



*“Pondering the Next 40 Years
of First Nations Control
of Education at NNCEA,
2021-2061.”*



*Nisichawayasihk
Culture and Education Authority Inc.*

NISICHAWAYASIHK CREE NATION



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NNCEA'S PROTOCOL FOR ITS ANNUAL GENERAL MEETING

Once a year, the NNCEA has its' Annual General Assembly (AGA) on the second Tuesday of July where educational info is shared with the community.

This protocol has been developed so the public meeting(s) can be positive and productive.

Everyone in attendance must adhere to the guidelines. For safety reasons, medical people and security are available.

1. The Master of Ceremonies (MC) will ensure the meeting progresses and all agenda items are completed
2. Participants must be respectful to all presenters/planners
3. No one under the influence of drugs and/or alcohol will be allowed at the function
4. Attendees may offer objective comments on NNCEA operations and programs
5. Complaints which involve school system students/personnel and topics dealing with salaries, negotiations, teacherages and legal matters will not be discussed publicly. Complaints, as such, can be directed to School/Senior Administration
6. Cell phones are to be shut off or silenced
7. When someone is speaking, please listen
8. After a break, please return promptly
9. For fire safety reasons, smokers must be 20 ft. from the school building
10. Children are to be accompanied by an adult who will oversee them
11. Due to time constraints, open forum comments must not exceed five minutes
12. Anyone whose conduct is unbecoming, will be asked to leave the meeting. If needed, security will assist.

NNCEA ANNUAL GENERAL ASSEMBLY (AGA) AGENDA FOR 2021-22

“THE NEXT 40 YEARS OF FIRST NATIONS CONTROL (FNC) OF EDUCATION AT NISICHAWAYASIIHK FROM 2021-2061”

Pipe Ceremony (physical distancing please) at 3:00 p.m.

Wednesday, August 3rd, 2022, @ 4:00 p.m. @ OK Gym

Master of Ceremony (MC): Board Chair Wanda Bunn

GRAND ENTRY @ 4:00 p.m. (with physical distancing in place)

**UPON ARRIVAL, PLEASE SIGN IN! BE THERE! BRING A BUDDY!
EARLY BIRD ATTENDANCE GIVEAWAY (2) AFTER GRAND ENTRY!**

1. Opening prayer/song/moment of silence/land protocol MC and NCN Elder
2. Message from NCN Chief and Council NCN Chief or Education Councillor
3. Message from the NNCEA School Board W. Bunn, NNCEA Chair

Surprise Attendance Giveaway (2) – must be present to win!

4. AGA Booklet Review Trustee S. Linklater
5. Financial Report to March 31st, 2021 NCN/NNCEA Finance, C. Hart

BBQ Break (hot dogs/burgers/smokies/salad/cake)

Entertainment/Surprise Attendance Giveaway (4) – must be present to win!

6. The Next 40 Years of FNC at Nisichawayasihk, 2021-2061 NNCEA Director of Education
7. NNOC Student Led Research Report Findings NNOC Research students/advisor
8. Special Presentations NNCEA School Board

Surprise Attendance Giveaway (2) – must be present to win!

9. Open Forum MC
10. Closing remarks/prayer MC and NCN Elder

FINAL SURPRISE ATTENDANCE DRAW! Must be present to win!

GRAND RETREAT/EXIT (with physical distancing in place)

