

In closing, I want to acknowledge and thank the program managers, all the KERC staff, casual workers and the consultants for their continued dedication and support to deliver the school support services to the district schools. I want to express my appreciation to the KERC board of directors and to the district chiefs for their continued guidance as we move forward together to address the district academic readiness crisis. I cannot forget to mention all those wonderful precious children as they solely depend on us to make the correct decisions for their benefit and educational needs.

Please read the entire 2014-2015 annual report to attain a full picture of the Kwayaciiwin's work and activities.

May God Bless You and Your Families

*Matthew Angees*

“*Education is the most powerful weapon we can use to change the world*”

~ Nelson Mandela

# Historical Funding

## 2010-2016

### Funding History 2002 – 2010 (Academic Readiness Project)

Program management under NNEC Administration and District Education Planning Committee

Year	Program Management	Funding Amount
March 31, 2002	DEPC	\$ 734,764.00
March 31, 2003	DEPC	\$1,022,525.00
March 31, 2004	DEPC	\$1,315,425.00
March 31, 2005	Academic Readiness Projects	\$1,055,169.00
March 31, 2006	Academic Readiness Projects	\$ 985,166.00
March 31, 2007	Academic Readiness Projects	\$1,248,198.00
March 31, 2008	Academic Readiness Projects	\$1,352,778.00
March 31, 2009	Academic Readiness Projects	\$1,355,184.00
March 31, 2010	Academic Readiness Projects	\$1,300,237.00

### Sources of Funding

Since KERC became incorporated in April, 2010

Years	New Paths - ARP	FNSSP	Core Funding	Totals
2010 – 11	\$ 1,300,000	\$ 2,488,000	0	\$ 3,780,000
2011 – 12	\$ 950,000	\$ 3,318,000	0	\$ 4,268,000
2012 – 13	\$ 800,000	\$ 3,500,000	0	\$ 4,300,000
2013 -- 14	\$ 800,000	\$ 4,200,000	0	\$ 5,000,000
2014 – 15	\$ 800,000	\$ 4,200,000	0	\$ 5,000,000
2015 – 16	\$ 800,000	\$ 3,300,000 for 13 communities (includes Early Literacy)	0	\$ 4,100,000

*Academic Readiness Project*  
*2014-2015*



# ARP Report

## 2014-2015

### Summary



The First Nations Grassroots People in each of our communities do not know what Kwayaciiwin does for your schools and Education Authorities. It is very critical that the support comes from them. We need everyone to understand the purpose for this centres' existence. The work, Kwayaciiwin does is very important and people have to know. They need to know it supports the schools and education authorities since it started around 2002. The critical work that involves providing second level services to the schools and educators is essential to support the learning outcomes for all our students and the future children. This centre must be supported by all the First Nations in the Sioux Lookout District. It is a very comprehensive service that the Chiefs put in place

for all of our schools and education systems in the north. We need it to expand its services in areas of concerns that come from the front line workers in each classroom. That is the purpose for Kwayaciiwin Education Resource Centre, as it was mandated to do and the vision of our education directors clearly shows their commitment to educating each child in their respective communities.

Since its beginning in 1998 with the presentation of concerns to the District Chiefs by the high school educators and community educators about the low academic levels of achievements with our students coming to high school in the provincial schools, a District Education Planning Committee was formed to develop a workplan and lobby for

funding. Since its time in operation, KERC has never had a core funding agreement in place to carry out its annual operations. Without this funding, this Centre of Excellence has to do an annual proposal to sustain our operations and services for our First Nations educators. As a result, long term strategic planning cannot be done, or services that are critical to our students cannot be provided adequately and on timely basis.

For this purpose, KERC must be protected and its role as an education centre expanded with all of our educators giving guidance and direction to where it has to go and function. It has to keep fulfilling its purpose for our children. It is becoming a staple for each school's dependence. We support your teachers

and education authorities that need it through this centre of excellence. Year after year it has stood through challenges and funding issues. We've worked on barebone essential funding through Academic Readiness Project, and still get the job done with our minimal staff we have. We need to train our staff in many areas of services so that they can carry that to our northern schools and support your educators.

The second level services have been getting better every year. With the professional KERC staff traveling to each community and working with the local education staff in the communities, it has turned around the much needed professional development and growth for teachers. This in turn has helped with

## *“Kwayaciiwin Education Resource Centre Curriculum development and resources continue to be our focus.”*

the learning for students. The materials and learning resources are getting more plentiful for schools to use now, being developed and printed from our centre in both bilingual and bicultural themes. The resource people who go to the communities are knowledgeable and have expertise in their positions. The Centre has provided the much-needed support in many areas of services and growth for your educators and support staff in the schools.

The language issues continue to dominate the communities. It is becoming more and more evident that we need to work on the languages in each of our communities. The longer we put off this issue, the more we lose without understanding the full consequence of what is becoming extinct. Languages are so complicated and delicate that we need to archive the fluency of our elders so that each generation of our people has some knowledge of the language and through this is our identity of who we are as First Nation People.

We know that native language is taught in each school. We also know that each class is about forty-five minutes per period for each

grade or multi-grade. This is once per day or every other day. It is not enough to give our students the languages back. More urgency is needed to give children their languages back. It is through your decisions and choice that will help our languages to stay strong in each community.

We provided teaching strategies, professional development and other support services for your native language and full immersion language teachers. Every August, training is provided and every academic year, our staff travel to communities with our limited budget and work with your educators. Without a full community support of language acquisition, rejuvenation, retention or acknowledgment of this serious issue, we will definitely lose our languages in the coming generations. Schools cannot do this alone. In order for the language to be strong, it has to be used. It needs to be heard, and used in your homes, businesses, and organizations and wherever people gather. It also needs to be in written form and read. Language should be used everywhere, notices, schools, band offices, nursing stations, and where people

gather. A whole community strategic planning needs to happen and everyone supports the plan. This way, much of the languages are supported to stay alive.

The development and production of learning materials for both bilingual and bicultural is always on-going. Whether we get requests for your teachers to develop resources to use in their classrooms or from our staff, either way, we always share what is developed for everyone. The collection of resources for our educators to use in their classrooms is growing and should help with the learning. We encourage everyone to share his or her resources and ideas that they use in their classrooms. Together we can improve the education system and enhance the learning achievements.

Kwayaciiwin Education Resource Centre Curriculum development and resources continue to be our focus. The last few years, curriculum guidelines were defined to have more cultural content for each subject as part of the learning. Kwayaciiwin Education Resource Centre curriculum was also subjected into two streams. The Immersion stream and

the non-immersion stream give your educators a choice. The non-immersion stream in curriculum guidelines is using the full English model, where as the immersion stream has more cultural content for a child to learn. Each stream has Ministry of Education Expectations.

The implementation of KERC curriculum continues to be a struggle in each school. Even though the resolution was signed and approved by the District chiefs. Not all schools are using it as mandated. As you know, we have no authority to enforce whether it is used in the schools. That responsibility lies with your education directors and principals.

Implementation Plan for KERC Curriculum Guidelines is enclosed for you to see and read. This plan was developed by Jack McMaster to help with the implementation. Again, it is up to your education authorities and school administration to use these guidelines in the schools. The plan is to have our curriculum developer and implementer visit your schools and give support to your teachers. This will give us an idea of who is supporting our KERC

# ARP STAFF



## Nelson Makoop | Academic Readiness Coordinator

As Academic Readiness Project Coordinator, works with many talented staff who translate materials developed and published at the KERC. These books and materials are in English, Oji-Cree, Ojibwe and Cree. The Academic Readiness Project supports and provides services to 22 schools in the Sioux Lookout District.



## Gabrielle Cosco | Artist/ Illustrator

curriculum and resources.

