

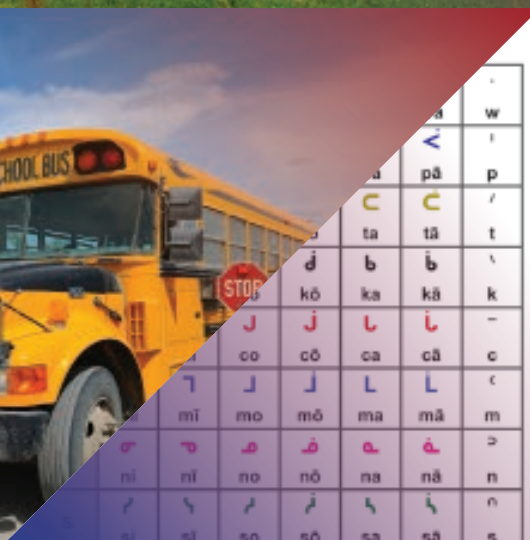


*Nisichawayasi Nehetho
Culture and Education Authority*

NISICHAWAYASIIK CREE NATION



2018-2019 YEAR-IN-REVIEW



Language, Culture,
Land-based Learning,
Elders and Children

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YEAR IN REVIEW FOR 2018-19

NNCEA'S 2018-2022 SCHOOL BOARD TRUSTEES



NNCEA School Board of Trustees for 2018-2022, Left to right: Jerry Primrose, Lou Moodie, Shirley Linklater (vice-chair), Wanda Bunn (NNCEA chairperson), Felix Walker

Election: November 14 & 15, 2018

Inauguration: November 29th, 2018

Wanda Bunn, Chairperson

Shirley Louise Linklater, Co-Chairperson

Felix Walker, Trustee

Jerry Primrose, Trustee

Llewellyn (Lou) Moody, Trustee

EDUCATION PORTFOLIO COUNCILLORS



NCN Councillor
Ron D. Spence



Vice-Chief
Cheryl Moore

NNCEA DIRECTOR OF EDUCATION

L. Gail Gossfeld-McDonald, B.Ed., M.Ed.



Key Areas of Responsibility for the NNCEA Director of Education

- ♦ the NNCEA Board of Trustees
- ♦ Alice Moore Education Center (AMEC), central operations/ amalgamated finance
- ♦ Otetiskiwinn Kiskinwamahtowekamik (OK, N-gr. 8)
- ♦ Nisichawayasihk Noyo Ohtinwak Collegiate (NNOC, gr. 9-12)
- ♦ Post-Secondary Education Program (Chair of PSE Committee and responsible for the PSE program and the administration of student assistance funds/scholarships)
- ♦ Bus Transportation

- ♦ School Facilities
- ♦ Human Resources
- ♦ Work with the Nelson House Teachers Assn., Local 64 of Manitoba Teachers Society

NNCEA STAFF/EMPLOYEES

- ♦ 8 Administrators
- ♦ 47 Teachers
- ♦ 2 Social Workers
- ♦ 14 Elders in the School
- ♦ 4 Administrative Assistants
- ♦ 50+ Educational Assistants
- ♦ Various Teams: Language & Culture, Printshop, ICT, Maintenance, Custodial, Bussing, Security
- ♦ Support Staff: School Cook, Home School Liaison, Casuals

Key Employees:

- ♦ Elvis Thomas, NNCEA Assistant Director
- ♦ Shirley Callow/Shirley Primrose, Finance Team



Elvis Thomas, NNCEA Assistant Director



William Dumas, Language and Culture Project Coordinator

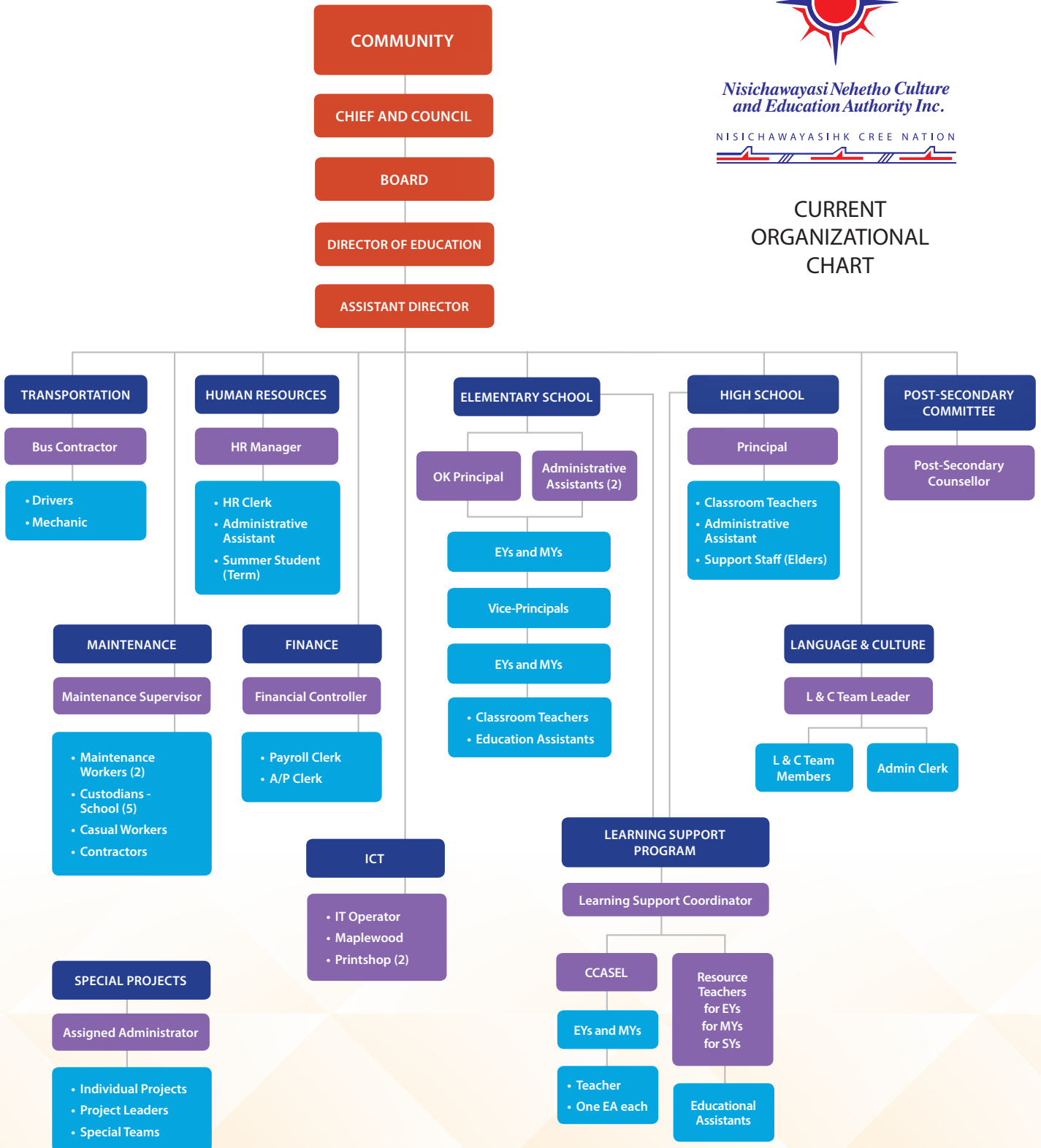
- ♦ Matilda Gibb, OK Principal
- ♦ Nic Campbell, NNOC Principal
- ♦ John McBain, OK Vice-Principal for Middle Years (MY's)
- ♦ Nadine Yetman, OK Vice-Principal for Early Years (EY's)
- ♦ William Spence, Special Events Administrator
- ♦ Natalie Tays, Literacy/Reading Recovery Specialist
- ♦ William Dumas, Nehetho Language/ Culture Co-ordinator
- ♦ Bill Gamblin, Post-Secondary Counsellor



Nisichawayasihk Culture and Education Authority Inc.

NISICHAWAYASIHK CREE NATION

CURRENT ORGANIZATIONAL CHART



P.A.T.H. PLANNING

THE IMPORTANCE OF FIRST NATIONS HISTORY, IN GENERAL

The state of affairs in our First Nations communities is far from ideal. Historically, the history of First Nations in Canada has left us devastated. The effects of colonization, exploitation, oppression, residential schools and assimilation, other various impositions, the 60's scoop, inequality, etc. have been well researched in documents like: the Aboriginal Justice Inquiry (AJI), the Royal Commission on Aboriginal Peoples (RCAP), and the Truth and Reconciliation Commission (TRC) Report of 2015.

The historical trauma that Aboriginal Peoples have endured is unbelievable and undeniably true. How we have survived is a true blessing and absolute miracle! Most of the problems that Aboriginal People have today are rooted in the past. Yellow Horse Brave Heart labelled this "as historical unresolved grief." Aboriginal people lost their lives, land, and culture from European contact and colonization. This left a "long legacy of chronic trauma and unresolved grief across generations" which has led to much of the social pathology of today: high suicide rates: homicide, domestic violence, child abuse, alcoholism

and other social problems." To undo what has been done will take several generations. This devastation of history has been well publicized, its significance must be repeated constantly because many people are unaware and/or cannot relate to the horrific effects of the ordeal.

Socio-economic conditions on the reserves are well known and well below Canadian standards. Many chronic problems exist/persist. Community members endure incredible hardships. Social problems within our First Nations strain community supports and services. People say that the school is a reflection of the community. It is. Even so, we must strive to be a healthy community with healthy families, schools, students. First Nations Control of First Nations Education is one way to make our schools better. We have to ensure that the horrific practices/experiences, of the past, do not get repeated. This is at the core of how we must operate.

As former Manitoba Justice and TRC Chair and present day Senator Murray Sinclair, once said, "EDUCATION got us here and EDUCATION will get us out." In time, his words of wisdom will come to light!

In order to achieve "Kita-kistithitamahk akwa Kita-apacihayahk Ithinisiwin Kiskinwahamakiwinisihk Isi," it will

take much time, much planning, an atmosphere of cooperation/commitment/comradery, and many resources. The direction for the future has been relayed in the previous page. The time to alter our course is upon us. We need to work together.

At the root of this PATH planning exercise, the NNCEA School Board, of the day, wants our children to be proud of who they are, where they come from so they will know where they want to go. By the time our students graduate from our "more culturally appropriate" system, it is anticipated that they will know and be proud of their ancestry, know the Nehetho language & culture and have a holistic educational experience so they can succeed in life and live healthier lives and have pimatisiwin. It will take years before the "fruits of our labour" will be apparent. The time to start on this new journey or path for our schools is now!

BACKGROUND

The Nisichawayasihk educational system has existed since 1981 with Indian Control of Indian Education (ICIE, 1972) at its core. Nisichawayasihk Cree Nation is located on Adhesion to Treaty 5 territory. Within that policy paper, one quote states, "Unless a child learns about the forces which

PLANNING ALTERNATIVE TOMORROWS WITH HOPE (PATH) FOR NNCEA

(from NNCEA Board Planning Session held on December 13, 2016 at the AMEC)

Purpose "Kita-kistithitamahk akwa Kita-apacihayahk Ithinisiwin Kiskinwahamakiwinisihk Isi"
"To Acknowledge and Use the Sacredness of Our Language & Culture in the Education System"

This is the dream, the vision "Soki othatamakiwin Mitho opikihowasowin Miskanow"
'Setting a Strong Path for Our Children'

These are the goals "Kita maskawikapawistamak"

- Nihithowi kiskinwahamakiwin
- Awasisi nihithowi kiskinhamakiwin
- Mamawi hopikihawasowin

'To increase & strengthen the Indigenous language & culture'

We can start to phase in our language and cultural activities by providing a nurturing environment, year to year. In the end, we will be happier, more content, more structured/successful and more hopeful for the future!

OVERVIEW

Since November 2015, our education system has been known as the Nisichawayasi Nehetho Culture and Education Authority (NNCEA) Inc. Before this time, NNCEA was known as the Nisichawayasihk Education Authority (NEA) and the Nelson House Education Authority (NHEA).

NNCEA School Board elections are to held every four years: 2018; 2022; 2026; 2030,... The NNCEA was established in 1981 with First Nations Control of First Nations Education (FNCNE) at its core. In the last 38 years, incredible progress and transformation continues to occur. This is an accomplishment to be proud of! Our educational journey continues!

In time, our educational system will be truly ours and so much more diverse. Our system has changed with the times and this will continue. It's still exciting for your Director and all the NNCEA staff! As your Director of Education, managing the school system is a challenge and honour! Indigenizing our system is a great motivator. I'm thankful and proud to be a part of it!

Since the fall, the new NNCEA school board continues to meet and learn the "ins and outs" of our operation. By the time they feel comfortable, another election will be due. The last year has been full of many delights and many dilemmas. We continue to serve the children and community and strive for excellence!

SIGNIFICANT ACHIEVEMENTS IN 2018-19 FOR THE NNCEA SYSTEM, IN GENERAL

In December 2016, the PATH plan was created/distributed/worked on. It has set the tone for the future and many people from the outside with much knowledge/expertise are helping! We continue to follow the plan which shapes the future of our school system.

The PATH plan is focused on Nehetho language and culture and land-based learning is being implemented/strengthened. The Nehetho Language & Culture Team team does its work in the lower level of AMEC. Their knowledge and presentations are phenomenal. The Nehetho History, Language & Culture team/unit has been operational for two whole years and is working diligently to create what is needed! Thus far, the resource development to date is astounding! Feel free to drop by! Additional info on this unit is contained within this report

Since the election, the new school board has been receiving on-going training. It never ends.

The centralization of finance and amalgamation of NNCEA with NCN finance has transpired.

With the assistance of MFNERC facilitators, the School Board of Trustees is working on a five year Strategic Plan. Information has been gathered and will be incorporated. Once complete, it will be shared with the NNCEA school board, NCN Chief and Council, the schools and community.

Partnerships with NCN; FCWC; the University of Manitoba; the University of Winnipeg, Learning Bird; Appleby College; MFNERC; NHTA; MSBA; HR Downloads; RCMP; etc. continue.

To ensure safety, NNCEA school buses must always be well maintained. Dollars are being set aside for a new modernized bus. Nine buses, a wheelchair access van and Bobcat are available for school use.

Accommodating teachers in teacherages has improved.

Much of the lighting in our schools is now LED.

NNCEA now has Automated Electronic Defibrillators (AED's) on our premises.

Staff has been orientated on their usage.

Upgrades to security system are continuously done. Due to the vandalism that's re-surfaced, security has to be in place for April to October.

The School System Evaluation for 2012-17 was completed/presented at the Annual General Assembly (AGA) on July 10th, 2018. It contained 259 recommendations with recommendations which were incomplete from the previous school system evaluation of 2010-13. Before the next school system evaluation, all these recommendations will be addressed with an intention to get them completed.

The NNCEA is prepared for the next round of negotiations between the Nelson House Teachers' Association (NHTA) and the Nisichawayasi Nehetho and Culture and Education Authority (NNCEA). This task will commence in early November 2019 and may take some time to settle. The Collective Bargaining Agreement expired in July 2018 and has to be re-negotiated. An NHTA/NNCEA Liaison Committee has been formed to improve our relationship.

A leave scheduler or automated attendance tracker will be in place soon.

Achimowna write-ups and monthly NNCEA newsletters are completed as regularly as possible.

Parent Education Sessions were delivered, Tuesday, Wednesday & Thursday evenings, from January 2019 to March 2019. Various sessions will be set up for next year.

Efforts to improve student and staff attendance are underway. NNCEA is searching for a Attendance Improvement Manager and Attendance Improvement Officer.

The NNCEA flex day school calendar for 2019-20 is in place and in circulation. Fridge magnets will be ordered and distributed when available.

In early May 2019, rather than close the whole school, five staff members attended the annual Lighting the Fire conference hosted by MFNERC.

The newly established NNCEA award for language & culture in MY's & the Dolly M. Spence award for gr. 12's to promote entry into teacher training programs continues.

Teacher recruitment for 2019-20 is "in full swing." By September, the quota will be filled.