Security and Medical Personnel to be on site

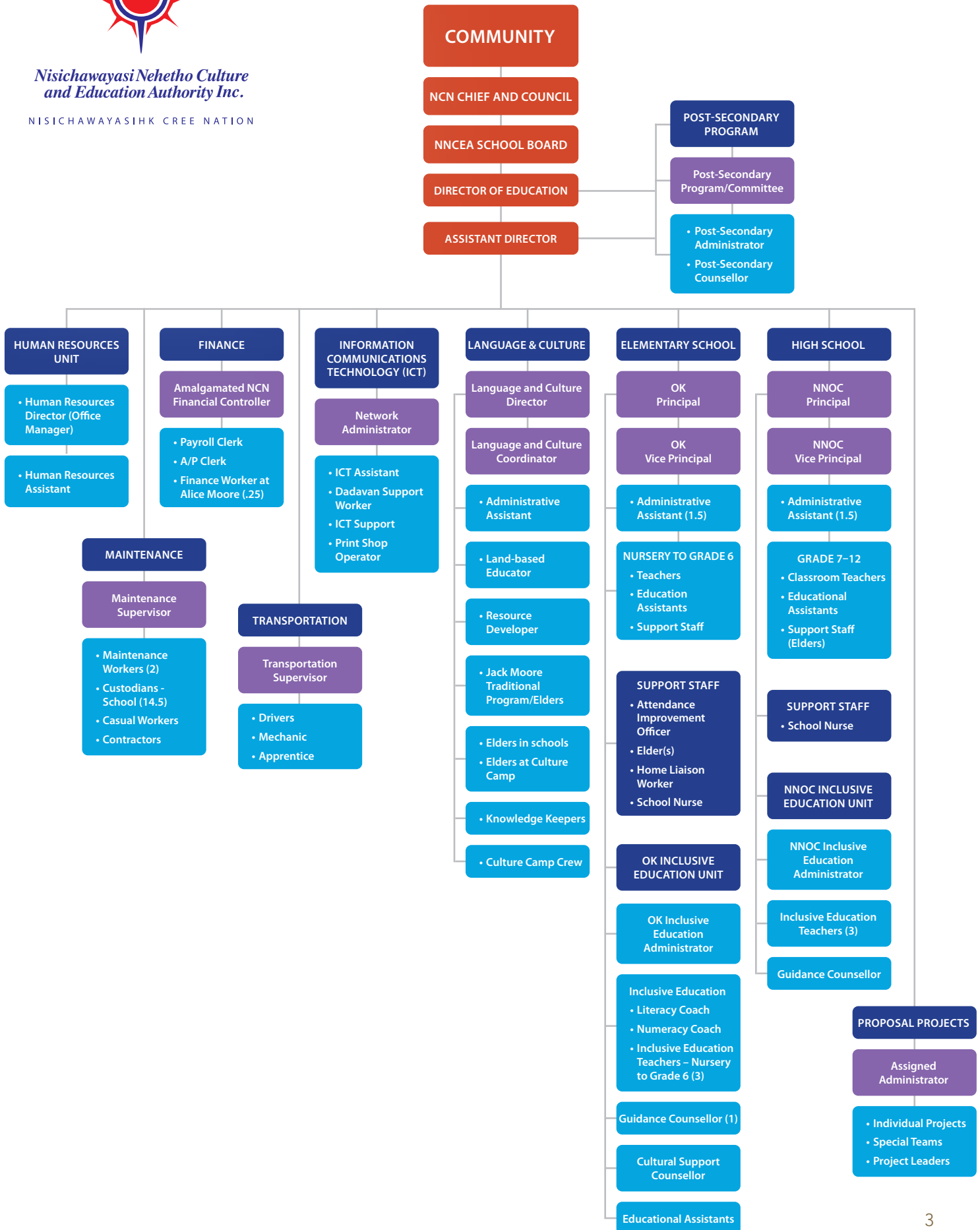


Nisichawayasi Nehetho Culture and Education Authority Inc.

NISICHAWAYASIKH CREE NATION

CURRENT ORGANIZATIONAL CHART

(as of June 2022)