### *Illustration/Art:*

- Polar Bear Country book
- I am Ant
- I am Bluejay
- I am Hummingbird
- What Kind of Fish Am I?
- I Can Count
- Blueberry Picking
- Anna Rides a Plane
- When I Grow up Colouring Book
- Syllabics Colouring books for Sandy Lake and Kasabonika
- Accompanying artwork/illustration for any staff publications/requests

### *Design / Formatting:*

- Seven Grandfather Teachings Posters
- Rachel Rupee books (x 31 docs)
- Catalogue reformatting and updates
- KERC Curriculum updates and reformatting (x 29 documents)
- Materials for KERC, community schools, organizations and businesses
- Kiki's and other books by KERC Staff
- banners
- books
- workbooks
- brochures
- resources
- yearbooks (Ki, Bearskin Lake, Cat

Lake)

- tradeshow displays (Kerc and Shibogama)
- business plans
- exploratory process promo materials
- AGM Material (Banner, schedules, covers for binders/reports, etc.)
- surveys
- documents for board and communities
- posters (Schools, KERC, FNSSP, Exploratory Process, Communities Memorial, etc.)
- signage (Sioux public library)
- certificates (QEDHS and FNSSP)
- pins (FNSSP)
- logos (Cat lake)
- anthology book
- student publications (KI, Slate Falls, Cat Lake, etc.)
- mockups and designs for conference material (Summer Institute)
- covers for resources (such as dictionary)
- newspaper ads (Christmas ads and exploratory)
- Christmas card artwork/designs (KERC and Wasaya)
- Calendar design (KERC)
- placemats (Wunnumin Lake)
- infographs
- report cards

### *Photography:*

- building of KERC photo archives by:
  - taking photos at events
  - taking photos of communities
  - taking pictures of students and schools
  - taking photos to use for promo material for KERC
- Taking pictures of KERC's products for catalogues
- Workshop with schools and students on portrait photography and post production photography

### *Website design:*

- Application design and planning
- creating banners and graphics for the KERC website
- Social media updates, account management and avatar/graphics creation

### *Lessons and workshops:*

- InDesign (editorial software) workshops at conferences, the AGM and the summer institute
- staff training on technology and InDesign
- student art lessons on facial proportions, illustration, design and technology
- student art lessons on painting, drawing, sculpting
- art lessons during community culture days and NAAW
- mentor students who are creating their own publications through KERC
- creating resource materials for workshops for teachers/staff of schools to follow along with staff and students



### *Ballena Anderson | Immersion Specialist*

She works with the immersion language teachers from your communities. She visits schools and models language learning. She gives presentations and training as needed. She develops teaching resources and books in Oji-Cree. She translates as assigned to requests and jobs given to KERC from organizations.



### *Robert Turtle | IT Technician/ Database Clerk/ Printing Technology Specialist*

Robert has been with KERC for four years. He started working in data base management and as IT Technician. His responsibilities have evolved to include supporting the production team. by printing all KERC materials, including curriculum products and outside orders.



### *Doris Kamenawatamin | Production Assistant*

Doris provides support services to the Academic Readiness Project and works under the ARP Coordinator. She photocopies, collates and compiles curriculum documents, books and resources, laminate and bind documents, and design, layout, and create visual aids and instructional materials for teacher and student use.



# August 2014

## Summer Institute

The following workshops were given to your language teachers.



### *Native Language Resource Binder*

This binder has resources for the native language teacher to use. It was presented and given to each participant. Teachers should have these in their classrooms as well as the administrators. This binder supports your native language teacher with resources in using TPR – Total Physical Response activities package, Classroom Management strategies, Long Range Planning, Units of Study planning, and lessons. There are more and it gives them resources to use right away.

### *Anihshiniimowin Immersion K5 Phonics Curriculum*

It was developed for your immersion teachers to use in their classrooms. For the last two summers, it has been presented to the immersion and native language teachers, and to the education authorities. Each school has a copy. Each year, training and support is given to those who support full language learning in their classrooms.

### *Indesign Training*

Adobe InDesign is a desktop publishing software application produced by Adobe Systems. It can be used to create works such as posters, flyers, brochures, magazines, newspapers and books. InDesign can also publish content suitable for tablet devices in conjunction with Adobe Digital Publishing Suite. Gabrielle Cosco put on a workshop for teachers to be able to do their own resources. We've done this for the first time to give teachers more skills to create their own materials and if they want to share with the district, we could print it here.

### *John George Martin – Writing in the First Nations Language (Oji-Cree)*

This workshop involved using an elder who has the fluency of reading and writing using the full oral language fluency. John George Martin put on a workshop to show the immersion and native language teachers how to write properly using the sounds of syllabics symbols and adding endings to ensure the words, phrases, and language structures are written properly.

He is an Oji-Cree from Wunnumin Lake First Nations. He enjoys using his language and has helped us with his knowledge and expertise.



### *TPR PART ONE – Second Language Learners / Beginners*

TPR one is for the beginning language learners and has more activity based learning in which participants need

to model the language as they learn it. Ballena Anderson did the workshop and got training to deliver this. She demonstrated to the participants on how to use it to help the students learn and acquire the language.



### *TPR PART TWO (Total Physical Response) - Story Telling in First Nations Language / Lesson plans/ demo*

TPR Storytelling uses a combination of TPR and a short narrative to practice speaking skills. The goal of TPRS is to help students begin to speak in their language. TPRS uses the universally understood story form combined with graphics to develop both comprehension and speaking skills. Each simple story follows a predictable sequence of events that have a beginning, middle, and end. This helps to organize thoughts and events. Simple graphics are used to help guide understanding, place events in a context and act as a memory cue. TPRS helps teachers direct their efforts toward their students, rather than the textbook, the grammar or the curriculum. TPRS works because it is action based, invites participation, scaffolded learning-nurtures beginners and promotes creativity and spontaneity. Most importantly, it is stress free and fun for the students.

The lesson on using this technique in the classroom was demonstrated by Judy Barratt who was trained to use this.

### *Learning Centres – Presentations / Actual Hands On Learning using Centres*

More emphasis has shifted so much to academic development, at the expense of emotional, social, and physical development, that we often forget how important these are. The classroom learning centers, provided that you implement them right, can be a perfect place to promote these areas of growth in young children. If used correctly, each centre can and will provide each child to learn independently and together in the language. The demonstration was done in the morning on preparing and modeling a lesson to the participants. In the afternoon, a group of participants had a chance to do their lessons and centres to the group. This was another important area of helping our teachers use different strategies and techniques of using and acquiring language skill development.



### *Oji-Cree Dictionaries (Severn River Dialect)*

The Severn River dialect of our Oji-Cree dictionaries was finally done as a working document. There are two versions: English to Oji-Cree and Oji-Cree to English. It has been shared to some elders who have participated in this project from the beginning. It is a nice beginning and a hope that we can preserve the language through this document. It is our hope that in time as the year progresses, we will have an opportunity to work on it and add more words to it once we get feedback from people. There have been many requests for this dictionary.



Hopefully by this time each First Nations Council has it in each community.

We've sent a set to the Oji-Cree First Nations schools. Each school has one copy and at the same time have placed orders for more. But there have been other schools that want it that don't have the Oji-Cree language. So we continue to share this important document. There are orders coming from universities, colleges and bookstores. It is the most important document for our First Nations in the Sioux Lookout District.



### *Sandy Lake Dictionaries*

This version is still being worked on. John Nichols and Arden Ogg will finish this by this year. John had to drop it until he was done teaching. Now he is free to work on it again. Hopefully by end of this year, we are printing it and shipping it to the schools.