A year end gathering for NNCEA staff was held at the Thompson Golf Club on Saturday, June 15th, 2019. Those who attended were treated to golf and a yummy, yummy supper!

After a long lull, NNCEA has revived its Years of Continuous Service Awards! On June 20th, 2019, short term and long term personnel were publicly acknowledged and presented with a gift card. Recipients were truly appreciative! More information on the activity is contained within this report.

NNCEA is accountable and Annual General Assemblies (AGA) of the NNCEA continue to happen and improve. An AGA booklet is distributed at the AGA.

Some staff (Nic Campbell, Matilda Gibb, Nadine Yetman, Margaret Bird, etc.) willingly apply for grants and/or proposal(s) and bring in a few extra dollars/activities for our students! This is excellent!

SIGNIFICANT ACHIEVEMENTS IN 2018-19 AT ALICE MOORE EDUCATION CENTRE (AMEC)

We continue to take care of the Alice Moore Education Centre (AMEC) as it was named to honour a very special woman who knew about our Nehetho

way of life and living off the land. Plans to renovate/expand the Boardroom had to be put on hold temporarily, due to other needed projects.

- ♦ Most of the space is being utilized now
- ♦ Security/camera upgrades are planned
- ♦ Areas flooded by a flooding are being covered by insurance

In time, NNCEA would like to renovate and expand the Board room so public meetings can be held there.

SIGNIFICANT ACHIEVEMENTS IN 2018-19 AT OTETISKIWIN KISKINWAMAHTOWEKAMIK (OK)

From start to finish, enriching/fun events are always on-going at our schools.

Mrs. Gibb and her staff strive to make Otetiskiwin School a happy, safe, excellent place to learn!

Lunch hours are now synchronized, lunch at OK is 12-1 while NNOC's is 12:05-1:05!

School climate improvements/stabilization are in effect at the elementary school! School admin and the staff continue to do a great job! They work tirelessly to make the school better.

The Community Approach to Revitalizing Education or CARE plan of dividing the school into the Sun and the Moon sides has been a huge success and made a huge difference!

There's definitely been a reduction in suspensions and staff are trying to better meet the needs of students. Working towards being a Trauma-Informed School will help us further.

CCASEL program has been very successful with lots of land-based learning going on!

Year after year, National Addictions Awareness Week (NAAW),

Remembrance Day services, Christmas concerts, Halloween parties, Science Fair participation, sporting events/tournaments, Jr. Chief & Council, hot lunch program, school trips, etc. continue. This year, a Mother's Day Tea was added which was so well planned and deserved.

Welcome to Kindergarten (WTK) which returned in the 2016-17 school year continues.

Congratulations to Ms. Natalie Tays who is now our resident Reading Recovery Specialist!

The Elders in the Schools program is working well! Ms. Arlene Smears and Mr. William A. Spence oversee this program. The OK Principal praises the program and their work constantly!

Flex Day Fun offered at Spring Break was another huge success! Many more supports were put in (bus service, hot lunch, etc.) and there were many more participants. Lots of happy faces were witnessed. We will continue to offer it again and make the needed improvements.

Angela Levasseur (as well as Edith Linklater) were Resource Inclusive Special Education or RISE graduates of the MFNERC cohort. In July 2020, NNCEA will have two more teachers who will graduate from the program, Loretta Francois and Frederika Prince. They will be qualified resource teachers. NNCEA knows they will succeed and remain with us!

This year, there were 40 Kindergarten graduates and 28 grade 8 graduates. All graduates received gifts for their noteworthy accomplishment. Congratulations!

SIGNIFICANT ACHIEVEMENTS IN 2018-19 AT THE NISICHAWAYASIKH NEYO OHTINWAK COLLEGIATE (NNOC)

NCN Chief & Council has attained us a

new high school for grades 7-12!

All players have been working together to make this a reality.

School design plans have been on display and are being finalized.

Target date for a new high school opening is September 2021!

It's like one happy family at NNOC. Students and staff are doing well! It's a positive place to be.

Mr. Campbell and his staff strive to make their school a happy place to get an awesome education!

The Weekend Warriors are going strong as well as the Jr. Chief and Council.

Dinner Theatre for the Nehetho Creation Story on February 1st, 2019 was a first and a great hit! Thanks to the drama class and their teacher, Ms. Samantha Pike! Proceeds from the fundraiser went towards a school trip to Wpg to watch a live play.

Graduation was held with a theme of "Evening in Paris" at the new Norman Linklater Multiplex on June 18th, 2019.

This year, there were 15 grade 12 graduates from the high school and 10 from the Mature Student Diploma Program (MSDP) that the ATEC oversees. All grade 12 graduates, on and off reserve, received a monetary gift with an IPAD, keyboard and case.

SIGNIFICANT ACHIEVEMENTS IN 2018-19 AT THE POST-SECONDARY LEVEL

The NNCEA Post-secondary program is still going strong!

In 2018-19, the Post-Secondary Counsellor has been at the high school, ATEC and community more. He even attended this year's Christmas dinner & year end event, for the first time in the history of his employ!

Some NCN students work for NNCEA during the summer.

One of our NCN members successfully completed her doctorate program. She orally defended her thesis on August 13th, 2018 and graduated on October 13th, 2018 from the U of M and has the

distinct title of Dr. Ramona Neckoway!

Numerous recommendations from the school system evaluation will only make the program better. They are set to be implemented in the short term and long term before the next school evaluation transpires.

The Post-Secondary Committee meets quarterly in NCN or Thompson now. If necessary, the occasional meeting may have to be held in another urban centre.

Congratulations to four of our educational assistants who will attend University College of the North (UCN) this fall. NNCEA wishes you the best of luck in your studies and much success!

Now that we know that an elementary school is on hold, Phase 2-3 of the OK remediation plan will require attention.

This year, there were approximately 15 NCN members who graduated with various certificates, diplomas, degrees. Year by year, our NCN membership are attaining higher credentials!

NNCEA OPERATIONAL CHALLENGES IN 2018-19

FOR THE NNCEA, IN GENERAL

Although NNCEA has received a slight increase in the budget, our First Nation school system is still underfunded. Indigenous leaders must continue to work on this shortfall!

The 10% administration fee imposed by C & C needs to be waived now or greatly reduced as NNCEA could really use the money.

- ◆ Cash flow challenges at certain times
- ◆ Legal matters are costly, time consuming
- ◆ Political barriers/red tape that arises and prevent movement on tasks with time constraints
- ◆ Teacher turnover for various, legitimate reasons
- ◆ Recruitment of professionals/para-professionals/security, during the school year
- ◆ Aging facilities, vehicles, buses, personnel
- ◆ Frequent & lengthy outages of Internet/email continue
- ◆ Establishment of Human Resource Unit/Team is a timely task
- ◆ Public relations and communication.

Ensuring all NNCEA students attend school during the week of Sept. 23-30th, 2019 so we can get AMAP from the funders!!!

FOR THE OTETISKIWIN KISKINWAHMATOWEKAMIK (OK)

- ◆ Unexpected passings of beloved professionals/para-professionals/students
- ◆ Unexpected illness of key personnel
- ◆ Unexpected school closures beyond our control

- ◆ Limited space for instruction/storage
- ◆ Costly repairs: OK roof/400 wing, elevator that hasn't worked in years, LED lighting; fixing of gym walls/ceilings/stage area; mould in some classrooms, etc.
- ◆ More training for the various teams in our system
- ◆ Bus loop congestion
- ◆ Student/staff attendance needs great improvement
- ◆ Parental engagement needs great improvement

FOR THE NISICHAWAYASIIK NEYO OHTINWAK COLLEGIATE (NNOC)

- ◆ Shortage of space for educational instruction: Behavioural classroom site/funds, HSAP, MSDP
- ◆ Student lateness/absenteeism
- ◆ Higher grades will improve their chances for entry in various institutions

FOR THE POST-SECONDARY PROGRAM

- ◆ Improved supports for NNCEA's Post-secondary students so they can have more success
- ◆ More active promotion of post-secondary education
- ◆ Another post-secondary counsellor is to be recruited and trained/available
- ◆ NNCEA hopes to open an office in Winnipeg again

NNCEA PLANS FOR THE FUTURE FOR NNCEA

- ◆ Succession planning
- ◆ More proactive measures to prevent problems in the NNCEA system
- ◆ Being part of the movement to

change the educational funding model and regional education agreements to First Nations in Manitoba which is a never, ever happened before opportunity!

- ◆ Working on all the recommendations for the 2012-17 school system evaluation report
- ◆ Improving student and staff attendance
- ◆ Indigenization of our school system so it can truly be ours
- ◆ Focus on land-based learning and integration of Aboriginal perspectives for staff/students
- ◆ Nehetho language and culture focus to everything we do. Instead of integrating our culture into the curriculum, we need to be integrating the curriculum into our culture.
- ◆ NNCEA to establish a language/culture campsite for our school system. Sites are being explored and a plan for the camp will be designed and worked towards. We want the parents/students to help create/build the camp. This camp will be in close proximity of our schools.
- ◆ Continued phase in of Nehetho immersion classes to grade three, dual track
- ◆ Gradual integration/takeover of the Jack Moore Traditional Program into the NNCEA language and culture program of NNCEA
- ◆ Facility maintenance
- ◆ Yearly updates of NNCEA policies
- ◆ Updated, user friendly policy manual
- ◆ A firmly established Human Resource Unit/Team
- ◆ Benefits package for all employees
- ◆ Review Printshop service and make adjustments

- ◆ Application for a license so mega-fundraising can be done by the NNCEA
- ◆ Modifications to the AMEC building:
 - ◆ renovations to enlarge Board room/ more office space; classroom(s), an archives, etc.
 - ◆ Working towards having a new fleet of school buses
- ◆ NNCEA assets to be inventoried by December 2019

NNCEA PLANS FOR THE FUTURE FOR THE SCHOOLS

- ◆ Continued action on recommendations from last school evaluation with needed improvements
- ◆ Fiberoptics will make a big difference to our computer service in our community!
- ◆ Annual memorial event to commemorate students/staff who have passed on
- ◆ Monthly parental meetings with community education & involvement
- ◆ Public school board meetings
- ◆ Certified sub pool
- ◆ Keeping up with the educational software, hardware and trends
- ◆ Various participation in research projects for First Nation education
- ◆ After next year, in 2020-21, grades 7 & 8 will fall under the auspices of NNOC so they will be more ready for the 2021-22 high school opening.
- ◆ Doing our best to serve our NCN students and community!
- ◆ Thinking ahead and planning for the future of the NNCEA school system

SCHOOL AND EDUCATION PROGRAM EVALUATION FOR 2012-2017



NNCEA LANGUAGE AND CULTURE RESOURCE UNIT (CLRU) REPORT

INTRODUCTION

Purpose

“kita kistithihtamahk akwa
kita apacihayahk ithiniwiwin
kiskinahamakiwiwin isi”

“To Acknowledge and use the
Sacredness of our Language and
Culture in the Education System”

Vision

“soki othastamakiwiwin mitho
hopikihowasowin miskanow”

“Setting a Strong Path for our
Children”

Goals

“kita maskawikapawistamak:
nihithowi kiskinwahamakiwiwin awasisi
nihithowi kiskinahamakiwiwina mamawi
hopikihawasowin”

“To Increase and Strengthen the
Indigenous Language and Culture”

NNCEA continues to fulfill its purpose and vision through the work of the Culture and Language Resource Unit (CLRU). The unit achieves its goals through several initiatives that involve: ongoing work implementing the Nursery to Grade 3 nihithaw immersion program, integrating Indigenous perspectives throughout all subject areas taught in the schools, the creation of a wanaskiwin – land-based curriculum and the development of supporting resource materials. We strive to guide students on their miskanaw (life path) by teaching them what it is to be an asiniskaw ithiniwak (Rocky Cree) from nisicawayasi by learning about their language and culture. The program is built on the foundational concepts of niktowasowow kakwiskipathikwaw (six seasons) and p̄simwak (moons) of the asiniskaw ithiniwak. Students learn about the

rhythm of the cyclical seasonal and monthly changes of the land and how as asiniskaw ithiniwak, they live and respond to these changes through the development of n̄w̄ayak īsiyawin (four components of one’s self, physical, emotional, spiritual and thinking self). Establishing this understanding leads to learning about mithwayāwin, what it is to be balanced as a human being, and to be guided by īthinisiwiwin (the ways of a human beings) that includes kihci othasowina (great laws), kakanokimowina (guiding principles), kiskinawmakiwina (memory teachings) and acimowina (stories). By learning about the changing rhythm of relationships with the land through wanaskiwin (land-based education), the students will gain the rhythm of the nihithaw language and achieve nihithawiwiniwin – to understand and speak the Cree language.

The culture and language program at NNCEA involves a seven-year plan with various target tasks and steps that include:

- ♦ The development of communication strategy
- ♦ The formation of a steering group
- ♦ Proposal submissions
- ♦ Curriculum development that includes educational resource development and incorporating Indigenous perspectives in the curriculum
- ♦ Training initiatives for educators, teachers and curriculum development staff such as cultural competency training, Cree language and culture training like ASLA and TPR and other professional development opportunities and workshops.
- ♦ Community consultations and develop involvement including

Elders in the school and review of Grannie’s program

- ♦ Six seasons scope and sequence development

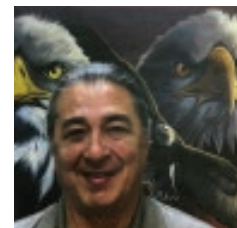
- ♦ Partnerships with post-secondary institutions and Manitoba First Nations Education Resource Centre (MFNERC)

- ♦ Immersion implementation
- ♦ Visits of school systems with other Indigenous language immersions programs.

One of our main targets is to implement a nihithaw immersion program from Nursery to Grade 3 which will be implemented on a yearly basis. Once it is implemented to Grade 3, the program will be assessed to determine if nihithaw immersion will continue beyond this grade level, will be developed as a bilingual program or will become a subject area. A phased approach to the immersion program is being adopted with the implementation of the Nursery nihithaw language immersion program which began this past school year. The Kindergarten curriculum is currently in development and will be implemented in September 2019 with following grade levels in subsequent years.

The curriculum is based on the following expectations:

- ♦ That 90% of the day is taught in nihithaw and 10% is in English;



*Elvis Thomas, NNCEA
Assistant Director*



*William Dumas,
Coordinator*

- ♦ That children will learn language orally through effective early learning teaching methods such as learning centres, play-based and land-based learning.
- ♦ Partnerships with post secondary institutions and Manitoba First Nations Education Resource Centre (MFNERC);
- ♦ That nīhithaw values, beliefs and practices are foundational to this language-learning model;
- ♦ That syllabics, an Indigenous developed writing system, will be the primary nīhithaw writing systems – standardized as best as possible according to the Nisichawayasihk community knowledge keepers and language experts.

We are currently accepting registrations for the nursery and kindergarten nīhithaw immersion programs in the upcoming 2019/2020 school year. Please contact our office for more information at (2014) 484-2095.