NNCEA DIRECTOR OF EDUCATION REVIEW FOR 2021-22

A. NNCEA'S 2018-2022 SCHOOL BOARD TRUSTEES

Election Date: November 14 & 15, 2018

Inauguration Date: November 29th, 2018

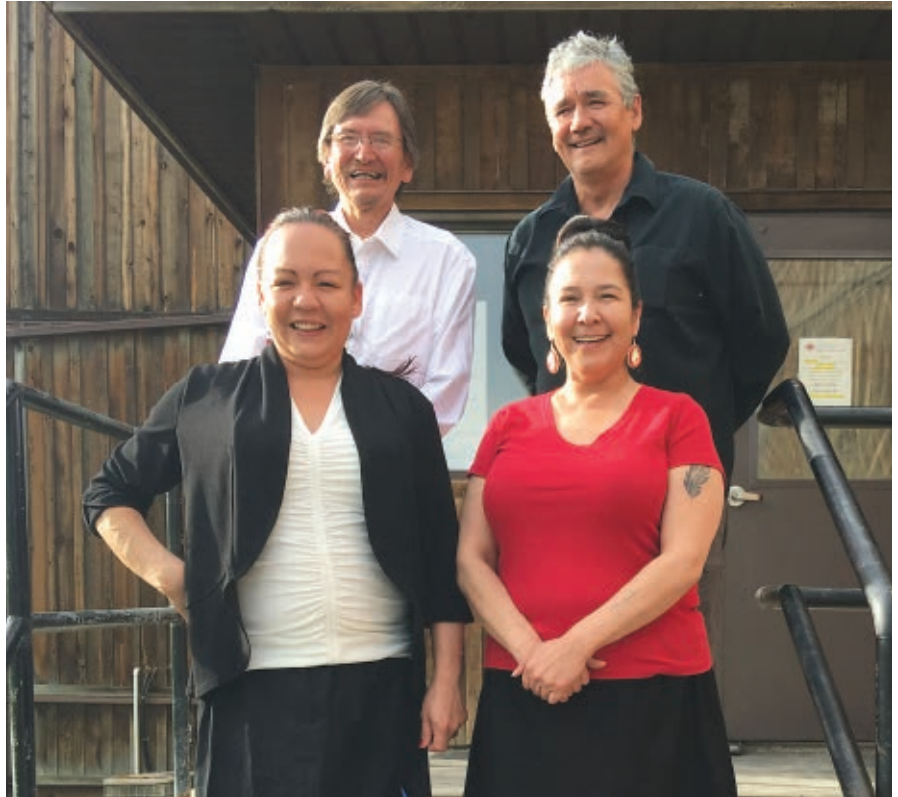
Wanda Bunn, Chairperson

Shirley Louise Linklater, Co-Chairperson

Jerry Primrose, Trustee

Llewellyn (Lou) Moody, Trustee

NEXT NNCEA SCHOOL BOARD ELECTIONS COMING UP THIS FALL!



NNCEA School Board of Trustees for 2018-2022, Jerry Primrose, Trustee; Llewellyn (Lou) Moody, Trustee; Shirley Louise Linklater, Co-Chairperson; Wanda Bunn, Chairperson.

B. NCN/NNCEA'S EDUCATION PORTFOLIO COUNCILLORS



NCN Councillor
Ron D. Spence

Vice-Chief
Cheryl Moore

C. NNCEA DIRECTOR OF EDUCATION

"Mikisew Potahchigun Iskwe" or L. Gail Gossfeld-McDonald, B.Ed., M.Ed.



D. KEY AREAS OF RESPONSIBILITY FOR THE NNCEA DIRECTOR OF EDUCATION

- ◆ the NNCEA Board of Trustees
- ◆ Alice Moore Education Center (AMEC), central operations/ amalgamated finance
- ◆ Otayitiskiwin Kiskinwahamakamik (OK, N – gr. 6)
- ◆ Nisichawayasihk Neyo Ohtinwak Collegiate (NNOC, gr. 7 – 12)
- ◆ NNCEA Human Resources Unit
- ◆ NNCEA Language and Culture Unit
- ◆ Info, Communications and Technology (ICT) Unit
- ◆ Bus Transportation
- ◆ School Facilities

- ◆ Post-Secondary Education (PSE) Program (Chair of PSE Committee responsible for the PSE program)
- ◆ the Nelson House Teachers Association, Local 64 of Manitoba Teachers Society & other partners

E. NNCEA STAFF/ EMPLOYEES

- ◆ 50 + Teachers
- ◆ 10 Administrators
- ◆ 2 Guidance Counsellors
- ◆ 1 Cultural Support Counsellor
- ◆ 1 Attendance Improvement Manager
- ◆ 15 Elders/Knowledge Keepers for NNCEA
- ◆ 4.5 Administrative Assistants
- ◆ 50 + Educational Assistants

Various Teams: Resource, Language & Culture, PSE, ICT, Maintenance, Custodial, Bussing, Security

Support Staff: School Cook, Home School Liaison, Casuals

F. KEY EMPLOYEES:

- ◆ L. Gail Gossfeld-McDonald, Director of Education
- ◆ Nic Campbell, Asst. Director of Education
- ◆ Lorna Hart, Human Resources Director
- ◆ Pierre Lirette, ICT Network Administrator
- ◆ Shirley Primrose, Candace Dumas, (Amalgamated Finance Team)
- ◆ Bill Gamblin, Post Secondary Administrator
- ◆ April 30 and Craig Linklater, Post-Secondary Education Counsellors
- ◆ Wm. Elvis Thomas, Director of Language & Culture
- ◆ Larry Tait, Nehetho Lang & Culture Coordinator
- ◆ Eldon Okanee, OK Principal
- ◆ Samantha Pike, NNOC Principal
- ◆ Margaret Monias, OK Vice-Principal, Sept – Dec & June
- ◆ Natalie Tays, NNOC Vice-Principal
- ◆ Literacy Specialist, Jan. to May
- ◆ Daniel Moosomin, OK Vice-Principal, Jan-May 2022
- ◆ Tammy Long, OK Resource Administrator
- ◆ Angela Levasseur, NNOC Resource Administrator to February 19, 2022
- ◆ April Buck, Interim NNOC Resource Administrator from February 19 to June 2022
- ◆ Elders for the schools, Jack Moore Traditional Program, Knowledge Keepers and the Culture Camp Crew
- ◆ All of our Administrative Assistants, Support Staff, Educational Assistants, Custodians, Maintenance, and Security

G. MESSAGE FROM THE NNCEA DIRECTOR OF EDUCATION

Tanisi! The anniversary date of 40 years of First Nations Control (FNC) of education at NCN in September 2021 has now passed! It was celebrated in a good way. We have come a long, long ways and this pace must continue into our future! We must honour the birth/growth of our NNCEA school system with its' rich history and on-going development.