# Anihshiniimowin Oji-Cree Dictionary

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(Severn River

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English

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Anihshiniimowin  
Oji-Cree Dictionary  
(Severn Dialect)

(Severn River and Winisk River)

# Part One

## Oji-Cree to English



Kwayaciiwin Education Resource Centre

one	1 <sup>st</sup>	ten	10	ten	10 <sup>th</sup>	first	1 <sup>st</sup>
two	2 <sup>nd</sup>	twenty	20	twenty	20 <sup>th</sup>	second	2 <sup>nd</sup>
three	3 <sup>rd</sup>	thirty	30	thirty	30 <sup>th</sup>	third	3 <sup>rd</sup>
four	4 <sup>th</sup>	forty	40	forty	40 <sup>th</sup>	fourth	4 <sup>th</sup>
five	5 <sup>th</sup>	fifty	50	fifty	50 <sup>th</sup>	fifth	5 <sup>th</sup>
six	6 <sup>th</sup>	sixty	60	sixty	60 <sup>th</sup>	sixth	6 <sup>th</sup>
seven	7 <sup>th</sup>	seventy	70	seventy	70 <sup>th</sup>	seventh	7 <sup>th</sup>
eight	8 <sup>th</sup>	eighty	80	eighty	80 <sup>th</sup>	eighth	8 <sup>th</sup>
nine	9 <sup>th</sup>	ninety	90	ninety	90 <sup>th</sup>	ninth	9 <sup>th</sup>
ten	10 <sup>th</sup>					tenth	10 <sup>th</sup>

e Featuring  
e Alex Fox



*First Nation Student Success Program  
2014-2015*

# First Nation Student Success Program 2014-2015

## Summary



Kwayaciiwin Education Resource Centre started implementing the First Nation Student Success Program (FNSSP) in January of 2010 as part of an aggregate of several organizations working under the administrative umbrella of the NAN Partners FNSSP initiative. The focus of FNSSP is literacy (reading, writing, speaking), numeracy (math) and student retention (keeping students in school). Kwayaciiwin was part of the NAN aggregate until March 31, 2015.

### School Success Planning

This past year, the activities of the Kwayaciiwin First Nation Student Success Program touched on all aspects of School Success Planning- governance and management, student

success in literacy and numeracy, student retention, technology, cultural education, traditional skill building and resources. The profile of the organization continued to be raised throughout the entire district by promoting the availability of expertise, resources and financial support that all schools can access. The FNSSP staff focused on the long-term goal of building capacity among teachers, principals and Education Directors to improve academic success while at the same time developing on-going plans to involve parents as key participants in the education of their children.

The Kwayaciiwin FNSSP team saw the departure of Heather Weeks and Lisa Bell. As the Primary Coach, Heather was a tireless communicator who worked

diligently to create practical lessons and strategies for the district teachers to work with in their Kindergarten to Grade Three classrooms. Her patience and persistence to make connections with the community educators raised the bar in awareness, and her passion for learning benefitted the teachers in every class she worked with. She encouraged teachers to believe in themselves AND their students. Mostly, she believed in the power of trust, respect and involvement. As a Student Retention Coordinator, Lisa brought with her an extensive knowledge of education and the importance of mental health awareness. She initiated the Restorative Practices in our schools and her hands-on approach to working with teachers and students was second to none. She too

believed in raising the bar and reaching for new heights within the district.

It is clear that as the work of Kwayaciiwin Education Resource Centre continues to evolve, the range of activities covers both the macro and micro levels of involvement. Numerous district initiatives have developed and are moving in the direction of standardizing procedures within the schools. Specific help to individual communities continued in a variety of capacities. On-going support for struggling new professionals, assistance to Local Education Authorities, lesson-planning workshops, strength-based grouping assistance within the schools, as well as numerous other specific observations and supports continue to be offered. In addition

*“Numerous district initiatives have developed and are moving in the direction of standardizing procedures within the schools.”*

to this, professional development for classroom management, play-based learning, Reading Recovery, Jolly Phonics, JUMP Math, Cross-Curricular lesson planning and workshops on literacy and numeracy were given in all the district schools to some capacity. The rapid changes within both education and the world as a whole require us to keep our heads in the game and our fingers on the new trends, technologies and teaching methods as they develop so that we are able to provide the most up to date information and guidance to our teachers and administration within the district. As such, we continued to also put these practices into success planning through working groups.

Out of KERC's overall FNSSP budget for 2014 – 2015, communities were funded at the level of \$ 600 per student to implement their locally developed FNSSP plans (this process has happened annually since FNSSP started). KERC FNSSP staff continued to streamline the procedures for collecting locally-

developed FNSSP Proposals, administering the funding and getting follow-up Reports from Education Directors with the details of their spending on resources, parent workshops, staff training, etc. The FNSSP program continued to implement standardized Proposal and Reporting templates, a Summary Spreadsheet to track submissions, a Letter of Agreement between KERC and each community, and FNSSP Proposal Instructions. Education Directors were provided with background on the preparation of SMART goals (specific, measurable, agreed upon, realistic, timely) and detailed suggestions for completing the proposal writing process. This past year, 42% of KERC's total FNSSP budget was distributed to 21 communities eligible to receive support based on proposals meeting the established criteria. Further efforts were made to incorporate FNSSP goals into School Improvement Plans, particularly for those schools that had recently completed School Reviews.

In addition to the annual

funding for locally developed FNSSP proposals, KERC FNSSP also continued with the Bright Ideas Projects.

This year there were thirty Bright Idea projects ranging from school sewing clubs to technology in classrooms, healthy living programs to after school sports and cultural activities. Thirteen communities submitted proposals and all thirteen communities received funding. Each project met the needs of at least one of the FNSSP goals of Literacy, Numeracy and Student Retention. Communities funded were Bearskin Lake, Cat Lake, Deer Lake, Kasabonika, Keewaywin, Kingfisher Lake, Lac Seul- Frenchman's Head, Lac Seul-Kejick Bay, Lac Seul- Whitefish Bay, North Spirit Lake, Pikangikum, Slate Falls and Wunnumin. Due to shipping and handling, some projects were delayed, however they were all very successful and met their goals. The After School activities were a great success as well as the hands-on learning classrooms. One student remarked that they loved learning about healthy living

and another said that using cameras and being able to see their pictures was “awesome”.

Because School Success Planning has so much to do with forging strong relationships with community partners, Kwayaciiwin FNSSP staff continued to provide training wherever needed. This year in particular there continued to be requests from Education Directors and Principals for Teaching Assistant and Tutor Escort Training. There was a Teaching Assistant and Tutor Escort Pilot implemented in Poplar Hill as well as Teaching Assistant and Tutor Escort Professional Development workshops held in most of the communities throughout the school year. The Pilot will stretch out into the coming year in four schools in the district: KI, Bearskin, Wunnumin and Mishkeegogamang.

The Annual Summer Institute 2014 saw over 100 participants gather for three days of intense workshop training as well as the opportunity to create

*“Because School Success Planning has so much to do with forging strong relationships with community partners, Kwayaciiwin FNSSP staff continued to provide training wherever needed.”*

collaborative groups and support networks. Training was available for New Teachers, Native Language & Immersion Teachers, as well as Principals and Education Directors. Overall it was a successful three days of networking and bringing forth the newest in innovative learning for our northern schools.

The Kindergarten Working Group met again to continue their work in developing resources for both literacy and numeracy as well as classroom management and physical education. In addition to developing classroom resources, the Kindergarten Working Group also created a Long Range Plan, a Short Range Plan and a daybook outline. In addition to the two remaining participants from the onset, KERC FNSSP added an additional four teachers to create an expert panel of six. The teachers visited both schools in Sioux Lookout to observe and interact with the six pairs of teachers. This project will continue over the course of the next two fiscal years

to produce an additional K-Play binder as well as an assessment resource.