REVIEW OF UNIT ACTIVITIES FOR 2018/2019

In March 2018, NNCEA began its culture and language initiatives by establishing a team to develop the Nursery curriculum as guided and directed by the NNCEA Board, the Director of Education and the Assistant Director of Education. Mr. William Dumas was seconded from MFNERC initially where he was a Cree Culture and Language Specialist. In September 2019, he joined NNCEA full-time as a Coordinator to oversee the development of culture and language initiatives as they relate to curriculum development, implementation and resource support. Over the course of the year, NNCEA also acquired the services of Dr. Myra Sitchon to support the Coordinator in the development of resources and project management. Dr. Sitchon left her position with the Manitoba Government as a senior policy advisor

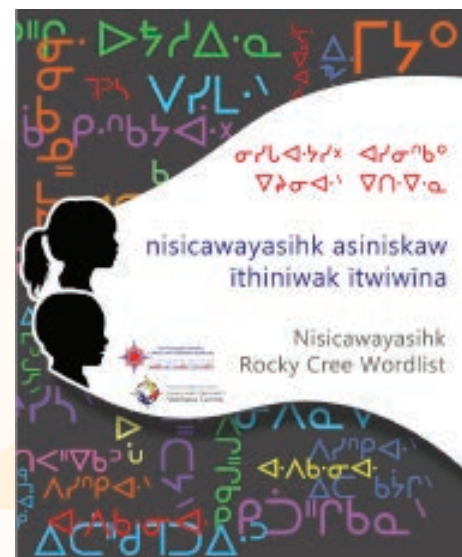
to the Deputy Minister and Minister of Indigenous and Northern Relations last year to join NNCEA in this important work. She has worked in asiniskaw ithiniwak territory over the last 18 years on various research projects involving Rocky Cree culture and heritage and has a background in graphic design and project management. Mr. Dumas and Dr. Sitchon are part of a NNCEA culture and language team that consists of knowledge keepers, curriculum writers and resource developers that have carried out several activities over the last year to include:

- ♦ The establishment of the NNCEA's culture and language resource unit (CLRU).

- ♦ The creation of resource materials to support NNCEA culture and language initiatives.
- ♦ Visitations of other indigenous language immersion and wanaskiwin programs.
- ♦ The establishment of a curriculum framework and curriculum guides for the Nursery and Kindergarten immersion programs.
- ♦ The development of a wanaskiwin – land-based education scope and sequence.
- ♦ The facilitation of workshops in the NCN community.



On-the-land canoe trip to establish potential sites for culture camp.



ᑭᑏᑦ ᑕᑏᑦᑕᑏᑦ
kihci othasowina
The Great Laws

ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Love
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Respect
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Faith
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Obedience
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Prayer
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Hope
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Patience
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Humility
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Tolerance
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Loyalty
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Kindness
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Caring
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Sharing
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Understanding
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Support
ᑕᑏᑦᑕᑏᑦ	sāksīlovin	Guidance

ᑎᑏᑦᑕᑏᑦᑕᑏᑦ ᑕᑏᑦᑕᑏᑦᑕᑏᑦ
nikotwasowow
kakwiskipathikwaw



ᑕᑏᑦᑕᑏᑦ ᑕᑏᑦᑕᑏᑦ
asiniskaw ithiniwak

ᑕᑏᑦᑕᑏᑦ
pīsimwak



The moons and their meanings of the asiniskaw Itinewak - Rocky Dase

Standard Roman Orthography (SRO)
Syllabic Chart
ᑕᑏᑦᑕᑏᑦ ᑕᑏᑦᑕᑏᑦ
asiniskaw ithiniwak

	ᑕ	ᑏ	ᑕ	ᑏ	ᑕ	ᑏ	
	i	ī	o	ō	a	ā	
w	wi	wī	wo	wō	wa	wā	w
p	pi	pī	po	pō	pa	pā	p
t	ti	tī	to	tō	ta	tā	t
k	ki	kī	ko	kō	ka	kā	k
c	ci	cī	co	cō	ca	cā	c
m	mi	mī	mo	mō	ma	mā	m
n	ni	nī	no	nō	na	nā	n
s	si	sī	so	sō	sa	sā	s
y	yi	yī	yo	yō	ya	yā	y
th	thi	thī	tho	thō	tha	thā	th
	x				X		
	h	hk	r	i	Christ	kwī	

THE ESTABLISHMENT OF NNCEA'S CULTURE AND LANGUAGE RESOURCE UNIT (CLRU)

Hiring began in March 2018 to establish a team to develop curriculum and resources based on local community history and knowledge as shared by Elders and knowledge keepers. The team is guided by primarily by Mr. Elvis Thomas, NNCEA Assistant Director. As of June 2019, staffing consists of:

- ♦ Coordinator – Mr. William Dumas
- ♦ Knowledge keepers – Mrs. Carol Prince, Ms. Mona Hart, Mr. Henry Wood, Mr. Harry Spence, Mr. Andrew Wood and Mr. Leroy Francois
- ♦ Kindergarten curriculum writer – Mrs. Margaret Dumas
- ♦ Resource Developer and project management consultant – Dr. Myra Sitchon
- ♦ Assistant Resource Developer – Ms. Rena Gossfeld
- ♦ Administrative Assistant – Ms. Maggie Moose

The CLRU team remains committed to producing resources and materials to support NNCEA's overall vision despite setbacks and challenges involving staff changes and the absence of the Coordinator during April and May due to injury. During March Break, Mr. Dumas broke his right ankle severely after slipping on a patch of ice. Pins were surgically placed to reinforce his ankle which made for a lengthy recovery. Mr. Dumas was welcomed back to work at the end of May as his presence was sorely missed. Please join us in wishing him well for a continued healthy recovery from his injury.

ᑕᑏᑦᑕᑏᑦ ᑕᑏᑦᑕᑏᑦ
mikiwāhp

- ♦ Development of partnerships with other Indigenous educational organizations and post-secondary institutions.
- ♦ A summer institute for NNCEA Culture and Language teachers
- ♦ Attendance conferences and gatherings in Winnipeg and Saskatoon.



THE CREATION OF RESOURCE MATERIALS TO SUPPORT NNCEA CULTURE AND LANGUAGE INITIATIVES

CLRU is proud of the resources materials it has produced to support the immersion and other culture and language initiatives at NNCEA. The first edition of the “nisicawayasihk asiniskaw ithiniwak itwiwina’ (Nisicawayasihk Rocky Cree Word list) was published and released in March 2019 and distributed to NNCEA classrooms, teachers and community members. This book is the foundation for resource development containing words associated with over 60 themes like the great laws, guiding principles and so forth that is based on local NCN knowledge shared by the knowledge keepers. The administration gratefully acknowledges the NCN Family and Community

Wellness Centre for its funding support to print this resource. A second edition is planned for the near future as there were formatting and content issues that were addressed by the knowledge keepers and resource development staff. Recording of the words from the wordlist are currently underway as the document will be transformed into an e-book for tablets and iPads that will feature the audio pronunciation of words and accompanying background information for each of the themes.

Several posters, including six large size posters on kihchi othasowina – the great laws, kakanohkimowina – guiding principles, pisimwak – the moons, nikitwaswow kakwiskayawak – the six seasons, mikiwähp teachings, and the syllabic chart were printed and distributed to all classrooms at NNCEA schools. They were also shared with community members and organizations





William Dumas talking about Nehetho Nisicawayasihk Rocky Cree Word list

across Nelson House such as the NCN leadership, NCNFCWC, Lands Department, ATEC, the nursing station and RCMP.

There is ongoing work on flashcard and poster development on themes found in the wordlist and curriculum guide like animals, classrooms, food groups, emotions and feelings. A Cree Dictionary is being explored on how work will be carried out and how the words will be documented and presented. The idea is to produce a dictionary that highlights the English meanings of words according to word morphologies – breaking down Cree words into root word meanings.

VISITATIONS OF OTHER INDIGENOUS LANGUAGE IMMERSION AND WANASKIWIN PROGRAMS

Instead of ‘reinventing the wheel,’ the team visited other Cree language and culture centres and land-based education facilities to help support NNCEA’s culture and language initiatives. During

the week of March 18th, 2019, NNCEA administration and members of the CLRU visited Lac LaRonge, Montreal Lake and Stanley Mission in Saskatchewan to research the infrastructure that local First Nations have developed to support land-based education. NNCEA will benefit from this knowledge greatly as it moves forward with its plans to develop infrastructure to support wanaskiwin programming in its schools.

The group visited Camp Hope in

Montreal Lake to explore the physical layout which includes staff and client quarters, an office area, cook and workshop building, programming space as well as lodging for on-site therapists and nurses. Other factors discussed included the materials required to build the cabins and other infrastructure and the advantages of being connected to the electrical grid.

During the visit to the Stanley Mission Culture Camp, we also explored the infrastructure and learned how the wanaskiwin program incorporates the local language and culture to include ceremonies. The camp not only

services the community but other schools and its programming is led by land-based people, especially Elders and Language Keepers as its main teachers.

In May 2019, we visited Piyisiw Awasis school in Thunderchild First Nation near Turtleford, Saskatchewan. This school is known for adapting the provincial curriculum to feature the local language and culture across grade levels. Although this school does not have a Cree immersion



Elder Leroy Francois



Language and Culture team (and partners from U of W)

program, Cree culture is prevalent throughout the school such as the signage which has both nehiyaw and English. The team acquired several ideas highlighting how language and culture is foundational to this school's teaching philosophies which can be adapted by NNCEA for use in its own schools.

THE ESTABLISHMENT OF A CURRICULUM FRAMEWORK AND CURRICULUM GUIDES FOR THE NURSERY AND KINDERGARTEN IMMERSION PROGRAMS

Last year, curriculum frameworks and guides for the Nursery and Kindergarten immersion programs were developed. Other existing provincial, territorial and internal Indigenous languages early years curricula were researched to develop a curriculum guide framework and general curriculum content relevant to the Nursery and Kindergarten

curriculum and its relevance to the NNCEA Board of Directors commitment to language and culture, Nisichawayasihk Cree Nation's inherent rights, nationhood and sovereignty. In addition to outlining instructional planning with Manitoba educational initiatives, the document also provides an overview of the of the nīhithaw immersion teaching and learning model that uses various language teaching approaches like the Communicative Approach, the Accelerated Second Language Acquisition (ASLA) method, the Total Physical Response (TPR) method, tips for teaching and assessments.

The Nursery Curriculum guide was completed in summer 2018 for the immersion program and was used by Ms. Roba Bradburn in the Nursery Immersion program for implementation in September 2018. Individual flashcards and relevant resource materials are being produced to support the guide as a full package. The guide outlines:

- ◆ Daily planning time table information,
- ◆ Curriculum organization for the program according to the Six Seasons of the Asiniskow Ithiniwak,
- ◆ Teaching Concepts like numeracy through play, developing motor skills through language teaching and developing the great laws.
- ◆ Six Seasons thematic units including wanaskiwin
- ◆ Implementation of Nursery learning centres
- ◆ Assessment
- ◆ Sample unit plans based on six seasons and specific learning outcomes (SLOs) for the nīhithaw language.

A draft of the Kindergarten Curriculum guide has been completed by curriculum writer Mrs. Margaret Dumas and will be ready for implementation in the 2019/2020 school year. Both the Nursery and Kindergarten immersion programs will be piloted in the upcoming school year.

THE DEVELOPMENT OF A WANASKIWIN - LAND-BASED EDUCATION SCOPE AND SEQUENCE

Our team is also working on the development of a wanaskiwin – land-based education curriculum for NNCEA schools. Right now, we are developing a scope and sequence of activities carried out over the cycle of the six seasons and thirteen moons in conjunction with the knowledge keepers over the different grade levels. This document, now in draft form under review, will be the foundation to develop units and lesson plans to support land-based activities for teachers.

Discussions on infrastructure to support wanaskiwin is well underway with identifying specific locations for programming within NCN territory and within close proximity of NNCEA program delivery. Several consultants in NCN and others who have developed similar programs in Montreal Lake have been working with us to identify what infrastructure is needed to support wanaskiwin programs. The visits to Montreal Lake and Stanley Mission were helpful in providing an understanding of how land-based education programs are delivered within close proximity of the community.

The CLRU knowledge keepers and staff were busy documenting activities on the land with the return of the geese and ducks who signaled that it's time for hunting in theseason of mithōskamin. The group took videos and photographs and documented knowledge related to activities such as goose hunting, the various medicines on the land, different trees, how to make kotawan bannock, how to make a fire, how to roast food on the fire, some of the family history in NCN and the various family kapisiwina (cabins, camping grounds) in the territory. The photos and videos are currently

being formatted and used to develop educational resources like booklets featuring land-based activities (e.g. how to make bannock and cook it by the fire).

THE FACILITATION OF WORKSHOPS IN THE NCN COMMUNITY

Over the past year, the unit has presented at a variety of workshops throughout the community that includes the NNCEA Parent Culture and Language workshops on the star chart, using the wordlist, working with the Great Laws, Guiding Principles and the Roles of Parenting. Other presentations/workshops also include, "The importance of language in finding one's miskanaw" for the Wellness Centre with one in Thompson and another in NCN.

DEVELOPMENT OF PARTNERSHIPS WITH OTHER INDIGENOUS EDUCATIONAL ORGANIZATIONS AND POST-SECONDARY INSTITUTIONS

A series of partnerships have been established internally within the NCN community and externally with other Indigenous educational organizations and post-secondary institutions to help move our culture and language initiatives forward. Internal community partnerships were developed with NCN Family and Community Wellness Centre to develop resources that promote a continuity in learning between preschool and headstart programs with nursery and the development of home-based learning through language nests. We are also exploring work with the NCN Lands Environment Resources Department on community mapping initiatives for the wanaskiwin curriculum and resource development. There are several external partnerships that have been developed which include:

- ♦ MFNERC – large scale printing and training on printing press equipment.
- ♦ Gift of Language and Culture project with Lac LaRonge Band – provided resource materials for NNCEA to alter according to local language and cultural understandings.
- ♦ University of Winnipeg – assists with research, assessments and curriculum development.
- ♦ Tataskweyak Education Authority – sharing of resources to support land-based education.
- ♦ Onion Lake First Nation – provides resources and knowledge for immersion development.
- ♦ Muskoday First Nation – development of values teaching approaches

An outcome of the partnership with the University of Winnipeg, involves NNCEA receiving a grant for \$50,000 in October 2018 to develop a position paper for the Social Science and Humanities Research Council of Canada on how the broader researcher community should engage with Indigenous communities. The knowledge keepers developed a position paper highlighting how research should be conducted with and for the asiniskaw ithiniwak. The group views this paper as the foundation on protocols to guide researchers engaged in work with NNCEA. The position paper was presented in March 2019 at a roundtable hosted by SSHRC in Ottawa.

A SUMMER INSTITUTE FOR NNCEA CULTURE AND LANGUAGE TEACHERS

During the week of August 20 to 23rd, 2019, NNCEA hosted a summer institute for NNCEA Culture and Language teachers. The purpose of the institute was to support the teachers who are fluent in nīhithaw and share approaches on methods to teach language and culture in the schools. Mr. Julius Park, a language

educator from Lac La Ronge presented on the importance of language and Mrs. Margaret Dumas conducted a workshop on using TPR and ALSA language methods in the classroom.

CLRU ATTENDANCE AT CONFERENCES AND GATHERINGS

The CLRU attended various gatherings over the course of the year to support professional development and to understand how other Indigenous communities across Canada are pursuing cultural reclamation and language revitalization. These gatherings occurred in Saskatoon and Winnipeg.

The knowledge keepers and other members of the team attended the First Nations Language Keepers Gathering in Saskatoon, Saskatchewan on November 21 to 23rd, 2018. This gathering which had over 700 attendees is the leading national conference devoted to preserving, promoting and protecting First Nations languages and culture. This year's theme focusing on "Language First: Keep the Spirit Alive" included keynote presentations from MP

Romeo Saganash who spoke about nationhood and language and Chief Leroy Denny who presented on the language journey and revitalization in his Mi'kmaw community. The group attended Elder and youth panel discussion and workshops that featured language resource development, establishment of Indigenous immersion programs across the country and land-based education programs in the Northwest Territories.

In April 2019, staff attended the "Closer to Home" symposium hosted by the Indigenous Heritage Circle. This event had 53 participants across the country to discuss ways in which Indigenous communities are archiving Indigenous knowledge and cultural and heritage materials. Many networking opportunities were made at this event to assist us with the development of approaches in archiving and documenting the work with knowledge keepers for use in school programming and resources as well as by the NCN community over all.

The CLRU attended the ē-micimināyakik Gathering hosted by the Saskatchewan Indigenous Cultural Centre (SICC) in

Saskatoon, Saskatchewan in May 2019. The intent behind this national forum is to showcase the creativity and work of educators, academics, community advocates and cultural experts in the field of preserving and maintaining Indigenous knowledges, languages and cultures. This Indigenous focused gathering included presentations, keynote addresses, workshops and group discussions that shared issues, ideas, progress and solutions regarding First Nations museums, educational organizations, cultural centres, archives, and libraries. There were over 300 attendees at this gathering from across the country, which provided the group with excellent networking opportunities.