The Resource Teacher Working Group met in October to go over different literacy and numeracy focuses as well as more extensive training with the Jolly Grammar program and taking the assessments to the next step. Over the course of three days of training, the resource teachers were given classroom assessment tools, introduced to new evaluation techniques and a general overview of the EQAO. In addition to this, the teachers participated in a professional round table that addressed the importance of collaboration and having a support network.

The Restorative Practices Pilot Group met in October for initial training and as a result, the Restorative Practices Pilot supported 6 schools in the Sioux Lookout district to implement Restorative Practices as a student and teacher retention model. According to the International Institute for

Restorative Practices (IIRP), Restorative Practice means: people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. The IIRP model draws on historical models of restorative justice found around the world, the Fair Process business model, positive psychology, and the social discipline model. There was in-community training for all staff of the school, and support given through a Sioux Lookout based meeting and 1 in-community meeting. Additionally, on-going support was provided through videoconferences, email and phone calls. Staff at the schools were required to form a Professional Learning Community (PLC) in their school, which met once a month in their respective schools. This was intended to promote sharing of best practices and teacher engagement and retention.

The new leaders in our schools became District Key Leads as a means of

addressing retention issues as well as making the FNSSP work collectively within the school setting. There was a focus for them on Literacy, Numeracy and Assessment. This began in late August at the 8th Annual Summer Institute and continued in November when they met again to collaborate and learn together about initiatives in the district as well as next steps within their own schools. The group had presentations about the courageous conversation, understanding assessments, the principal's checklist, developmental assets and strength based learning as well as extensive work on the Kwayaciiwin curriculum and the importance of walk-throughs and observations. The Key Leads had a sharing circle and were able to take much back to their communities. Partially as a result of this collaborative effort and the network that was created, the district retained all but three principals through 2014-2015.

To address the literacy needs in our intermediate





grade classrooms, grade seven through nine, a Pilot Project of Scholastic's READ 180 was implemented in Weagamow Lake. Read 180 offers a meaningful solution, through a balanced approach that enables struggling readers, with a variety of reading skills, to gain knowledge and motivation needed to become successful readers. READ 180 is an intensive reading program designed to meet the needs of students whose reading achievement is below grade level. Research conclusively shows that when schools implement and follow the instructional model, significant gains can be expected after one to two years in the areas of reading achievement, the development of more positive attitudes and behaviors, and overall higher school achievement. This pilot wrapped up in Weagamow in April and it is being introduced as a new pilot in Mishkeegogamang for the 2015-2016 school year. In addition to this, Kitchenuhmaykoosib Inniniwug also purchased the software. This program has created a great stepping stone partnership with KPDSB (Keewatin Patricia District School Board), which allowed for the staff of the involved schools to receive side-by-side training with schools where their students will continue when they move on to high school.

The Technology Working Group met in March for three days to delve into the world of Google Chromebooks, Junior Lego League, Digital Storytelling, VSee and Google Hangouts. The group consisted of both local and non-local staff of twelve schools in the district. Over the course of the workshops, the participants were familiarized with new technology and provided the opportunity to troubleshoot different technology issues that they are currently facing with integration in literacy and numeracy as well as learning new ways to invigorate the learning.



The Student Retention Working Group met at the beginning of March to discuss creating Bully-Free classrooms/schools, preparing students for high school, using restorative practice in our schools, creating resources for parents as well as attendance procedures. This group included social counselors from Sachigo Lake, Kasabonika, Wapakeka, Kitchenuhmaykoosib Inniniwug and Weagamow Lake.

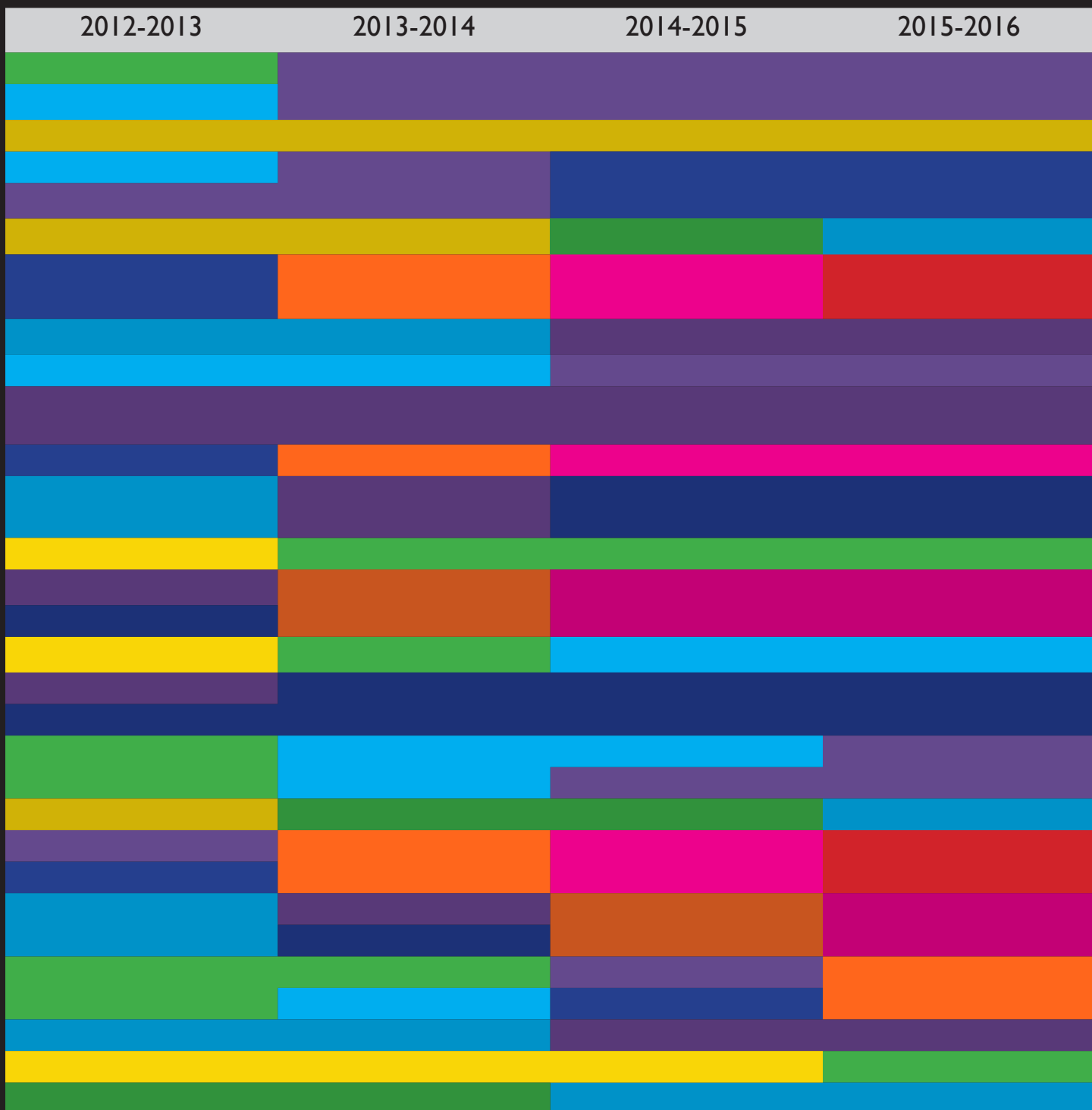
The School Policy and Procedures Working Group took place on March 24 and 25. It was held at the new Sioux Lookout Days Inn. Again, some other issues came up where some had to cancel at the last minute. Three principals (Bearskin, Big Trout and Wunnumin) and one Education Director (Wunnumin) showed up for the gathering. Florence Woolner was the group facilitator for the two-days and she was asked because of her extensive knowledge in the policy work area. She was such a great asset in our sessions. The participants were divided up in two working groups and everyone who participated contributed equally. The facilitator took the main sections out of the draft policy for group discussions and it all worked out quite well. The draft document will be distributed to KERK staff and First Nation Education Directors and Principals who will also be encouraged to continue to provide feedback into the document before completion of the final product. The generic policy is for all our communities to use as a resource for their school so they have something available that they can depend on.