CONCLUSION

In 2019/2020, the Culture and Language Resource Unit will continue to fulfill NNCEA's objectives to enhance the instruction of Rocky Cree culture and the nīhithaw language in its schools. The team will be guided by a completed workplan for the upcoming school year that will be implemented this fall. We look forward to another productive year.

YEAR IN REVIEW 2018-2019

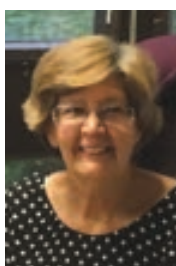
OTETISKIWIN KISKINWAMAHTOWEKAMIK ELEMENTARY



Otetiskiwin Kiskinwamahtowekamik Elementary is located at Nisichawayasihk Cree Nation an approximate one hour drive travelling north from Thompson

- ◆ Grade 1A – Josephine Baker
- ◆ Grade 1B – Ivy Bonner
- ◆ Grade 1C – Bernice Olsen
- ◆ Grade 1D – Pamela Colon
- ◆ Grade 2A – Fay Flett
- ◆ Grade 2B – Sandra Montoux
- ◆ Grade 2C – Lynn Gamblin
- ◆ Grade 3A – Loretta Francois
- ◆ Grade 3B – Gabrielle Britnell
- ◆ Grade 3C – Jennifer McBain
- ◆ Grade 4A – Debra Duvall
- ◆ Grade 4B – Tara Van Segbrook
- ◆ Grade 4C – Ross Francois
- ◆ Grade 5A – Spencer Lindsay
- ◆ Grade 5B – Glenda Moose
- ◆ Grade 5/6 – Jeremia Michell
- ◆ Grade 6A – McKayla Monden
- ◆ Grade 7A – Margaret Bird
- ◆ Grade 7B – Ivy Bonner (Reassigned)
- ◆ Grade 8A – Brent Badiuk
- ◆ Grade 8B – Margaret Thomas

- ◆ We are a Nursery to Grade Eight school with a student population of 650 students
- ◆ Currently there are 26 classroom teachers
- ◆ Two Resource teachers
- ◆ Two Physical Education teachers
- ◆ Two Cree Language Teachers
- ◆ One Lifeskills teacher
- ◆ One Reading Recovery teacher in a dual role as our Literacy Specialist Co-ordinator
- ◆ Two Vice-Principals (Early Years & Middle Years)
- ◆ One CCASEL teacher
- ◆ One Social Worker



Matilda Gibb
Principal

OTETISKIWIN KISKINWAMAHTOWEKAMIK 2018-19 STAFF

Administrative Team

- ◆ Principal- Matilda Gibb
- ◆ Early Years Vice-Principal – Nadine Yetman
- ◆ Middle Years Vice-Principal – John McBain
- ◆ Literacy Specialist Administrator – Natalie Tays
- ◆ Special Events Administrator – William Spence

Classroom Teachers

- ◆ Nursery Half Day – Roba Bradburn
- ◆ Kindergarten Half Day – Caroline Hart
- ◆ Kindergarten Full Day – Susan Francois

Specialty Teachers

- ◆ Resource Early Years – Alanna Duffy
- ◆ Resource Middle Years – Tammy Long
- ◆ Cree Language Early Years – Linda Linklater
- ◆ Cree Language Middle Years – Phyllis Hart
- ◆ Phys.Ed. Early Years – Andrew Murphy
- ◆ Phys.Ed. Middle Years – Eric Champagne – Bisson
- ◆ Lifeskills Program – Frederica Prince
- ◆ CCASEL Program – Donald Hart

Sun Educational Assistants

- ◆ Priscilla Bighetty
- ◆ Kayla Brightnose
- ◆ Kendra Brightnose
- ◆ Kristen Dysart

- ◆ Corrine Hart
- ◆ (Dakota) Katherine Hart
- ◆ Irene Hart
- ◆ Ken Hart
- ◆ Leah Hart
- ◆ Theresa Hart
- ◆ Angela Linklater
- ◆ Serena Linklater
- ◆ Anna Lysohirka
- ◆ Sarah Nicholas
- ◆ Chantelle Spence
- ◆ DeeDee Spence
- ◆ Ellen Spence
- ◆ Regan Spence
- ◆ Robbie Spence
- ◆ Ronel Spence
- ◆ Tammy Spence
- ◆ Tia Spence
- ◆ Gavin Hughes
- ◆ Charelle Bunn
- ◆ Aalayna Spence
- ◆ Shelaine Hart

Moon Educational Assistants

- ◆ James Fenton
- ◆ Sally Gamblin
- ◆ Chantel Hart
- ◆ Marshall Hart
- ◆ Lindsay Levasseur
- ◆ Anna May Linklater
- ◆ Debra Linklater
- ◆ Jenny Linklater
- ◆ Keith Linklater
- ◆ Reva Linklater
- ◆ Tanya Linklater
- ◆ Lynette Moore
- ◆ Rosie Moore
- ◆ Ashley Morris
- ◆ Tammy Nozicka-Spence
- ◆ David O’Hanley
- ◆ Joslyn Ryan
- ◆ Arnold Spence
- ◆ Louis George Spence
- ◆ Rena Spence
- ◆ Bailey Tays
- ◆ Viola Weber

Support Staff

Custodial Staff

- Supervisor-Carol Linklater
- ◆ Shirley Swanson
 - ◆ Nancy Peterson
 - ◆ Wendy Brooks

Maintenance Staff

- Supervisor-Brian Beardy
- ◆ Jacob Moose

Administrative Assistants

- Sun (Nursery – Grade 3)
- ◆ Sharon Linklater
- Moon (Grade 4-8)
- ◆ Marlene Perry
- Dental Hygenist
- ◆ Rose Andrews
- Librarian
- ◆ Rhonda Spence-Joos
- Home & School Co-ordinator
- ◆ Arlene Smears
- Bus Transportation,
Tameryn Transport Staff**
- ◆ Vernon Moodie, Owner
 - ◆ Jason Bonner
 - ◆ David Kobliski
 - ◆ Graeme Linklater
 - ◆ Jared Linklater
 - ◆ Tyson Spence
 - ◆ Vincent Spence
 - ◆ Dag Vystrcil, Mechanic

SIGNIFICANT ACHIEVEMENTS

ELDERS IN THE SCHOOL

Our Elders arrive at our school every day and have become an important addition to our school community. They are caring, patient, and loving individuals who are dearly loved by all students and staff. Our Elders can always be counted on to help out when needed. For example, whenever there is an overflow of students staying for the Breakfast Program or the Hot Lunch Program now that the winter temperatures are dropping to extremely cold temperatures all our Elders gladly help out to serve lunches and breakfasts to our students. Our students and staff is so grateful to have them in our school

As winter temperatures started to plummet, the Elders started to organize donated winter clothing such as mitts, toques, scarfs, and socks. Due to the high demand for warm winter items donations were quickly used by our students in need of these items. Our Elders also noticed that attendance starts to drop drastically in the winter months partly because students are not properly dressed for the cold weather. The Elders came up with a brilliant idea to try to raise funds for warm winter clothing and to raise funds to increase school attendance. Their plan is called 313 CARES ABOUT EDUCATION ... please read the poster that explains the request for donations to this great cause.

I would like to challenge all NCN organizations and community members to please consider making your \$100 pledge today to this wonderful fund raiser.



It is an honour to introduce our Elders (from left to right) Elder Darlene Mason, Lena Dysart, Lydia Linklater, Joyce Wood, Gordon Hart, and Mavis Stevenson. Missing from this picture is Elder Sam Dysart

We are seeking 313 pledges of \$100.

You can make a pledge in honour of yourself or someone you know that has made a valuable contribution to First Nations education. A brochure of all the pledges and recipients will be recognized at the Year End Awards.

313 Cares **About Education**

What is it?

An initiative from the elders of the school to increase attendance for the students and raise awareness for the importance of education in todays world!

Monies raised will go towards:

- Attendance awards**
- Winter gear- hats, mitts, socks etc. for students**
- STAR Skating program**

**Please contact the following to make a pledge at O.K. School. 204-484-2242
William Spence, Nadine Yetman or Mavis Stevens
*Elders Program***

Attendance Awards for:

- 100-99% - \$100***
- 98-95%- \$75***
- 94-90%- \$50***

(*Provided all Monies have been raised)



Winter Solstice is a time when Elders share stories about our traditional way of life. Elders Lydia Linklater, Lena Dysart, Joyce Wood, and Gordon Hart are sharing their stories about when they were children growing up in Nelson House they created toys and games made from materials found on the land. They have joined our primary students for a pancake breakfast during the Breakfast Program sharing their stories. Our students loved the opportunity to sit and listen attentively to the stories.

Elders were honoured to be invited to share their childhood memories with our students. They spoke to me

at the end of the activity and said that they were thrilled to be able to recall the kinds of games and toys they had played with when they were youngsters. They were also impressed that our students were so willing to respectfully listen to their stories and ask questions.

Elders are actively involved in the following ways ...

- ◆ Participate in classroom sharing circles on a daily basis
- ◆ Visit classrooms to teach the Seven Teachings to our students from Nursery to Grade Eight
- ◆ Avid Storytellers sharing their

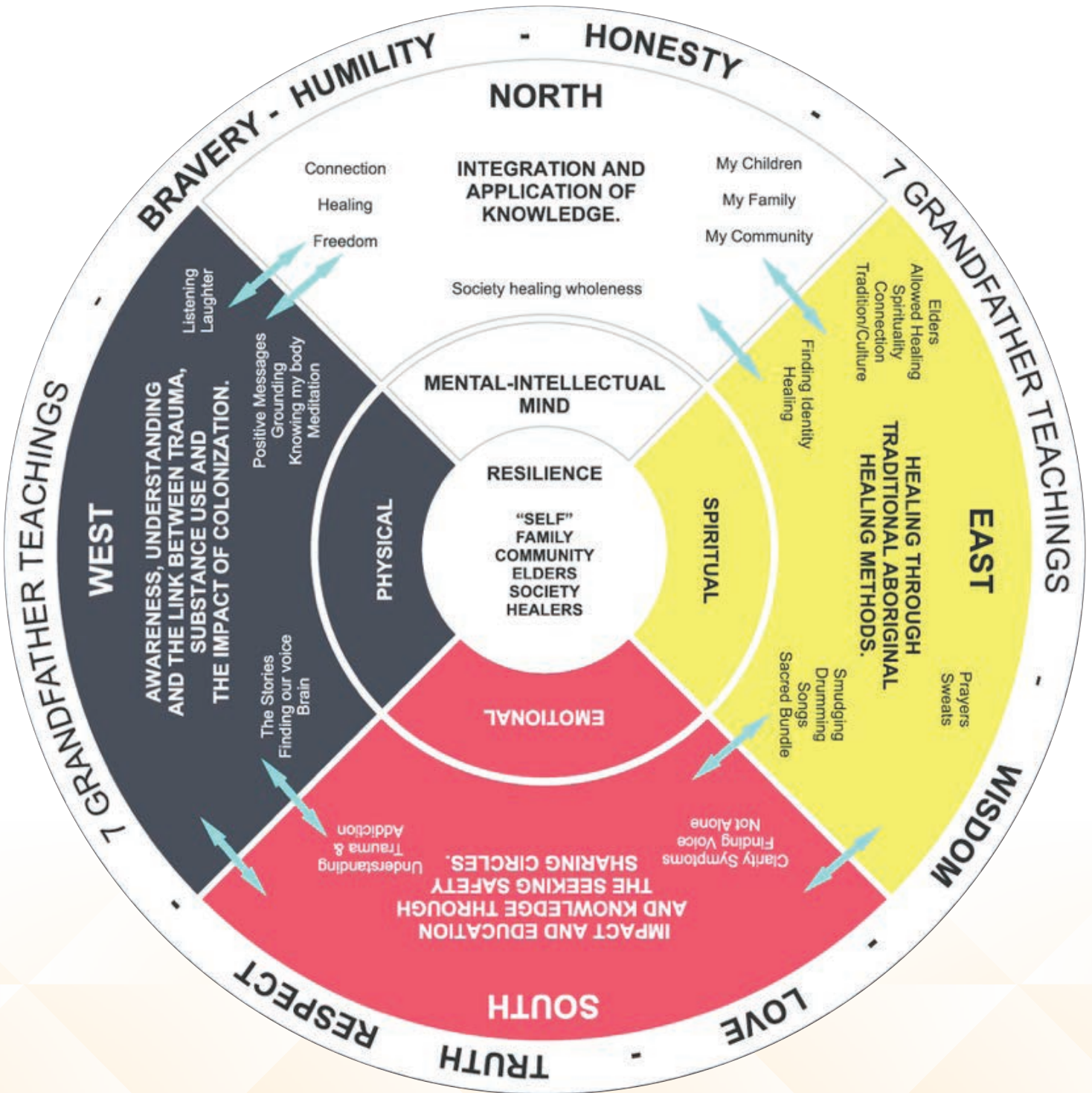
wisdom and knowledge with all students and staff

- ◆ Assist with the Hot Lunch and Breakfast programs to help feed our students
- ◆ Advise staff how to correctly follow protocol for our traditional ceremonies such as the Sacred Fire, smudging, and memorial services honouring our relatives who have passed into the spiritual world
- ◆ Teach us about the significance of the six seasons
- ◆ Revitalize the Nehetho language by speaking the language to our school community everyday
- ◆ Initiated the C.A.R.E. program to assist students to wear warm clothing by raising money to purchase socks, mitts, and hats for them
- ◆ Also to raise funds to encourage students to attend school and receive a cash award for their improved attendance
- ◆ Caretakers of the C.A.R.E. Program
- ◆ Elder Sam Dysart works with the CCASEL Program daily to teach our students how to survive off the land as part of their land-based education

Challenges with Elders in the School

- ◆ Elders work schedule is based on a five day week and the concern is that they do not risk their health by over extending themselves
- ◆ The current space that they occupy is too small to meet the many needs of the students who come to work with them throughout the day
- ◆ There is no more available space to accommodate our Elders
- ◆ They currently share the room with the Breakfast/Hot Lunch Program as well as the Lifeskills Program
- ◆ The noise level for our Elders can sometimes be overwhelming in this busy workspace

C.A.R.E. PROGRAM - COMMUNITY APPROACH TO REVITALIZING EDUCATION



* Source of circle above unknown

Collaborators

- ◆ Elders
- ◆ List of students in care from
- ◆ Wellness Centre
- ◆ Guidance to conduct sharing circles with them
- ◆ Jordan's Principle
- ◆ Wellness Centre
- ◆ Medicine Lodge
- ◆ RCMP
- ◆ Public Health Nurse
- ◆ Recreation

Alternatives to Suspension

- ◆ Ongoing initiative designed to meet the diverse needs of our students

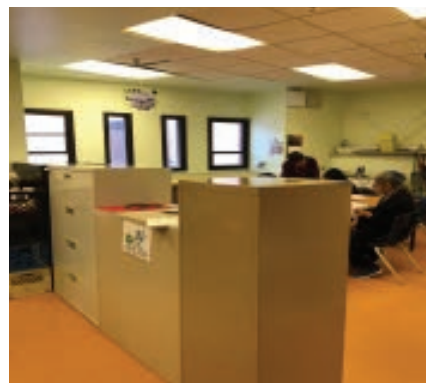
- ◆ Wellness Wheel –additional component for behavioural issues
- ◆ STAR Program (Showing Teamwork and Respect)
- ◆ STAR Room – self-regulation room
- ◆ 313 Cares About Education Attendance Incentive

C.A.R.E. Program Challenges

- ◆ Limited space available to accommodate the diverse needs of our students who participate in the C.A.R.E. program
- ◆ The C.A.R.E. room is currently divided by filing cabinets and this is not conducive to reducing the noise levels to better enable students to

work in a quiet place and to calm down in some cases when they are sent to the room in an agitated state

- ◆ The lack of privacy is an issue due to the openness of the space as seen in the picture



C.A.R.E. Room



C.C.A.S.E.L. PROGRAM



In this picture under the watchful eye of our Elder Sam Dysart two students from the C.C.A.S.E.L. program are checking their rabbit snares. The C.C.A.S.E.L. teacher Donald Hart has stated that the best part of the day for his students is when the weather permits the class to go out on the land to check their snares.



As this picture indicates (Terry Spence) has successfully snared a rabbit. He has returned to his classroom to proudly display what he was able to snare in the bush. He asked if his teacher could take a picture of the rabbit before he had to prepare the animal for skinning. After skinning the rabbit meat is used to make rabbit stew which is also prepared by the C.C.A.S.E.L. students to enjoy as a meal.



In this final picture, Kasandra McDonald is also preparing her snared rabbit in her classroom. Her teacher and educational assistants are proud of her positive attitude and willingness to take on the task of independently skinning animals. Her smile indicates that she is more than happy to dig into the task and work diligently until she has completed skinning her rabbit.

Kasandra also enjoys going out on the land with her classmates. C.C.A.S.E.L. staff have observed that she loves the opportunities to check on her snares or lift nets with her classmates. She currently is the only female student enrolled in the program. When asked to participate in the outdoor activities such as trap setting, snaring or setting nets Kasandra does not hesitate to participate.

C.C.A.S.E.L. Program Challenges

- ◆ Experienced difficulty arranging for a bus to pick up and drop off students in the classroom on a daily basis
- ◆ It fell upon the teacher to pick up and drop off students to ensure their arrival for classes if they did not live in walking distance to the classroom
- ◆ He was also having to transport them on their afternoon outings to go out on the land to set traps or nets
- ◆ Equipment to sustain the program has not been purchased such as skidoo, sleds, nets, boat and motor, etc.
- ◆ Program has relied on the teacher's personal truck, skidoo and boat and motor for a second year
- ◆ In 2019-2020 equipment will need to be purchased for the program
- ◆ Students who do not attend classes in the program or have been suspended have made their way to the school hallways where they are disruptive and disrespectful to both students and staff
- ◆ Having one teacher in the program this year has forced the cancellation of too many classes whenever the teacher is absent because the students are not able to behave appropriately in the absence of their teacher
- ◆ Next year, there will be a substitute teacher who will be available whenever their teacher is away to permit academic instruction and land-based programs to carry on
- ◆ After school programming is not available for our students and without this opportunity several of the students in the program have become involved in serious crimes in the community
- ◆ We will need to provide presentations on substance abuse because several of the students are involved in the use of drugs and alcohol to offer assistance and encouragement to avoid the use of these substances

LIFE SKILLS PROGRAM

In order to understand life skills objectives and learning skills, social skills, I continue to incorporate the Seven Sacred Teachings, inviting some community guests into our classroom setting when we did sewing, and even cooking lessons. Students have been taught these important teachings in other classes as well, such as Cree. I firmly believe that adding Indigenous Perspectives is to our students learning.

The Elder's program continues beside my class, and I have invited them to come and help or participate in the Life Skills Program, especially when I need help with some teachings.

We have continued to do many hands-on approaches and teachings, including the various community traditions, like hunting, traditional foods, except fish due to severe allergies within the school, and sewing or beading activities. Traditional crafts

and holiday themes have continued within the Life Skills program this year. We just participated in a spring feast, and had some students ranging in Grades 3 to 8 participating in learning and helping prep a goose, singing it, and making goose soup that fed well over 60 people! This was very exciting and judging from the student's participation and respect for the learning; it was very successful.

It is my hope that more traditions and more outdoor life Skills will be added to the units for the oncoming year. I am grateful for the E.A. in my classroom and to the guests that came to my classroom and worked with the students.

Ekosi!

Frederica Prince



Elder Carol Prince is visiting as a guest Elder, teaching sewing techniques.



SIGNIFICANT ACHIEVEMENTS

Reading Recovery

Reading Recovery is a thoroughly researched and proven early literacy intervention for the lowest-achieving first graders. Individual students work one-to-one with a specially trained teacher for only 12 to 20 weeks and receive daily 30-minute lessons. After a full series of lessons, about 72% of students achieve grade-level standard.

Developed by Marie M. Clay, The Observation Survey of Early Literacy Achievement is a formative assessment tool that received the highest rating from the National Center on Response to Intervention and contains six literacy tasks: Letter Identification,

Word Reading, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words, and Text Reading. A Reading Recovery teacher analyzes and uses the valuable information from these tasks to plan initial lessons and to assess student progress over time. Additionally, the Observation Survey can be used by classroom/specialist teachers or researchers as a universal screener for early literacy knowledge and contains national norms that help make comparisons.

This year a total of 12 students were tested and a total of 6 students were seen on a regular basis for Reading Recovery. Most students who entered the program didn't know their alphabets to reading at level with their

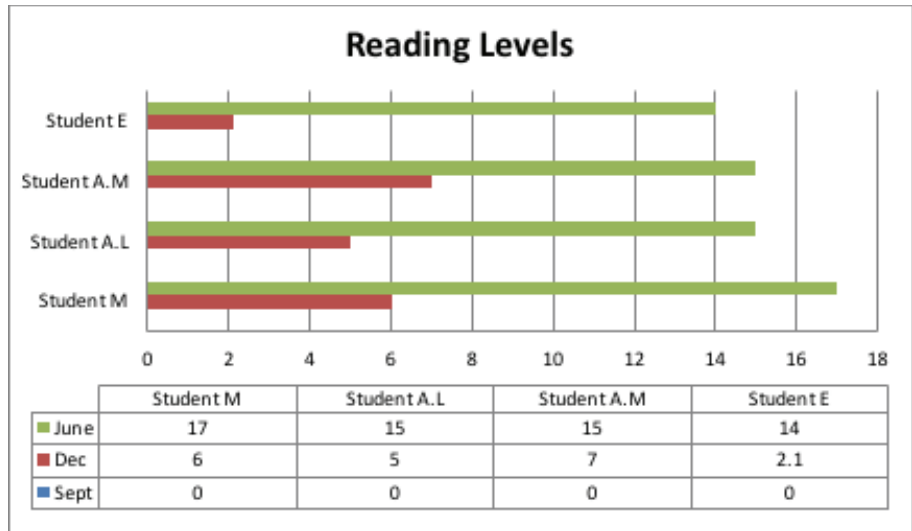


Mother is mentoring daughter and great-nieces. Even teachers need mentors! Plus it's great to have our Elders come in to visit and help students with traditional learning of our crafts that, unfortunately many traditional crafts are getting lost or not taught, so we need to continue with this learning; we need to TEACH, LEARN, AND PASS ON TRADITIONAL KNOWLEDGE TO THE NEXT GENERATIONS!!!

peers in their classes. Some of the reading recovery students were the top readers in their class.

When these students started in the Reading Recovery Program they were the lowest level students in their class. They scored below a Kindergarten Reading level, they also did not have any knowledge of the alphabets or knew which way to read words.

A huge part of student success requires regular student attendance and classroom support from the teacher and EAs.



SCIENCE FAIR

A lot of work was done by our Science Fair committee preparing and planning for Science Fairs. Our local Science Fair was held on February 22.

Local Science Fair News

Total number of Projects this year was 78.

A great deal of hours were spent on planning, researching and preparing for Science Fair projects. For the first

time we had a grade 1 and grade 3 classes participate. Awesome job to these two classes! Wonderful job to all who participated in this year's Science Fair. Without your participation our Science Fair would not have been a success.

A huge Thank You to all the organizers, those who set up, cleaned up and judged projects, a huge undertaking. Hats goes off to so many people too

numerous to mention all.

Hat's Off to the following people who worked so hard behind the scenes helping to make this day a success:

Science Fair Committee: Nic Campbell, Brent Badiuk, Bailey Tays, Natalie Tays, Anna Lysohirka, Tammy Long, William Spence



Shout out to those who helped out on Science Fair Day:

Tia Spence, Gavin Hughes, Serena Linklater, David O’Hanley, Matilda Gibb, Cree Language Curriculum Workers Carol Prince, Harry Spence, Leroy Francois, Mona McKay.

Numerous other people, we apologize if we forgot anyone.

For the Grades 4 to 6			
Place	Name(s)	Grade	Project Title
1st	Beau Spence	6A	Magnetic Compass
2nd	Siena and Nellie Tait	5A	Lava Lamps
3rd	Julia Bunn	5B	Fantastic Foamy Fountain
	Tommy Spence		
	Karissa Bear		
For the Grades 7 to 12			
1st	Lexie Joos & Kari Spence	8	Does age affect memory?
2nd	Roman Thorne & Cohen Spence	8A	Experimenting with Eggs
3rd	Lamont Moody	8B	Electromagnetic Induction

Keewatin Regional Science Fair



Mentorship winner Lexie Joos & Kari Spence



Regional Winners Dennicka Spence & Rhianna Spence



Our youngest scientist gr. 1C won gold



Pow wow plant gr. 3A class won gold.

These two classes both won gold and we showcased their projects to the other schools to show that classes are never too young to take part in the Science Fair.

Huge thank you to the Organizers, Chief and Council, Parks and Recreation for letting us use the Brand New facilities. Huge thank you to the Wellness Center for their donations. Hats off to the students who did an awesome job on their projects and for the teachers for giving their time and patience to ensuring students finished projects.

Regional Science Fair

Our school was chosen to host a Northern Regional Science fair the first of its kind in the North for Northern First Nations Schools.

Schools who attended:

- ◆ Nelson House
- ◆ Split Lake
- ◆ York Landing

There was a host of activities for the students to do at the Fair. The students were fed very well. The catering for the food was done by Ron Lewis Sr. There were several stations set up for the students to do while at the fair.

Stations that were set up were:

1. Robotics Station
2. Alien Station
3. Lego Station

Report written by

Natalie Tays
Reading Recovery Teacher and Literacy Specialist

STUDENTS ATTEND CANADA WIDE SCIENCE FAIR

"The most beautiful thing we can experience is the mysterious. It is the source of all true art and science"
Albert Einstein

Nelson House- The Grade 8 Students of Otetiskiwin Kiskinwamahtowekamik were welcomed to the 59th Annual Canada-wide Science Fair (CWSF) of 2019 at the University of New Brunswick. CWSF is a celebration of Canada's brightest young minds and an inspiring exploration in STEM for the thousands of visitors.

Our finalists Rhianna Spence and Denicka Spence arrived in Winnipeg for the annual "Lighting the Fire 2019" conference. They were given the opportunity to set up their projects and presented it to the various teachers and presenters as practice with other finalists from across Manitoba.

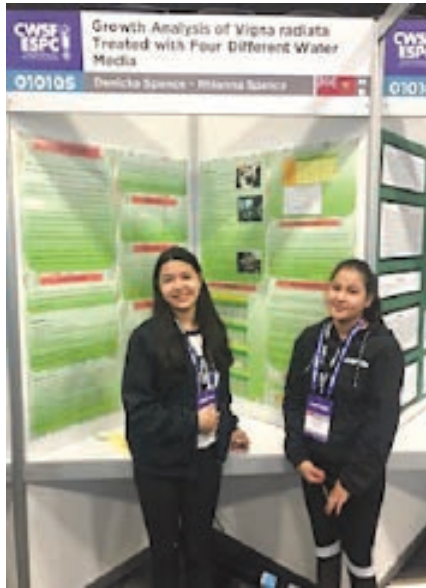
May 11, 2019- Our finalists and delegates from Manitoba along with other participants from across the country arrived in Fredericton for a week of fun, friendship, and of course science!



May 12, 2019

At CWSF both finalists and delegates attended an orientation. Once completed finalists set up their projects. Each finalist had to pass their safety checks, afterwards,

everyone was provided with food and entertainment at the Opening Ceremony.



May 13, 2019

The moment they all have been preparing for was Day 3 for the finalists, with judging day. All the finalists had incredible science projects and presentations. It was an honour to have been with both our students and other finalists across Canada- congratulations to all of them. In the evening we attended the Freddy Festival, it was the perfect way to celebrate the day.

May 14, 2019

This was our day, both the students and I joined the Hopewell Rocks site.



May 15, 2019/May 16, 2019

Thousands of students from the local area attended the STEM Expo and public viewing of the projects. It was a very busy day for the finalists, delegates and students of the local area viewing the projects. MFNERC invited us for a lobster dinner as a way to celebrate our student's successes. The following day was the Awards Ceremony.

The stay at the University of New Brunswick for CWSF was a well run event. It was a beautiful facility that showed the amazing knowledge and ingenuity of our young students. We felt welcomed and well informed of our daily events. It was an exciting night at the awards ceremony and it was an honour to see one of our Manitoba First Nations schools from Oxford House bring home a medal. It was a special moment for all of us and I wish all our future participants from our region the very best in their science adventures for School year 2019/2020. Start thinking about an amazing project you can present to your teacher because you don't want to miss out on an opportunity to be a part of the 53rd Canada-Wide science fair located in Edmonton in 2020.



Congratulations to the 2018-2019 Kindergarten Grads

Kindergarten Full Day:

- ◆ James Bonner
- ◆ Jarvis Bonner
- ◆ Keane Dysart
- ◆ Becca Francois
- ◆ Freedom Francois
- ◆ Joelle Francois
- ◆ Kamrie Hart
- ◆ Curtis Leonard
- ◆ Diandra Linklater
- ◆ Zayd Linklater
- ◆ Tristen Mason
- ◆ Emileen Nicholas
- ◆ Hailey O'Hyryn
- ◆ Arisa Spence
- ◆ Cameron Spence
- ◆ Jordynn Spence
- ◆ Valerie Spence
- ◆ Dominic Spence-Teli
- ◆ Cara Stevenson

Kindergarten Full Day Teacher –
Susan Francois

Total number of Kindergarten
Full Day -19

Kindergarten Half-Day – AM

- ◆ Shaniqua Dumas
- ◆ Charles Dysart
- ◆ Ashton Gerard
- ◆ Colson Hart
- ◆ Nick Hart
- ◆ Alana Linklater
- ◆ Jerzey Moore

- ◆ Josiah Spence
- ◆ Nayahe Spence
- ◆ Tyler Mason

Kindergarten Half-Day – PM

- ◆ Halle Bonner
- ◆ Gemma Brightnose
- ◆ Donovan Hughes
- ◆ Alistair Linklater
- ◆ Jade Linklater
- ◆ Mason Linklater
- ◆ Xenya McDonald
- ◆ Camden Moore
- ◆ Gerald Sinclair
- ◆ Kendall Spence
- ◆ Kiley Spence
- ◆ Kingsley Spence
- ◆ Leerah Spence
- ◆ Marietta Spence
- ◆ Teegan Spence
- ◆ Karma Wood
- ◆ Loretta Wood

Kindergarten Half-Day Teacher –
Caroline Hart

Total number of Kindergarten Half-Day
Grads – 27

Total Number of Kindergarten
Grads – 46

Congratulations to the 2018-2019 Grade Eight Grads

Grade Eight A

- ◆ Alexis Bighetty
- ◆ Kaidence Choquette
- ◆ Zachary Dumas
- ◆ Britania Francois

- ◆ Sidney Linklater
- ◆ Logan Moore
- ◆ Raylene Moose
- ◆ Donna Parisien
- ◆ Durlin Spence
- ◆ Kari Spence
- ◆ Shania Spence
- ◆ Roman Thorne

Grade Eight A Teacher – Brent Badiuk

Total number of Grade Eight A
grads – 12

Grade Eight B

- ◆ Keanna Brightnose
- ◆ Ross Francois
- ◆ Cecil Hart
- ◆ Elishe Hart
- ◆ Xander Hill
- ◆ Lexi Joos
- ◆ Lamont Moody
- ◆ Cassidy Mare
- ◆ Bethann Spence
- ◆ Denicka Spence
- ◆ Lenyshia Spence
- ◆ Mitchell Spence
- ◆ Rhianna Spence
- ◆ Kevin Tait
- ◆ Hayden Walker
- ◆ Cyle Young