# Principal Turnover Statistics

## 2009-2016

COMMUNITY	2009-2010	2010-2011	2011-2012
Bearskin Lake			
Cat Lake			
Deer Lake			
Fort Severn			
Kasabonika			
Keewaywin			
Kingfisher			
Kitchenumaykoosib			
Inninuwug			
Lac Seul-FMH			
Lac Seul- Kejick			
Lac Seul- Whitefish			
Mishkeegogamang			
Muskrat Dam			
North Spirit Lake			
Pikangikum			
Poplar Hill			
Sachigo Lake			
Saugeen			
Slate Falls			
Wapekeka			
Weagamow			
Wunnumin Lake			





# First Nation Student Success Program

## Community Visits

September 2010 - March 2015

Community Visits Comparison Chart By Month

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
August	-	-	-	6	-
September	16	9	23	28	24
October	16	19	12	30	28
November	9	16	19	30	18
December	9	7	2	7	10
January	8	11	14	12	29
February	5	15	8	12	22
March	8	8	12	4	12
April	10	12	15	12	5
May	4	13	9	4	14
June	8	9	14	2	11
Total Visits	93	119	128	146	173

## STUDENT LEARNING ASSESSMENT

### EQAO Tests

Kwayaciiwin FNSSP is supporting all the schools in having their students write the province-wide assessments called EQAO (Education Quality and Accountability Office, an arm's-length agency of the provincial Ministry of Education). In its efforts to collect standardized assessment data, AANDC has mandated that all schools must administer the EQAO testing each school year. These tests are in addition to regular classroom assessment and to the District Screen Assessments already being completed. The EQAO assessment was created as a means of seeing that children are on the right track in their academic progress. The assessments are administered at the end of the Primary stream (Grade 3), the Junior stream (Grade 6) as well as an assessment of Math in

Grade 9 and the Ontario Secondary School Literacy Test in Grade 10.

In our district, most of the schools completed the elementary assessments for grade 3 and grade 6 while four of the five schools with high school students completed the OSSLT and three of the four schools completed the Grade 9 Math Assessment. One school in the district did not have any students in either of the elementary grades to complete the assessment. The majority of the other schools claimed difficulty with the registration process to be the main reason they were unable to complete the assessment administration. The registration roadblock is the challenge in obtaining the Ontario Education Number (OEN) for the students. KERC FNSSP has made great connections at EQAO in the meantime for a smoother process expected in 2015/2016.



## *District-Wide Assessment Initiative: 2014-2015*

The Kwayaciiwin “District-Wide Assessment” Initiative continued into the 2014-2015 school year. There is now some data for 2012, 2013, 2014, and 2015. The K5 students both Immersion and Non-Immersion were included in the data collection.

Immersion students had no difficulty with the assessment and continued to do as well the Non-Immersion students at the younger age.

The data was collected in the areas of Math and Language Arts: Reading Recognition and Reading Comprehension. The assessments were done individually with Standardized Assessment Tools. This format and standardization simplifies comparative data and supports the recommendations and expectations outlined in the packages sent to the schools.



This past school year was very interesting. Some schools made significant gains and progress. These schools showed that being at Grade Level was something they truly desired and worked hard to take steps in that direction. At the same time some classrooms moved in the other direction and fell back rather than moved ahead.

Overall, the schools KERC serviced in 2014 - 2015 made good progress. More and more students are reaching their goals and fewer and fewer students are more than two years behind.

Staff were provided in-service and Professional Development in the areas of phonemic awareness, Jolly

Phonics, differentiated instruction, decoding, reading comprehension strategies, math skill development, curriculum awareness, planning, and of course assessment in the classroom.

Assessment Handbooks were given to every school and the intent is that they are teacher friendly and useable in the classrooms for all grades. This supports the consistent standard set for education in Ontario and helps make planning more meaningful for students. This document has been updated yearly and feedback from the teachers indicated it is a useful and easy tool for most staff members.

The writing pilot was very successful. The data shows the need to increase the teaching in this area and to make it a part of the planning for each grade. When staff receive the data for the writing pilot it is like a mini-report card for writing with grade equivalents for five areas of writing including spelling. Staff are finding this useful for making changes to their programs. The writing pilot occurred in two schools in four grades. The Grade 3 and Grade 6 classes were used to compare with EQAO results later.

Writing Pilots occurred in Bearskin Lake Grade 3-4 and in Grade 5-6; and also in Wunnumin Lake in Grade 3-4 and in Grade 5-6. A total of eight classes took part in the writing pilot.



The writing is delayed but is showing progress. As this was the second year of the writing pilot, it is evident that the effort of staff in the area of writing is supporting the learning of the students.

This writing pilot will continue into the upcoming school year with different schools.

### *Transitions Literacy System*

The Transitions System for teaching reading for students coming out of Immersion was started this year. It was written to help students get the basic skills for reading and writing as they transition into English. Transitions demonstrated excellent results in all the areas of Language Arts, and student scores were close to grade level. The fluency in reading was noticed as well as an increase in communication skills in general. The students were able to connect the dots and transfer language arts skills to other content and subject areas.



All the stakeholders need to celebrate the successes and make opportunities for the challenges. Education is ever evolving and so it is important to look at the information from each year and go from there: keeping curriculum and students in the forefront with high expectations.

In conclusion, KERC schools have made significant growth in meeting curriculum standards and goals. It is encouraging to see the interest in doing this now and the effort by staff to keep focused on the growth of the students. As leaders, the Chiefs and Directors share the responsibility in supporting student learning and this is obviously occurring in our communities.

### *KERC Partnership with OISE/U of Toronto SSHRC*

As part of the literacy and assessment initiatives, and collaborative efforts on behalf of the Kwayaciiwin FNSSP

team, a partnership has developed with the Ontario Institute of Studies in Education at the University of Toronto through the Social Sciences and Humanities Research Council. The project has partners in Alberta, Saskatchewan, Manitoba and the Sioux Lookout District Schools. The project is called Now Play and its purpose is to create a play-based framework for assessing language development, most specifically oral and written. The first three years of the project will see the participants working together to develop their understanding of play-based assessment as well as oral language and writing development. Three communities have entered the partnership: Cat Lake, Mishkeegogamang and Pikangikum. The project has seen great leaps and bounds over the course of the last year with a visit to Saskatoon to participate in a NOW PLAY project meeting with all participants across the four provinces as well as 4 interactive observation visits to the communities. In the spring the group had the next NOW PLAY project meeting in Toronto. From this meeting, it was decided to incorporate language and culture into the overall outcomes of the project. The participants are furthering their research scope by now including a section on Indigenous Perspectives where the language teachers from each school will be involved. The goal moving forward is to have an oral language assessment tool that is useful in both languages for learning through creative collaborative curricular activities.

### *School Reviews*

This past year, Poplar Hill, Wapekeka, Kingfisher Lake, North Caribou Lake and Wunnumin Lake enlisted the services of Kwayaciiwin to conduct their School Reviews. It is a requirement of the Department of Indian Affairs that school reviews be conducted every five years (through funding available from New Paths). For schools that contracted KERC to complete their reviews in 2014 - 2015, a contract agreement was signed between KERC and the First Nation. The community then transferred their school review funding to Kwayaciiwin. Kwayaciiwin sub-contracted its consultants and associate researchers to complete the reviews.