Total number of Grade Eight B
graduates – 16

Grade Eight B Teacher – Margaret
Thomas

Total numbers of Grade Eight
grads – 28

ATTENDANCE & BEHAVIOURAL STATISTICS

Grades Nursery-Eight Attendance Summary

Grade	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	Class Total
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June											
N	72	64	64	56	49	57	47	45	47	48	40	62	38	38	48						50.2
K	74	61	65	61	71	60	53	54	46	50	44	62	45	48	46						54.7
1	79	70	70	66	70	66	58	63	67	63	60	63	59	66	67						64.9
2	82	78	74	75	68	67	65	65	65	65	58	68	67	69	69						68.1
3	88	76	78	70	79	70	65	67	75	67	65	58	72	74	76						70.9
4	68	78	70	79	70	70	66	65	65	71	66	73	63	68	63						69.1
5	78	77	73	76	76	76	70	71	71	73	71	62	68	72	63						71.4
6	74	73	73	72	75	66	68	67	66	69	68	71	63	64	62						68.4
7	74	83	75	66	75	67	64	66	68	72	66	73	51	56	49						66.5
8	76	76	74	75	71	77	64	68	68	63	72	73	63	68	64						69.7
Total	76.5	73.6	71.6	69.6	70.4	67.6	62.0	63.1	63.8	64.1	61.0	66.5	58.9	62.3	60.7						65.4

Analysis of Data

- ♦ September attendance for both Early Years and Middle Years averaged in the mid 70%
- ♦ Attendance continues to hold steady in October at an average of 73%
- ♦ Steady decline to the high 60% range for November and December
- ♦ This drop in attendance for Nursery-Grade Eight correlates to the alarming drop in staff attendance for the same months
- ♦ This trend continues for the remainder of the year
- ♦ Data for March through June needs inclusion and re-analysis

OTETISKIWIN STAFF ATTENDANCE SUMMARY

Otetiskiwin School Teacher/EA Absences

	2017-18			2018-19		
	Teachers	EA's	Total	Teachers	EA's	Total
September	68.5	123	191.5	185	79.5	264.5
October	78.5	248	326.5	95.5	145.5	241
November	102.5	243	345.5	109.5	46.5	156
December	69.5	166	235.5	103	99	202
January	66	174	240	74	126	200
February	86.5	173	259.5			0
March	79.75	157	236.75			0
April	27.5	275	302.5			0
May	85.25	337	422.25			0
June	32.5	248	280.5			0
Term	118		118			
	814.5	2144	2840.5	567	496.5	1063.5

Analysis of Data:

- ♦ All absences were counted as being away from the classroom
- ♦ Teachers and EAs absences were totalled for 2017-2018 and it was a staggering total of 2840.5 days
- ♦ When comparing the data in 2018-2019 the combined total of days missed had almost reached 50% by January, 2019
- ♦ Additionally, the school had to shut down operations TWO TIMES this year due to not having enough staff reporting to work to safely operate the school
- ♦ When both EAs and teachers fail to report to work we cannot provide coverage for the students
- ♦ Our substitute pool is comprised of EAs
- ♦ Data for February through June, 2018-19 needs inclusion and re-analysis

GRADES NURSERY -THREE STUDENT INFRACTIONS

2018-19 Grades N-3 Infraction Reports

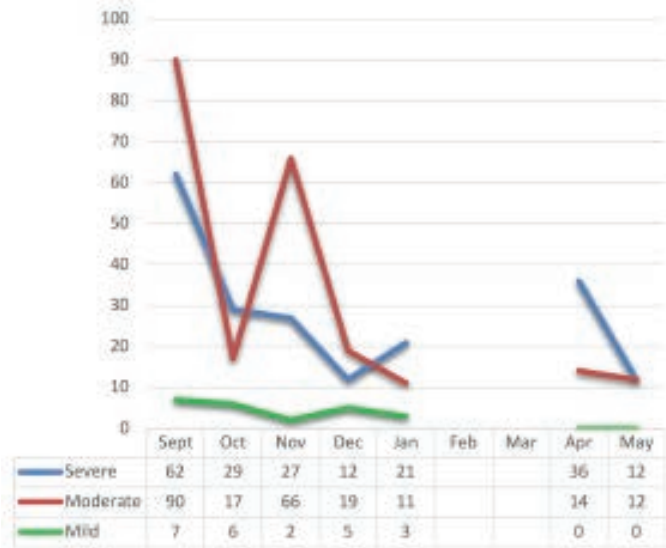
	Mild	Moderate	Severe	Suspensions	Intervention
September	9	3	4	2	CARE room was not established
October	5	7	9	0	CARE room/Elders Program
November	2	4	8	0	CARE room/Elders Program
December	2	2	2	0	CARE room/Elders Program
January	1	3	3	2	CARE room/Elders Program
February	3	3	3	3	CARE room/Elders Program
March					STAR program being established (Self-regulation room – Learn to calm yourself down)
April					
May					
June					

Analysis of Data:

- ♦ Three new teachers started their teaching assignments in September and it was an adjustment for them to get to know their students needs
- ♦ For some of the students they were entering primary grades with a history of being a non-attender for several years and they were easily frustrated with not being able to identify letters randomly or print their names etc.
- ♦ C.A.R.E. room was not yet established in September
- ♦ STAR program was also not established until March
- ♦ Elders Program was another alternative instead of being suspended
- ♦ Students in the primary grades require a quiet space with one-on- one assistance and this is plausible when they are sent to be with the Elders for as much time as they need to self-regulate and calm down
- ♦ Data for March through June needs inclusion and re-analysis

GRADES FOUR TO EIGHT STUDENT INFRACTIONS

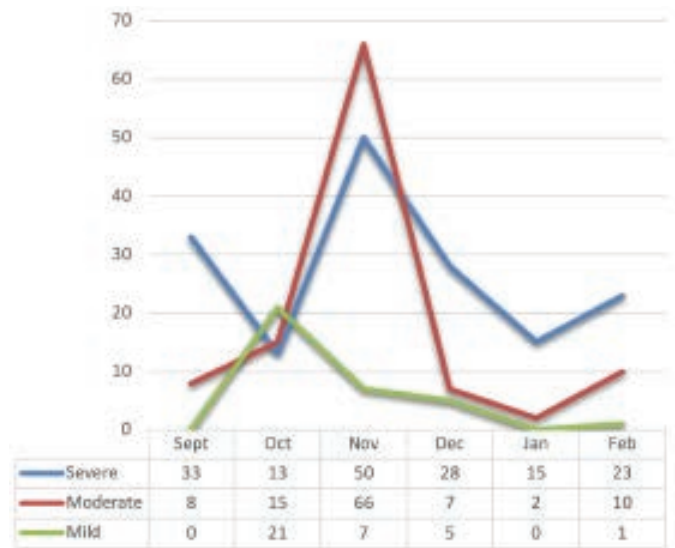
Disciplinary Infractions 2017-18



Analysis of Data:

- ◆ Severe spikes in September with 62 severe incidents and 90 moderate
- ◆ Historically school did not start on time and students were not used to completing a full month of school in September
- ◆ New teachers had challenges with classroom management
- ◆ Several classroom teachers sustained injuries that took them out of the classroom for 4-5 weeks and they were not planned and prepared for substitutes taking over their classes in November
- ◆ Data for February and March unavailable

Disciplinary Infractions 2018-19



Analysis of Data:

- ◆ Spike in September with severe behaviours escalating to a total of 33 may be attributed to students remaining up late at nights and not going to bed earlier
- ◆ Are not yet used to school routines and the expectations to behave appropriately in classrooms
- ◆ Considerable drop in severe behaviours in October may in part be due to students adjusting to school and classroom rules
- ◆ Also the Breakfast, Hot Lunch and Snack Programs are in place providing students the opportunity to focus better once they have been fed throughout the day
- ◆ The C.A.R.E. Room provides an alternative to suspensions
- ◆ November has a substantial spike in severe behaviours which may be attributed to number of days school was open with good attendance and classes being overcrowded
- ◆ High absenteeism of teachers and EAs
- ◆ Data for March through June unavailable

CHALLENGES:

- ◆ Continued high rate of staff absenteeism
- ◆ Poor student attendance from Nursery to Grade Eight
- ◆ Non-attenders has escalated with minimal effort to encourage students to attend school
- ◆ Academically students score low in literacy and math outcomes
- ◆ Increasing numbers of high needs students that require specialized equipment and programming

- ◆ Alarming rates of theft of school property such as tablets and I Pads
- ◆ Increase in vandalism of teachers' vehicles
- ◆ Increased acts of aggressive behaviours directed towards students and staff daily in all areas of the school and playground
- ◆ Lack of parental involvement
- ◆ Lack of extra-curricular activities for students after school and on weekends

SCHOOL GOALS FOR 2019-2020:

- ◆ To reduce staff absences by 50%
- ◆ To increase student attendance by 50 %
- ◆ To increase the reading levels of all students by at least 1-3 levels
- ◆ To increase math scores to grade level by the end of the year
- ◆ To increase parental involvement by 25% by the end of the school calendar

YEAR IN REVIEW

SIGNIFICANT ACCOMPLISHMENTS AND CHALLENGES - GRADES 4-8

The Divisional Chairpersons

The group known as our "Divisional Chairs" is a select team of school leaders who volunteer their time and effort to support the growth and development of school programming and staff. The eight-member group is selected annually to help lead the school and possess exceptional skills in leadership, decision-making, tenacity, and commitment. As school leaders, they have supported the school administration by debating and driving school policy related to professional development, student assessment practice, safety and security, and the guiding principles of First Nations education. Their dedication to the cause of school improvement is unmatched and their role as mentors has been invaluable. A big thank you goes out to Jo Baker, Jenn McBain, Loretta Francois, Gabrielle Britnell, Brent Badiuk, Glenda Moose, Frederica

Prince, and Donald Hart for your contribution and commitment!

The Crisis Intervention Team

Established in the Fall of this year, the Crisis Intervention Team has spent the last ten months creating policy and programming related to school-based crisis management. Primarily, the committee has focussed upon the preventative aspects of student suicide and school shootings. The committees have produced policies, management guidelines, staff and student training, trauma management and the development of an overall emergency management plan. This volunteer-based committee has tackled some extremely difficult issues all in the interest of student and staff safety. Members Jo Baker, Tammy Long, Gabrielle Britnell, Loretta Francois, Brent Badiuk, Spencer Lindsay, deserve our appreciation and gratitude for

placing our kids' safety and welfare first!

Outdoor Education

The Outdoor Education program this year is another marked success for students in grades 5-8. Based upon the principles of Aboriginal learning. Based out of the "Granny and Grandpa" cabins students learn skills such as hiking, orienteering, winter survival, wood working, beadwork, trapping, and snowshoeing. Outdoor education is a vital component of a wider land-based education initiative – something to consider in years to come to be delivered as a part of a year-round education model for classes N-8. We look forward to your support in developing such a proposal and return student learning to a study of the land.

CHALLENGES

Parental Involvement

We are extremely grateful to those parents who are actively involved in their child's education. Research around the world shows that a union between parent-school-child is the essential triad for any student to find success in education. If just one of those components is not actively involved the chances of that child reaching his or her full academic potential is diminished considerably. There is a population of parents and guardians who for various reasons are unable to fully invest themselves in their child(ren)'s education. These students are routinely put at a disadvantage as the lack of parental support often leads to behavioural and academic concerns. We encourage those parents to communicate with teachers and administration as to how we can help make their involvement in their child(ren)'s education more manageable. We are happy to arrange for home visits and welcome any parents or guardians willing to volunteer in classrooms. As well, parents or guardians with different skillsets – music, storytelling, sports, culture and more are encouraged to join us as a part of PAC's or in the classrooms themselves! By working together, we can achieve great things – it takes a community to raise a child!

Student Attendance and Punctuality

Each and everyday, teachers observe upwards of 20% to 30% of students being absent from class. As shocking as these statistics are, the reality is that far too many students in NCN are not coming regularly to class! Not only is truancy a crime it prevents students from learning and getting an education. For example, a common situation we encounter is children late to class every day in the morning and after lunch by only 15 minutes.

That adds up to 30 minutes each day of lost instructional time and over 90 hours of school. By the end of the year a student has missed 15 days of learning opportunities. When a student misses school, they miss the opportunity to learn crucial information that they need to be successful in the next grade. Without that information, passing or graduating becomes a near impossibility. We encourage parents to impress upon their children the importance of regular, punctual school attendance. If you need any support around getting your child to school, then please do not hesitate to contact your child's teacher or a member of the administrative team.

Funding

Funding for First Nations education has always been a bone of contention between the communities themselves and the federal government. While the politicians debate the issue, we as educators are continually seeking support from other sources. Donations of money, clothing, equipment or services are always in need and greatly appreciated by staff and students alike. We cannot run the kind of programming that meets the needs of all students without the additional support of businesses, individuals, agencies and service providers. If you are someone or if you know of someone in a position to offer our school the additional support we seek, please contact a member of the administration to discuss ways in which you can make the lives of our children that much better.

PRINCIPAL'S MESSAGE

I would like to take this opportunity to thank all school staff for your dedication and kindness that you have demonstrated each and every day throughout the 2018-2019 school year in your daily interactions with the students of Otetiskiwin Kiskinwamahtowekamik.

I am always amazed at the patience and compassion that my staff shows towards our students. I have seen many individuals give their lunches to a child who is hungry. Staff bring extra winter clothing to give to a child without a jacket or warm mitts or hats.

As the end of our year quickly advances I am left feeling sad for several reasons. One of those reasons for my sadness is that I am very much going to miss the happy smiling faces of our children as they walk past my office to enter the library or continue on their way to their gym class.

Another reason is that I am going to miss the teachers who will not be returning when classes resume in September. Teachers such as Gabrielle Thompson, Alanna Duffy, Jennifer and John McBain, and Brent Badiuk who have been here for many years you will all be missed by both students, staff, and community members. Other teachers who will be leaving are Spencer Lindsay, Roba Bradburn, Pam Colon, and Bernice Olson.

I thank you all for your dedication to our children. I wish you the best in your future endeavours. It will be difficult to return in September and not have you in our school and community.

Everyone who will be travelling to different provinces to return to your families for the summer holidays please be safe and enjoy the summer. Also, all staff travelling on their holidays be safe as well. Hoping that everyone gets much needed rest to rejuvenate yourselves so that when you return to work in late August you will be ready to start a new school year.

Students have fun enjoying the summer months. Looking forward to seeing everyone in September.