The reviews completed this year (through KERC & the consultants) along with the detailed School Improvement Plans offered school leaders a five-year roadmap to address not only the three FNSSP objectives of improving literacy, numeracy and student retention, but also all other aspects of educational programming- information management (data collection), staff training, updating policies (e.g. school closures, Special Education), financial management, facilities management, transportation, and so on.

***Partnership Update***  
***2014-2015***

# Partnership Relations Update

## 2014-2015

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For the purpose of this annual report period of April 2014 to March 2015, it is important to provide an update on the status of partnership relations to the district chiefs, as it is one of the critical support systems for Kwayaciiwin. It is not the intent to disrespect anyone or any organization but to address the issue at hand, as it needs to be resolved.

Since the inception of Kwayaciiwin Education Resource Centre (KERC) in 2002, we have worked closely with the other external education organizations within the district and region areas; to network, collaborate, advocacy and form working committees to address the common education matters. The partnerships consist of: tribal council education authorities, local education authorities, NNEC, and political advocacy NAN education.

In 2009, AANDC introduced First Nations Student Success Program (FNSSP) proposal driven initiative that provided support for improved learner outcomes in the K4-Grade 12 on-reserve band operated schools. The program aims on the three priority areas: literacy,

numeracy and student retention. The 1st proposal was going in as district-wide initiative as it was prepared by KERC however NAN came on board and convinced the chiefs to go with NAN-wide large aggregate proposal. In 2011, KERC wanted to apply for the 2012-2014 FNSSP funds under the district initiative on behalf of the 21 schools but the district chiefs did not approve it due to financial reasons.

For the past six years (2009 to 2014) KERC was part of the NAN-wide umbrella aggregated FNSSP proposal with other 11 partners. The administration, advocacy and coordination services were provided by NAN-wide education with success. KERC continued to work closely with the district education organizations and NAN-wide partners. I represented KERC on the NAN-wide FNSSP partners meetings and NAN education committees, and I was very active and participated in the tasks to mobilize the education issues affecting our communities. The working relations with our partners were very positive and productive. All of that changed when KERC served

notice to NAN-wide partners at the July 10, 2014 retreat meeting that the district education directors will revisit the District-wide FNSSP initiative again for the 2015-2018 proposal.

KERC did not anticipate resistance from NAN education, NAN-wide partners and some communities, as it was no secret that KERC has always had an interest from the beginning to administer the district FNSSP funds to secure extra revenue. In fact, it was KERC's expectation that NAN & partners would fully support and assist KERC in its endeavor. The process of gaining approval from the district chiefs at the November 2014 AGM on the proposed 2015-2016 KERC/FNSSP district administration got worse and worse as we moved forward, and it concluded with a division and resentments between KERC and NAN partners, education organizations and some communities. The 2015-2016 KERC/FNSSP proposal with 13 schools and 3 tribal councils was approved by AANDC. The rest of the 7 communities went with the NAN-wide FNSSP proposal.

In conclusion, I regret to inform the district chiefs that effective November 2014 to the present of October 2015, our working relationship with some external education organizations have deteriorated, weakened and non-existent especially NAN education. The level of contact between KERC and NAN education for the past year has been nearly non-existent. We are concerned, as KERC wants to continue to establish positive working relations with NAN education and to the rest of the education organizations and partners. If I contributed to the issue, I am prepared to assume my role and to work out the issues with our partners for acceptable resolution.

*Exploratory Process Final Findings  
2014-2015*



# Grassroots Exploratory Process 2014-2015

## Summary of Findings

### *The Future Of District Education – Kerc’s Perspective 2015*

*A Unified District Education System is needed in order to provide students with quality education that is well resourced, culturally sensitive, respectful of heritage, encompasses community development, is realistic and practical.*

### *A Proposed Model Based On:*

- KERC’s 12 year’s of experience providing second level support services to district schools
- Direction given to KERC by the grassroots during 2014 Exploratory Process
- Consideration of the organization and services needed to close the academic achievement gap for district students
- Need to aggregate resources in order to provide 2nd level services (e.g. High Cost Special Education, FNSSP, New Paths)
- Need to restructure and realign the education services together.

### *Background - Key Dates*

- 1988** “Local control of education” - inadequate funding for professional supports and resources becomes the norm for district First Nations schools
- 2001** NNEC assessments continue to show significant gaps in grade 9 student academic achievement. District chiefs approved an “Academic Readiness



Work-plan” to address these gaps. Work-plan includes:

- Establishment of District Education Resource Centre
- Development of First Nations Curriculum Guidelines & Resources
- Professional Development training for education leadership, school staff
- Development of education standards for district schools

**2002** Kwayaciiwin Education Resource Centre is established and incorporated in 2010

#### **2002 - Present**

KERC continues to refine the second level services it provides through the Academic Readiness Program and FNSSP but lacks financial resources and the authority to expand it's services in ways necessary for supporting student success as comprehensively and effectively as possible.

**2013** At KERC AGM District Chiefs pass resolution mandating KERC to explore ways that the organization may evolve in the future and also consult the grassroots to get their opinion on district education and future directions. KERC is mandated to explore two possible, but not limited to them, concepts:

- 1) KERC to become a regional education organization and to expand second level services (serving 21 community schools)
- 2) KERC to become a District School Board

### **Background – Grassroots Exploratory Process**

**2014** KERC conducts The Grassroots Exploratory Process over period of 6 months. The final report, by independent consultant Mary Alice Smith states:

- Exploratory Process endorsed by 14 First Nations



- Over 1300 on-reserve community members participated
- Process provided a rare opportunity for First Nations parent and community members to have their views on education solicited and documented.
- Extensive feedback can be used to guide the way for strengthening current and future second level services and inform initiatives and new directions in district First Nation education.
- KERC receives clear, though cautious support to move towards taking on a greater role in responsibility over district education.

### **Grassroots Exploratory Process Key Findings:**

*(Full report can be accessed through KERC website – [kwayaciiwin.com](http://kwayaciiwin.com))*

- All people want their children to succeed in life and recognize that good education, grounded in their culture and language, is an important part of that success
- Most people agree that although there are some successes, First Nations education in the district is still lacking in many ways and the academic achievement gaps are still too big.
- Everyone agrees that “changes in district education are needed” but at the same time people are wary of giving up local autonomy in how schools are run and how the children are educated.
- Lack of funding and resources and skill levels continues to challenge the hard work of everyone working to support student success and achievement.

### **Common Message From Community Members:**

- KERC, the tribal councils and the Chiefs must work together as leaders to “Make what is better for all of us”.

### **Kerc – Growing 2<sup>nd</sup> Level Support Services – Draft Vision**

# Kwayaciiwin Education Resource Centre

## Growing School Support Services (2nd Level) For On-Reserve Band Operated Schools

### Present Services

Support Implementation of  
Bilingual and Bicultural Curriculum

Develop Instructional Resources

Develop Capacity for Leadership  
and Staff Through Professional  
Development and Training

Facilitate Standard Assessment  
Tools and Data Collection

Professional Publishing, Design  
and Printing

### Growth in the Future

Implement Standardized Bilingual  
and Bicultural Curriculum

Standardize Instructional Resources

Standardize Capacity for Leadership  
and Staff Through Professional  
Development and Training

Special Education Services

Development of New Assessment  
Tools that are Culturally Relevant

Supervisory Services

Professional Publishing, Design  
and Printing



*Meet the*

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***KERC***

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*Staff*

# Meet the KERC Staff

## 2014-2015

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*Margaret Angecone | FNSSP Coordinator*

As the FNSSP Coordinator, Margaret is responsible for leading and coordinating the First Nation Student Success Program. This includes all aspects of planning; coordinating and managing the resources assigned to FNSSP; communication with all key partners; and monitoring, reporting and evaluating the implementation and outcomes of the FNSSP annual work plan.