Ekosani,

M. Gibb

Principal, Otetiskiwin Elementary

**2018-2019 SPECIAL EVENTS
& SPECIAL PROGRAMS
DEVELOPED AT OTETISKIWIN
KISKINWAMAHTOWEKAMIK**

Special Events:

1. September 4 – First Day of School
2. September 28 – Orange Shirt Day Theme – “ Every Child Matters “ Honouring residential school survivors with a sunrise pipe ceremony and a four hour sacred fire
3. October 1 – Terry Fox Run
4. October 9-12 – Flex Week – Jordan’s Principle organization hosted a variety of activities for all students
5. October 19 – Annual Fall Bazaar held in the OK gym in PM
6. October 23 – Breakfast and Hot Lunch Programs are started
7. November 9 – Remembrance Day Service in the gym commencing at 11 AM
8. November 19-23 – Addictions Awareness Week – Activities and presentations by community organizations such as RCMP, Medicine Lodge and Wellness Centre
9. December 10-14 – Christmas Spirit Week
10. December 11 – Report Card Pick-up
11. December 18 – Annual Christmas Concert
12. January 16 – Winter Solstice Community Feast
13. February 12 – Local Science Fair
14. February 17 – Pink Shirt Day-Anti-Bullying Theme
15. February 27-28 – Northern Regional Science Fair hosted in the Multiplex Centre

16. March 3-6 – Spirit North Organization hosted a Winnipeg Ski Trip for 20 students from Grades 4-8
17. March 11 – Report Card Pick-up
18. March 18-April 1 – Spring Break
19. March 25-29 – Flex Day Activities at OK

To meet the diverse needs of our students we have created the following programs:

SPECIAL PROGRAMS

Cultural and Land Based Programs

- ◆ Elders in the School
- ◆ C.C.A.S.E.L. Program (Centre for Cultural, Academic, Social & Emotional Learning)
- ◆ Jack Moore Traditional Cultural Program (Granny/Grandpa Cabins)
- ◆ Lifeskills Program from an Indigenous Perspective
- ◆ Outdoor Education (Grades 4-8)
- ◆ Cree Language Immersion Program (Phase One – Nursery classes)
- ◆ Early Years Cree Language Classes (Nursery to Grade Three)
- ◆ Middle Years Cree Language Classes (Grade Four to Grade Eight)

Student Services Programs (provided by MFNERC)

- ◆ Occupational Therapist
- ◆ Physiotherapist
- ◆ School Psychologist
- ◆ Speech & Language Therapist
- ◆ Reading Recovery Specialist (Natalie Tays)
- ◆ Early Years Literacy Specialist
- ◆ Middle Years Literacy Specialist
- ◆ Student Services Specialist (Jennifer Tait)
- ◆ ASL Consultant

- ◆ Numeracy Specialist
- ◆ RISE training

School Specific Programs

- ◆ C.A.R.E. Program
- ◆ Breakfast Program
- ◆ Hot Lunch Program
- ◆ Snack Program
- ◆ Spirit North Ski Program
- ◆ Reading Intervention Program (Initiated in January by Natalie Tays)
- ◆ Sensory Room
- ◆ Elder Program
- ◆ Seven Teachings / Sharing Circles (Nursery to Grade Eight)
- ◆ Social Worker
- ◆ Cree Language & Culture Program

Community Support Programs

- ◆ Parks & Recreation Programs
- ◆ Minor Hockey Program (Parks & Rec)
- ◆ Jordan’s Principle Community Support Program
- ◆ RCMP School Liason Program
- ◆ Wellness Centre Land Based Program

YEAR IN REVIEW REPORT 2018-2019

NISICHAWAYASIIK NEYO OHTINWAK COLLEGIATE (NNOC) HIGH SCHOOL



2018-2019 Teachers

STAFF	POSITION
Ms. A Spence/Ms. S Yetman	Cree Language
Mr. D Thomas	Social Studies and Mathematics
Mrs. R Lambert	Visual Arts
Mrs. A Levasseur	Resource Teacher
Ms. D Green	Resource Teacher
Mr. K Thompson	Science
Mr. J Hamid	Mathematics
Mr. J Rupert	Physical Education
Ms. V Paton	English
Mr. H Tait	Industrial Arts and Power Mechanics
Ms. M Linklater	Social Worker
Ms. Bernice Wrightson	Admin Assistant
Mr. Patrick McDonald	Custodial Services
Dennis Linklater	EA
Richard Tait	EA
Jack Young	EA
Marissa Hart	EA
Chelsea Hunter	EA
Randy Hunter	Hall Monitor



Jr. Chief and Deputy Chiefs

OVERVIEW

NNOC consists of grades 9-12 and offers a variety of courses that meet the academic needs of our students. Our school offers all required core courses as well several electives such as Art, Power Mechanics, Accounting, Music, and more. During the 2018-2019 school year we offered 5 courses per term for our students in order to provide more variety and opportunities. NNOC has a large amount of grade 9 students that require 10F and 20F courses which changes our school demographics and operations. Our school has many achievements, as well as challenges which we identify and deal with on a daily basis. Our staff and students have a variety of skills and abilities which allows us to diversify our timetable and academics calendar.

Significant Achievements

During the 2018-2019 school year NNOC had many achievements which involved all staff members and students contributing to our school. NNOC had two volleyball and basketball teams for both genders who competed in different tournaments in Manitoba. We also had a kitchenette installed in our Resource room for our students to learn basic cooking and life skills. Additionally, we received funding for our fitness equipment which was put into our Physical Education room. We also received funding for a Sensory room which was put together in our Multi-Purpose room. We had several different presentations and visitors at our school this year which included Live Different, a variety of Universities and Colleges, and more. We received funding to start a recycling program at NNOC, which allowed our Industrial Arts class to build a large storage shed in front of our school. This year we implemented a Drama class which was a great success. Our Drama class went on two trips to see different plays and

also held their own theater night and dinner! We also implemented a Seven Teachings contest during our second term and a Mathletics contest which allowed students to win cash prizes for participating in these events.

School and Community Involvement

Our life skills class contributed to the community this year by visiting the Personal Care Home to assist with day to day tasks. Different groups at our school such as Jr. Chief and Council and our potential graduates helped with different events such as the FCWC AGA and the NLMMP grand opening. Our students are also involved in the community with our High School Apprenticeship Program which allows students to work with NCN housing and acquire credits and hours towards their Level 1.

Exploratory Trip Success

Once again our potential graduates were invited to take part in a 4 day exploration trip to 6 different Post-Secondary institutions in Manitoba. This trip is sponsored by CAP/CIP funding and covers all costs. During this trip our potential graduates went on tours of Brandon University, UCN The Pas, MITT, University of Manitoba, University of Winnipeg, and Red River College. Students were able to learn about different programs, admissions, and how to be successful in the future. We would like to thank the CAP/CIP committee for the funding and our bus driver and chaperones.

Graduates for 2018-2019 School Year

- ◆ Keisha Brightnose
- ◆ Robbie Hart
- ◆ Qadim Hill
- ◆ Conner Linklater
- ◆ Miranda Linklater



- ◆ Peyton Linklater
- ◆ Caitlyn Peterson-Sheppard
- ◆ Maria Smith
- ◆ Durmond Spence
- ◆ GERALYNE Spence
- ◆ Hope Spence
- ◆ Lynette Spence
- ◆ Randy Spence,
- ◆ Rochelle Spence
- ◆ Theoren Spence
- ◆ Brandon Wood
- ◆ Jonah Yetman

Theme: A Night in Paris

Monthly Activities

September 2018 Activities

- ◆ School began on September 4, 2019 for all students
- ◆ Free Pancake breakfast for all students
- ◆ Hot dog and Hamburger BBQ for all students
- ◆ Laptop give away
- ◆ "Pie The Person" event fundraiser
- ◆ NNOC banner created and displayed in hallway
- ◆ 3 Volleyball teams apart of NNOC
- ◆ Resource Team develops a life skills program for students

October 2018 Activities

- ◆ 19 students attend Post-Secondary Exploration Trip
- ◆ Pancake breakfast for all students
- ◆ Chili luncheon for all students
- ◆ Split Lake comes to NCN for Volleyball
- ◆ Parent Advisory Committee \$100 bingo
- ◆ Dance held to acquire funds for student awards and incentives
- ◆ Professional Development with Learning Bird
- ◆ Jr. Chief and Council campaigning begins
- ◆ Approved for grant to hire ICT assistant
- ◆ Halloween contests for costumes
- ◆ Physiotherapy equipment/weight room equipment arrives at NNOC
- ◆ Students begin High School Apprenticeship Program
- ◆ Flex Week occurs Oct 9-12, 2018

November 2018 Activities

- ◆ GPS workshop for geography class through MFNERC
- ◆ Acquired 10 Bluetooth robots for ICT program
- ◆ Acquired 10 additional laptops for resource program and other classrooms
- ◆ Midterm report cards
- ◆ MFNERC school planning session/ Professional Development
- ◆ Jr. Chief and Council election occurs/ one chief, two vice-chiefs, and council elected
- ◆ Addictions awareness week sponsored by NCN Medicine Lodge/ essay competition
- ◆ Girls and Boys volleyball teams travel to Flin Flon for zones
- ◆ Parent Advisory Committee \$100 bingo
- ◆ Manitoba Hydro presentation
- ◆ Staff and Student hockey game

- ◆ Dance held for student awards and incentives
- ◆ Grant for recycling program approved, funds given to build storage shed
- ◆ 5 sturgeon fish acquired for our fish tank from a donor in Thompson
- ◆ RCMP recruitment presentation
- ◆ University presentations at NNOC (U of M, U of W, RRC, Assiniboine)
- ◆ Daily independent reading schedule implemented

December 2018 Activities

- ◆ Work on Resource program kitchenette begins
- ◆ Jr. Chief and Council holds spirit week, Christmas dance, and candy-gram exchange
- ◆ StarCraft club and guitar club continue
- ◆ Christmas Break

January 2019 Activities

- ◆ Term 1 concludes/Term 2 begins
- ◆ Students write exams
- ◆ Manitoba Education came to do a 40S Provincial math pilot exam
- ◆ Bryce Peterson and colleagues came to NCN to pitch an idea for a partnership with Connected North (virtual classroom)
- ◆ Drama class goes to Winnipeg for the play "Matilda"
- ◆ CAP/CIP funding received for Art, HSAP, Graduation trip, and snack program
- ◆ Bi-weekly sacred teaching contests starts at NNOC

February 2019 Activities

- ◆ Professional Development with Red Cross for all staff
- ◆ Duct Tape the Principal to the wall
- ◆ School wide athletics competition begins including monthly prizes
- ◆ Pie the Staff members fundraiser (second)

- ◆ Free pancake breakfast for valentine's day
- ◆ Jr. Chief and Council sells candy grams
- ◆ MFNERC regional science fair
- ◆ Boys basketball team travels to Easterville/girls travel to The Pas
- ◆ Report card pick up February 6, 2019
- ◆ Resource students begin placement at Personal Care Home
- ◆ Double sink and stove installed in resource room
- ◆ Resource trip to Thompson

March 2019 Activities

- ◆ Live Different workshops for NNOC and OK students
- ◆ Bryce Peterson comes back to NCN with students from Appleby Collegiate in Oakville, ON
- ◆ Jr. Chief and Council hosts a fun fair for students
- ◆ Ordered and received Art supplies through CAP/CIP
- ◆ March Break/Flex Week Mar 18-Mar 29, 2019

April 2019 Activities

- ◆ Midterm report card distribution
- ◆ UCN Career Fair trip for students
- ◆ Duct tape the Jr. Chief
- ◆ Students accepted to University and College
- ◆ AED machines acquired an assembled

May 2019 Activities

- ◆ Storage shed built by HSAP
- ◆ Community clean up
- ◆ Pancake breakfast and BBQ for students
- ◆ 40S Provincial Exams

June 2019 Activities

- ◆ Graduation for Grade 12 students (15)
- ◆ Exams June 10-13, 2019
- ◆ Final report cards distributed

CHALLENGES FOR NNOC

Aside from our many achievements we also face many challenges within our school and education system.

- ◆ Student attendance is an ongoing issue which impacts our daily operations as well our planning for each term. We currently have twice as many students that require 10F courses (grade 9) than those who require 30F (grade 11) or 40F (grade 12). Due to poor attendance students often fall behind in their courses. If a student does not complete a grade nine course then they cannot move forward with their education into the next grade. Enrollment is typically high at the start of the year and then drops significantly throughout the term. Friday is a challenging day as attendance is typically lower than usual. Students need to be in school on a daily basis to not only stay on track, but so each class and the school can operate smoothly.
- ◆ Another ongoing issue in our school is students showing up late for class at the start of the day and after lunch. If students are late on a consistent basis they will accumulate

a significant amount of lost time. In addition to being late at these times a large amount of NNOC students are smokers which often causes students to be late after short breaks, as well affects their health and finances

- ◆ Parental involvement has been a challenge as we typically have 12 parents who pick up their students reports. If you have a phone number or P.O box please phone the school to update your contact information.
- ◆ Accountability is an issue for all as far too often we do not abide by policy as the community is unaware of the policy. NNCEA is creating a policy mini manual so students, parents, and guardians can access these policies with ease. Attendance, participation, behaviour, and academics are all components of our policies which need to be consistently followed.

Students on register from Sept 2018

Grade	Number of Students
9	135
10	43
11	30
12	17
Total	225

Students on register from Sept 2019

Grade	Number of Students
9	95
10	38
11	32
12	17
Total	182

Student Attendance by the Month

Month	Attendance
September 2018	59%
October 2018	52%
November 2018	55%
December 2018	54%
January 2019	62.5%
February 2019	56%
March 2019	51.8%
April 2019	54.2%
May 2019	57.8%
June 2019	—

Student Attendance Rates

Year	Percentage
2012-2013	53%
2013-2014	58%
2014-2015	81%
2015-2016	59%
2016-2017	58%
2017-2018	54%
2018-2019	56%

NEXT YEAR'S PLANS

- 1) Enhance the literacy and mathematic skills of all students through individual and school wide incentives
- 2) To offer high quality student programming and instruction in all courses
- 3) To seek the involvement and participation of community members within the school
- 4) To improve attendance of students and enhance the school climate for all
- 5) Integration of Nehetho Language and Culture and Aboriginal Perspectives

SCHOOL SUCCESS:

The following actions must be followed consistently in order to enhance the success of our school:

- ◆ Students must attend class daily and be on time.
- ◆ Students must complete all assigned classwork and homework
- ◆ Students who are absent from class are required to complete missed assignments
- ◆ School work must take priority over all other activities
- ◆ Administration, teachers, support staff, and students must work together as a team to achieve goals and objectives

- ◆ School staff must model the practices and characteristics that they would like their students to exhibit.
- ◆ Willingness to learn about and implement First Nations perspectives into teachings

Fire Drills/Safety

With the new NCN Multiplex being established beside NNOC we had to change some of our daily routines and fire routes. During the school year we are mandated to have 10 fire drills. Our best time during the 2017-2018 school year occurred in May which was 52 seconds and our longest time was in September which was 1 minute and 38 seconds.

Courses Offered at NNOC

Term 1	Term 2
ELA: 10F, 20F, 30F	Math: 10F, 20F, 30S, 40S (APP and Pre-Cal)
MATH: TRANS, 10F, 20F, 30S, 30/40 PRE-CAL	ELA: 10F, 20F, 30S, 40S
SOCIAL STUDIES: 10F, 20F, 30S	ART: 10F, 20S, 30S
SCIENCE: 10F, 20F, 30S BIO	SOCIAL STUDIES: 10F, 20F, 30S
PHYSICAL EDUCATION: 10F, 20F, 30F	INDUSTRIAL ARTS/POWER MECHANICS
ART: 10F, 20F, 30S	PHYSICAL EDUCATION: 10F, 20F, 30F, 40F
INDUSTRIAL ARTS/POWER MECHANICS	SCIENCE: 10F, 20F, 30/40S CHEM, 40S BIO
10F FAMILY STUDIES, 31G CULTURE, 30S MUSIC, 30S CURRENT TOPICS, FIRST NATION CURRENT TOPICS, 40S LIFEWORk PLANNING, 30S ACC	CREE: 11G & 21G
CREE: 11G & 21G	20S FINANCE, 30S ACCOUNTING, 11G ICT, 30S CURRENT TOPICS, 31G CULTURE, 41G GLOBAL ISSUES, 30S MUSIC, 30S GEO, 30S AGRICULTURE



Jr. Chief and Valedictorian providing gifts to staff.