*Charlotte Semple | Administrative Assistant*

Charlotte performs administrative and office support activities for multiple supervisors, which includes arranging travel, answering telephone calls, receiving and directing visitors, word processing, filing, faxing, and coordinating conferences and workshops.



*Amanda McLean | School Success Planning Lead*

Amanda is responsible for coordinating the development and management of the school success planning team portion of the FNSSP. Specifically, this includes working with FNSSP team of educational consultants to organize, coordinate and facilitate support to schools and communities, establish proposals and work plans, and ensure that data and results collected from communities is collated and analyzed to determine impact on student success.



*Lesley Tomporowski | Assessment Lead*

Lesley is responsible for coordinating the student learning assessment and performance management program of the FNSSP, and managing the student learning assessment and performance measures section. FNSSP is required to monitor and measure the achievement of students in the District. The assessments are formal and standardized and are an essential part of accountability that provides parents, students, staff, and communities with accurate reports on education performance.



### *Ballena Anderson | Immersion Specialist*

As Immersion Specialist at the KERC Ballena supports Immersion Programs in northern community schools by conducting workshops and training community-based immersion and Native language teachers. Ballena is also an author and illustrator of many children's story books published in syllabics and English. She has also translated books into Oji-Cree, Cree and Ojibway, and has developed teaching materials for 23 schools in the North and the Sioux Lookout area.



### *Gabrielle Cosco | Artist/Illustrator*

Gabrielle is the artist, illustrator and graphic designer and has designed many marketing materials, creating a professional yet fresh new look for KERC. She has illustrated several children's books and has designed nearly thirty books in KERC's levelled readers book series. She is also a photographer capturing images for KERC's growing photo archives. She travels to schools in the region to teach students about art, design, illustrating, photography and technology.



### *Doris Kamenawatamin | Production Assistant*

Doris provides support services to the Academic Readiness Project and works under the ARP Coordinator. She photocopies, collates and compiles curriculum documents, books and resources, laminate and bind documents, and design, layout, and create visual aids and instructional materials for teacher and student use.



### *Brooke Skene | Literacy Coach*

With experience working in small rural schools in British Columbia's West Kootenays, and more recently Rocky View School Division in Alberta, as well as, her in classroom time teaching English Language Arts to grades 6-12, Brooke is able to provide expert advice and in-school support to teachers and administrators on strategies to improve the literacy of their students.



### *Eugene Southwind | Finance and Human Resource Officer*

Under the direction of the Executive Director, Eugene provides financial accounting services for KERC, such as analyzing financial information, and preparing accurate and timely financial reports and statements. He is also responsible for human resource management, administering human resources policies, procedures and programs. These responsibilities include human resource information systems, employee relations, benefits, compensation, organizational development and employment.



### *Charles Brown | School Success Planner*

Charles Brown is originally from Bearskin Lake First Nation. He has been residing in Sioux Lookout for a few years now. He has a teaching background and has worked in various capacities over the years. He was recently hired as a School Success Planner. He is very much looking forward to work with your schools on school success planning.



### *Florence Sanderson | Student Retention Coordinator*

Kwayaciiwin's Student Retention Coordinators promote education and its benefits to students and parents alike. We encourage students to attend school regularly and to work to their full potential. We also provide a variety of workshops to students and parents on topics including: anti-bullying, self-esteem, supporting your child's education, using education as tool and preparing for high school.



### *Matthew Angees | Executive Director*

Matthew is a proud member of Wunnumin Lake First Nation. He has three sons and one daughter. He graduated from Lakehead University in 1984 and has been involved in education in various capacities. He is fluent and proficient in both English and Oji-Cree and continues to translate. Matthew is the executive director and his main role is to implement the KEREC Board policies and directives. He supervises the overall operations and daily management of the organization. He is responsible to manage all programs and staff of KEREC, and to ensure proper planning is being implemented.



### *Bronwyn MacDonald | Numeracy Coach*

Bronwyn MacDonald was born and raised in the Ottawa Valley. She completed her Bachelor of Science in Mathematics at Trent University and her Bachelor of Education from Queen's University. Bronwyn's teaching experience includes working with students identified with Mild Intellectual Disabilities, teaching in a youth correctional facility and teaching math at various levels in rural Ontario. She is a math enthusiast, an avid reader, and a passionate youth advocate, who is committed to working and learning from an anti-oppressive framework.



### *Sandra Shepley | Student Retention Coordinator*

Sandra was born in Canada and has spent the last 15 years going to school and working in London England. She completed her Post Graduate Teacher Training at Greenwich University, London England, and her Masters in Social Anthropology at Goldsmiths College, University of London. Sandra returned to Canada with her family last year to work as a teacher in northern-western Ontario. Her work experience includes a background in classroom behaviour management, teaching inner-city youth and adults and as a Course Leader/ Researcher.





### *Nelson Makoop | Academic Readiness Coordinator*

As Academic Readiness Project Coordinator, works with many talented staff who translate materials developed and published at the KERC. These books and materials are in English, Oji-Cree, Ojibwe and Cree. The Academic Readiness Project supports and provides services to 22 schools in the Sioux Lookout District.



### *Robert Turtle | IT Technician/Database Clerk*

Robert has been with KERC for four years. He started working in data base management and as IT Technician. His responsibilities have evolved to include supporting the production team, by printing all KERC materials, including curriculum products and outside orders.



### *Monika Orzechowska | Virtual Coach/Mentor*

At Kerc, Monika researches and assesses technological resources to find ones that could be useful for schools in the Sioux Lookout District. Her current focus is on assisting district teachers in exploring the engagement and learning power of Google Apps For Education in their classrooms. Monika also provides support for teachers in areas of experiential and “tradigital” education – which involves combining the best of traditional teaching tools and practices with the best of digital ones.



### *Sandra Bighead | Native Language Specialist*

With nearly 15 years of experience and hailing from Wunnumin Lake, Sandra Bighead, has taken on the role as the new Native Language Specialist at Kwayaciiwin. She is responsible for supporting the Native Language Teachers in Northern communities with regular visits and trips to the schools and by working with the teachers to give them the support, tools, training and curriculum needed to teach immersion and language programs.



### *Melissa Bortils | Early Literacy Coach*

After graduating from the Laurier and Nipissing concurrent education program, Melissa worked in variety of classroom settings as an occasional teacher in southern Ontario. In 2012, she began working in northwestern Ontario as the Special Education Resource Teacher in Cat Lake. As the Early Literacy Coach for the First Nation Student Success Program, her role is to work with primary educators in the district to develop effective strategies for meeting language development needs.