NNOC Term1 Drama class



PERIOD 1 8:25 am – 9: 33 am	68 Minutes
TRANSITION 9:33 – 9:38am	5 Minutes
PERIOD 2 9:38 am – 10: 46 am	68 Minutes
BREAK 10:46 am – 10:54 am	8 Minutes
PERIOD 3 10:54 am – 12:02 pm	68 Minutes
LUNCH 12:02 pm – 1:02 pm	60 Minutes
PERIOD 4 1:02 pm – 2:10 pm	68 Minutes
BREAK 2:10 pm – 2:17 pm	7 Minutes
PERIOD 5 2:17 pm – 3:25 pm	68 Minutes
TOTAL	360 MINUTES



NNOC Student creating shoe rack



NISICHAWAYASI NEHETHO CULTURE AND EDUCATION AUTHORITY POST-SECONDARY PROGRAM OVERVIEW FOR 2018-2019

NNCEA POST- SECONDARY COMMITTEE MEMBERS

Councillor – NCN Band Council
Education portfolio holder – Ron D. Spence

Board member – NNCEA – Llewelynne Moodie

Director – NNCEA – Gail Gossfeld McDonald (Chairperson)

Director – Human Resource Development Authority – Leonard Linklater

Director – ATOSKIWIN TRNG & EMP. CTR. – Jim Moore

Manager – NCN Trust Office – Joyce Yetman

NNCEA Finance – Shirley Primrose

NNCEA Postsecondary Counsellor – Bill Gamblin

NNOC Principal – Nic Campbell



Post-secondary counsellor, Bill Gamblin

Nisichawayasi Nehetho Culture and Education Authority is responsible for administering the NNCEA Post-secondary Program which funds NCN citizens pursuing a post-secondary education. As has been stated in previous reports, contrary to popular belief, under the Federal gov't, First Nation citizens are not entitled to unlimited funding for post-secondary education. Through contribution agreements, the Federal Gov't provides fixed annual budgets which are usually not enough to meet

the demand by citizens. The post –secondary annual budget, except for the cost of living increase, has remained around 1.8 million per fiscal year for the past two years. With the increase, within the past two years, in the annual budget, student allowances have been increased by one hundred dollars bi-weekly. In addition to sponsoring students, the annual fixed budget must support other post-secondary initiatives and all the administration costs.

NNCEA 2018-2019 Graduates from Post-Secondary

Garth Berard – Industrial Welding Certificate

Man. Inst. of Trades & Tech. – Wpg., MB

Candace Dumas – Business Administration Diploma

Univ. Coll. of the North – Thompson, MB

Noah Fournier – Bachelor of Arts Degree

Univ. of Manitoba – Wpg., MB

Kaitlynn Gosselin – Early Childhood Educ. Diploma

Univ. Coll. of the North – Thompson, MB

Derek Hart – (Honours) Bachelor of Arts Degree

Univ. of Winnipeg – Wpg., MB

Elizabeth Linklater – Bachelor of Arts Degree

Univ. of Winnipeg – Wpg., MB

Michael Makysmiec – Bachelor of Commerce

McEwan Univ. – Edmonton, AB

Melissa McDonald – Bachelor of Arts Degree

Univ. of Winnipeg – Wpg., MB

Samantha McDonald – Bus. Admin. Ass't Cert.

Neeginan College – Wpg., MB

Krista Moody – Bachelor of Arts Degree

Brandon University – Brandon, MB

Corey Spence – Bachelor of Social Work Degree

Univ. of Manitoba – Thompson, MB

Shantay Weller – Human Services Worker Cert.

College of the Rockies – Cranbrook, BC

Anyssa Wood – Legal Assistant Certificate

Red River Coll. – Wpg., MB

Julie Ainley, Bachelor of Arts Degree

California State University

SIGNIFICANT ACHIEVEMENTS

To maximize the effective use of and to efficiently administer the fixed budget, the NNCEAPS program utilizes a committee of community members to approve applications for sponsorships within an established

process. The post-secondary committee functions as clearing house on information, academics, referral, networking and self-development. The NNCEA PS policy is completed and the initial phase of the five year review recommendations are in the initial stage. Applicants who receive

full sponsorships will receive a living allowance, program costs and seasonal travel. Cap/CIP supplements the student allowance by \$50 bi-weekly. For the 2018 -2019 academic year, there were ten graduates as per following list. Please see the following for committee and student information.

Year	Total Applications	Total Approved	Total Redir.	Total Univ	Total Coll	No. of Males	No. of Females	New	DNG	VW	Actual St.
2018-2019	89	79	7	61	11	23	49	18	4	6	67

In addition, the review of the student guidelines is completed and the updated student handbook will be printed and available in the future.

CHALLENGES FACING NNCEA POST-SECONDARY PROGRAM

The perpetual challenge is to effectively and efficiently manage an annual fixed budget which impacts all aspects of post-secondary education. Each different expenditure requires the redistribution of the budget. Without new revenue, if you increase the allowances then you have to decrease the number of students or to support a new initiative or anything new requires the reallocation of limited

resources. The struggle continues to support as many students as possible on a fixed annual budget while to trying to provide a living subsidy. Other revenue such as the CAP/CIP subsidy are essential to students to help them meet their living expenses.

The students are still faced with transition issues in the relocation to their post-secondary institute for their programs. In addition to dealing with living in an urban environment, the students must adjust to a new urban academic environment which

requires different study skills, learning skills and different self-management skills which are necessary in an urban, academic environment. In addition, members have to able to budget their allowances which are not enough to support living expenses as stated in the government student loan statistics.

YEARS OF CONTINUOUS SERVICE AWARDS FOR NNCEA



This year, on June 20th, 2019, NNCEA revived its employment appreciation program. A HUGE THANK YOU TO THOSE WITH VARIOUS YEARS OF CONTINUOUS SERVICE! NNCEA intends to continue the awards which may or may not differ, year to year. If any errors exist on the list, it was not intentional and will be rectified.

5 Years of Continuous Service, (\$100. gift card)

- ◆ Brent Badiuk (8 years)
- ◆ Priscilla Bighetty (5 years)
- ◆ Debra Duvall (8 years)
- ◆ Ken Hart (7 years)
- ◆ Angela Levasseur (6 years)
- ◆ Keith Linklater (10 years)
- ◆ Tammy Long (8 years)
- ◆ Anna Lysohirka (7 years)
- ◆ Jennifer McBain (7 years)
- ◆ Frederica Prince (9 years)
- ◆ Fred Prince (7 years)
- ◆ Joslyn Ryan (7 years)
- ◆ Brenda Spence (7 years)
- ◆ Shirley Swanson (5 years)
- ◆ Bailey Tays (5 years)

10 Years of Continuous Service, (\$150. gift card)

- ◆ Brian Beardy (13 years)
- ◆ Chris Callow (12 years)
- ◆ Angelina Linklater (11 years)
- ◆ Anna May Linklater (14 years)
- ◆ John McBain (10 years)
- ◆ Arnold Spence (11 years)
- ◆ Rhonda Spence (TBC)
- ◆ Tia Spence (10 years)

15 Years of Continuous Service (\$200. gift card)

- ◆ Margaret Bird (19 years)
- ◆ Loretta Francois (15 years)
- ◆ Susan Francois (15 years)
- ◆ Carol Linklater (18 years)
- ◆ Linda Linklater (19 years)
- ◆ Matilda Linklater (18 years)
- ◆ Bernice Wrightson (16 years)
- ◆ Nadine Yetman (19 years)

20 Years of Continuous Service (\$250. gift card)

- ◆ Shirley Callow (21 years)
- ◆ Fay Flett (20 years)
- ◆ Natalie Tays (23 years)

25 Years of Continuous Service (\$300. gift card)

- ◆ Ross Francois (29 years)
- ◆ Donald Hart (29 years)
- ◆ Debbie Muskego (29 years)

30 Years of Continuous Service (\$350. gift card)

- ◆ Paul Bonner (31 years)
- ◆ Sharon Linklater (32 years)
- ◆ Shirley Spence (33 years)
- ◆ Donald Thomas (30 years)

35 Years of Continuous Service (\$400. gift card)

- ◆ Sally Gamblin (36 years)
- ◆ Phyllis Hart (38 years)
- ◆ William A. Spence (38 years)

35 years of continuous service with NNCEA



William A. Spence, Phyllis Hart, Sally Gamblin



31 years of continuous service award to former NNCEA financial comptroller Mr. Paul Bonner

30 years of continuous service award with NNCEA



Donald Thomas & Sharon Linklater, missing: Paul Bonner (on leave) & Shirley Spence-Primrose

25 years of continuous service award with NNCEA



Ross Francois, Donald Hart, Debbie Muskego

20 Years of Continuous Service with NNCEA



Natalie T. and Fay F.

15 Years of Continuous Service with NNCEA



Margaret Bird receiving her years of service award

10 years of continuous service with NNCEA



Jen & John McBain, Rhonda Spencek, Arnold Spence, Angeline Linklater

5 years of continuous service



Bailey T., Shirley S., Jennifer M., Frederika P., Tammy L., Angela L, Debra D., Brent B., Anna L

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NNCEA STAFF LEAVING AND DEPARTING GIFTS



Departing Admin. Asst. Marlene Perry



Departing EA, Jenny Linklater, who will go to UCN in the fall



Departing EA, Reva Linklater, who will go to UCN in the fall



Departing gift for Gabrielle Britnell-Thompson



Departing gift for Kyle Thompson



Departing gift for McKayla Monden



Jen & John McBain with daughters and parting gifts



Jen McBain displaying her gift

Our apologies for any staff members who are not included on these pages. Best wishes to all!



Departing gift for Dianne Green



John McBain receiving departing gift



John McBain receiving his gift



Departing gift for Roba Bradburn



Departing gift for Lyn Gamblin



Departing gift for teacher, Brent Badiuk

EXCELLENT ATTENDANCE AWARDS FOR STAFF



Nic Campbell, Perfect Attender for last four years



Joey Hamid, special gift for near perfect attendance in last four years (only missed one school day!)



Two top attenders at NNOC for last four years!



Mr. Richard Tait, NNOC EA, winner for excellent attendance for EA's at NNOC, April to June 2019



Samantha Pike, winner of draw for Native Reflections Kit for Excellent Teacher Attendance at NNOC for April to June 2019



Ms. Caroline Flett, winner of excellent teacher attendance draw at OK for April to June 2019, a kit from Native Reflections

SPECIAL EVENTS THROUGHOUT THE YEAR



1st Memorial Day gathering on April 30th for Matteo, Keethan and Terrance was organized by the OK special events committee



RISE graduate Angela Levasseur



Dr. Ramona Neckoway with Director of Education at U of M powwow in May 2019



Special guest family at flex day fun in March 2019



NNOC's Dinner theatre planned by the drama class. Their portrayal of our creation story



Mother's Day tea at OK



RISE graduate Edith Linklater, former teacher

Nisichawayasi Nehetho Culture and Education Authority Inc.
Statement of Operations and Accumulated Surplus

*For the year ended March 31, 2018
(Unaudited - see Notice to Reader)*

	<i>Schedules</i>	2018	2017
Revenue			
Transfers from Nisichawayasihk Cree Nation:			
Indigenous Services Canada:			
Set contribution funding		3,937,666	3,387,976
Block funding		9,303,423	9,149,797
Other revenue		249,101	111,219
Rental income		229,050	233,375
Frontier School Division tuition		321,569	304,497
Transfer from Nisichawayasihk Trust Office		269	-
Transfer from Taskinigahp Trust Office		123,230	289,373
Recoveries of funding		-	(211)
Total revenue		14,164,308	13,476,026
Program expenses			
Band Operated School	4	7,207,361	6,797,648
Band Operated School (Employee Benefits)	5	646,938	830,378
Post Secondary	6	1,504,177	1,125,048
Operations and Maintenance	7	1,843,961	1,281,919
Special Education	8	2,619,594	2,230,160
Teacher Salary Enhancement	9	92,315	93,170
Community Approval Process	10	164,718	144,557
New Paths (Improving School Effectiveness)	11	120,518	95,450
New Paths (School Evaluation)	12	62,250	-
New Paths (Culture and Language)	13	704,220	647,000
Skills Link (Sc Tech/Career Aware)	14	-	44,750
Child Nutrition Council MB	15	-	810
Total expenses (Schedule 2)		14,966,052	13,290,890
Annual surplus (deficit)		(801,744)	185,136
Accumulated surplus, beginning of year		3,919,762	3,734,626
Accumulated surplus, end of year		3,118,018	3,919,762



APPENDIX



NNCEA Annual General Assembly Agenda, 2018-19

Tuesday, July 9th, 2019

4:00 p.m. @ OK Gym

Master of Ceremony (MC): Trustee Jerry Primrose

Pipe Ceremony at 3:00 p.m.

(family heads who attended April 19th, 2018 ceremony @ the FCWC invited)

GRAND ENTRY

1. Opening prayer/song/remarks/**draws**.....Master of Ceremonies
2. Message from NCN Chief and Council.....NCN Chief or Education Portfolio Councillor
3. Message from the NNCEA School Board.....W. Bunn, NNCEA Chair
Local entertainment/draws
4. Message from Director of Education.....G. Gossfeld-McDonald, Director
5. Message from NNOC's Junior Chief & Council.....Maria Smith, NNOC Jr. Chief
6. Financial Report to March 31, 2018.....NNCEA Finance Personnel
Local entertainment/draws
7. Special Tribute... ..S. Linklater, NNCEA Co-Chair
8. Keynote Speaker.....Dr. Ramona Neckoway
BBQ Break (hot dogs/burgers/smokies/salad/cake) and Displays
9. New School (s) Update.....P. Cesario, School Facilities Project
10. School Recommendations.....Director/Assistant Director
Local Entertainment/draws
11. Language & Culture Plans.....Wm. Dumas, LCU Coordinator
12. Strategic Planning for 2018-2022.....MFNERC Facilitator, Mr. George Ross
Local Entertainment/draws
13. Open Forum.....Master of Ceremony
14. Closing remarks/**final draws**/prayer.....Master of Ceremony

GRAND RETREAT

Upon arrival, please sign in! Be there or be square! Bring a buddy!

ATTENDANCE DRAWS (You must be present to win!!)

(Family Food Certificates @ \$50. each. Gift cards @ \$50. each)



Nisichawayasihk Cree Nation
Culture and Education Authority Inc.

NISICHAWAYASIHK CREE NATION



2019-2020 SCHOOL YEAR CALENDAR



Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Aug 2019	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Sep 2019	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Oct 2019	29	30	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
Nov 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Dec 2019	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Jan 2020	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Feb 2020	26	27	28	29	30	31	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
Mar 2020	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	1	2	3	4	5	6	7
Apr 2020	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
May 2020	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
Jun 2020	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
Jul 2020	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
Aug 2020	28	29	30	1	2	3	4

DATE	SCHOOL CLOSURE
August 28-30, 2019	PD Days for Staff
September 2, 2019	Labor Day Holiday
September 3, 2019	First Day of School
October 14, 2019	Thanksgiving Holiday
October 15-18, 2019	Flex Days (4)
November 11, 2019	Remembrance Day Holiday
December 20, 2019	Flex Day (1)
December 23, 2019	First Day of Christmas Break
January 3, 2020	Last Day of Christmas Break
January 6, 2020	First Day Back
February 17, 2020	Louis Riel Day
March 23 – March 27, 2020	Flex Days (5)
March 30 – April 3, 2020	Spring Break
April 10, 2020	Good Friday
May 18, 2020	Victoria Day
June 21, 2020	Aboriginal Day
June 23, 2020	Last Day of School
June 24-26, 2020	Flex Days (3)
June 29-30, 2020	Flex Days (2)
OK School Term Dates	
Term 1	August 28 – November 29, 2019
Term 2	December 2 – March 13, 2020
Term 3	Mar 16 – June 23, 2020
OK School Report Card Night	
Term 1	December 11, 2019
Term 2	March 11, 2020
Term 3	June 18, 2020
OK School Report Card Writing Day	
1	November 22, 2019
2	February 21, 2020
3	May 29, 2020
NNOC Report Card Writing Day	
1	November 8, 2019
2	April 17, 2020
NNOC Term Dates	
Term 1	August 29, 2019 – January 29, 2020
Term 2	January 30, 2020 – June 23, 2020
NNOC Report Card Night	
Term 1 – Part 1	November 14, 2019
Term 1 – Part 2	February 6, 2020
Term 2 – Part 1	April 23, 2020
Term 2 – Part 2	June 22, 2020
Kindergarten Graduation	June 11, 2020
Grade 8 Graduation	June 12, 2020
Grade 12 Graduation	June 19, 2020

Total Flex Days = 15 days (Oct. 9-12, 2018, Dec. 21, 2018, March 18-22, 2019, June 24-28, 2019)

Total School Days = 195 (Classroom: 180, Flex Days: 15)

Approved by NNCEA School Board Motion #2018-05-08-09

The above calendar is based on a 6 hour instructional day.

*Fridge magnets of next year's calendar will be available by August 26, 2019.