## Award Winners

### *Winners of the Kwayaciiwin Grade 8 Citizenship Awards, June 2014*

Andy Fox	Bearskin Lake
Frances Loon	Cat Lake
Latoya Pemmican	Deer Lake
Seth Bluecoat	Fort Severn
Sharilyn Brown	Kasabonika
Landon Fiddler	Keewaywin
Shawnda Mamakwa	Kingfisher Lake
Nicole Muckuck	Big Trout Lake
Picabo Trout	Kejick Bay
Sage Mamakeesic	Frenchman's Head
Janel Masakeyash	Mishkeegogamang
Dakota M. Kejick	Muskrat Dam
Robyn Chikane	Native Sena, Weagamow Lake
Ethan Williams	Round Lake Christian School, Weagamow Lake
Gabrielle Keewaykapow	North Spirit Lake
Alwin Peters	Pikangikum
Waylon Owen	Poplar Hill
Tyra Danis Tait	Sachigo Lake
Braydon Wabason	New Slate Falls
Ivan Shane Winter Jr.	Wapekeka
Lester Gliddy	Wunnumin Lake

### *Winners of the Kwayaciiwin Grade 12 Native Language Awards*

Kevin Winter	Pelican Falls FNHS
Michael Mamakwa	Dennis Franklin Cromarty HS
Clarissa Owen	Pikangikum
Victoria McKoop	Kasabonika

## *Graduates of Eenchokay Birchstick School, Pikangikum, June 2014*

*Tammy Suggashie*

*Deighton King*

*Kyle Quill*

*Cameron Quill*

*Shinialynn Suggashie*

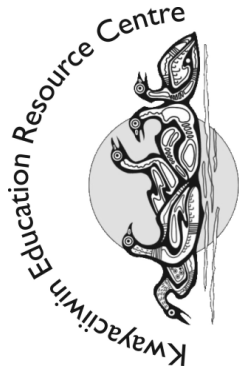
*Rocky Turtle*

*Clayton Turtle*

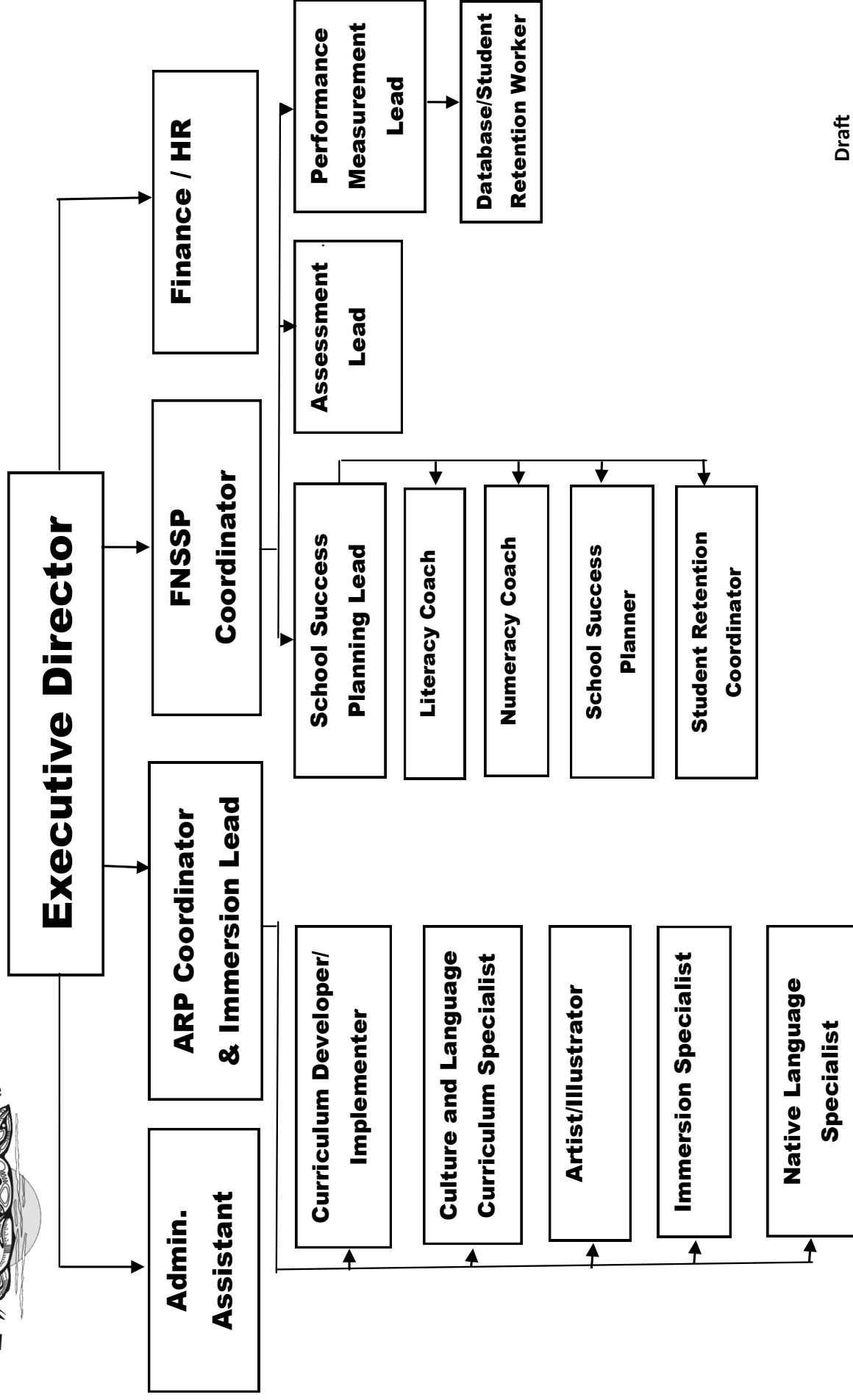
*Carlton Pascal*

*Rusty Moose*

*Alexis Turtle*



# Kwayaciiwin Education Resource Centre







Introducing the Oji-Cree Language App....

# Seasons of the North

For the iPad



Available on the iTunes App Store

Developer: Ogoki Learning System and Darrick Baxter



Kwayaciiwin Education Resource Centre

43 Queen St., P.O. Box 1328 Sioux Lookout, Ontario P8T 1B8  
(807) 737-7373 | [www.kwayaciiwin.com](http://www.kwayaciiwin.com)



Is your school making a

# YEARBOOK?

Kwayaciiwn Education Resource Centre (KERC) can print and publish it.

Please send your digital files (images and graphics or pre-designed pages) to [nmakoop@kerc.ca](mailto:nmakoop@kerc.ca) or [gcosco@kerc.ca](mailto:gcosco@kerc.ca) by no later than end of May 2016.



Please ensure all pdfs or images are at a maximum resolution of 300 ppi (pixels/inch) and all files designed in MS word have a 0.5" white border around each page to ensure maximum printability and quality.

For further inquiries and questions about printing specs and requirements please contact KERC's in-house artist and graphic designer at [gcosco@kerc.ca](mailto:gcosco@kerc.ca). Thank you.





## Translations

KERC staff can translate your documents to Oji-Cree.

## PRINTING SERVICES

KERC can provide all your printing needs.

Brochures, Newsletters,  
Annual Reports, Posters,  
Advertisements, etc.

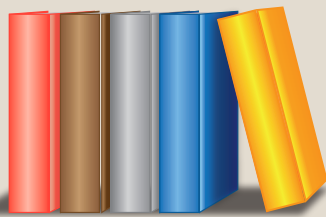


## Publishing Services

Children's Books  
Yearbooks  
Booklets



# KWAYACIIWIN EDUCATION RESOURCE CENTRE



## School Support Services

Curriculum  
Workshops  
Language  
Programming  
Training  
Lessons



## Graphic Design, Illustrating & Formatting

Annual Reports  
Booklets  
Yearbooks

Children's Book  
Illustration

Logos & Visual  
Identities  
Web Design  
App Design  
Brochures

Advertisements

Posters

Digital  
Retouching &  
Painting

Calendars

etc.

## Sales/Orders

Oji-Cree  
Dictionaries  
Part 1 & 2  
Puppets  
Syllabics  
Charts  
Posters  
Books

*We can provide you and your organization with professional quality services that will meet your expectations.*

43 Queen  
Street

807.737.7373

Sioux Lookout, ON

P8T 1B8

[www.kwayaciiwin.com](http://www.kwayaciiwin.com)





## Kwayaciiwin Education Resource Centre

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[www.kwayaciiwin.com](http://www.kwayaciiwin.com)