As mentioned in prior messages, our educational system was founded on the "spirit," beliefs and principles of Wahbung and the need for First Nations Control of First Nations Education (FNCFNE). This foundation must always be at the core and forefront. We must always keep our PATH Plan alive as well. There is a sequel to Wahbung entitled "Wahbanang" written by the late Dave Courchene Jr. that needs study as it may be an excellent resource for reading and provide ideas for educational developmental. This book requires acquisition!

In 1981, when our system was established, there was no master plan created to guide its development. If there was, the Education Authority could have been more advanced. Plans do serve a purpose and must be created/monitored/implemented! For certain, forty years from now, our community and school system will be different. There will be numerous changes, incredible advancements and significant milestones! This will all have to be tracked.

Fortunately for us, Teach for Canada (TFC), initiated a Student Led Research Project opportunity for its' partnering communities. NNCEA partnered with TFC in January of 2020. Seeing an incredible opportunity at the right time, the Director of Education submitted an application for the research project which was approved. Once completed,

this student led research report, can serve as a guide or master plan for the future!

TFC and TFC personnel (Deanna Matthews and Cameron Ting) provided all the needed training and supports for the project to succeed. The research project entitled What Will Education Be Like at Nisichawayasihk from 2021-2061? began in February 2022 and coincides with the theme for this year's assembly. Four NNOC high school students volunteered to be the research leads: Madison Baker, Corbin Hart, Margaret Hart, Allaynah Linklater. Two NNCEA staff (Sherene Whyte, NNOC Guidance Counsellor and the NNCEA Director of Education) lent support & advice.

Surveys were created for five various groups. It is my hope that you had an opportunity to complete one of the surveys. Students gathered data from an array of stakeholders. Many local educational stakeholders (Elders, community leaders, NNCEA staff, current/former NNCEA students) provided input on what they would like to see happen. Their findings from their research were written up and will be presented at the NNCEA's Annual General Assembly on August 3rd, 2022. This final report can definitely serve as a guide to the future of our First Nation's educational system! It was a pleasure to work with TFC, the students and volunteer assistant on the research project. For sure, its' contents will be invaluable! I do hope you witnessed the students' presentation!

As parents, educators, leaders, we have a responsibility to be involved and work diligently to "mould" our system for our children and for future generations. We have only just begun to create "our own" educational system. We have to ensure it reflects our language, culture and balances the traditional and the contemporary as we exist/live/learn in the 21st century. In time, our children, our students will be

proud of their heritage and have the required academic skills so they can cope, survive and succeed in the days/years ahead! NEVER again should our children be sent away or taken away for an education!

H. SIGNIFICANT ACHIEVEMENTS IN 2021-22 FOR THE NNCEA SYSTEM, IN GENERAL

1. 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, lived off the land and was a natural teacher. New blinds for the Boardroom are next!
2. The AMEC Boardroom is used for monthly School Board meetings with tons of room for visitors. The forum has been renovated for you to attend! School Board meetings are open and held on the last Tuesday of the month starting at 5 p.m. at the Alice Moore Education Centre (AMEC). If you attend, meeting guidelines are in place and are contained in this report. Covid restrictions may limit audience numbers.
3. In December 2016, the PATH plan was created/distributed/worked on. Even though it needs updating, we continue to follow the PATH plan which shapes our school system.
4. The PATH plan is focused on Nihitho language and culture and land-based learning is being incorporated. The Nihitho Language & Culture Team team works in the lower level of AMEC where visitors are always welcome. The team's knowledge, expertise and work is phenomenal. The Nihitho Language & Culture team/unit has been operational for over three years and is working

diligently to create a solid foundation for the future! The development of Nihitho resources continues! Elders are still in the schools/system!

5. Thanks to the NCLU team, five curriculums with six supporting documents are now done. These resources will be shared in near future!
6. Thanks to the carpenters and other key players, the NNCEA Culture Camp is nearly done. Unforeseen delays like covid, hydro, etc. interfered with progress but the crew carries on! Construction on the cabins and gazebo are presently underway. It is hoped hydro can be installed by mid-August. The camp should be fully operational by Sept. 2022!
7. The Jack Moore Traditional Program is now under the auspices of the NNCEA language and culture unit of NNCEA
8. A student led research project entitled What Will Education Be Like at Nisichawayasihk from 2021-2061 will be completed and presented at the AGA in August. This document can serve and be utilized as a guide for the future.
9. The School System Evaluation for 2012-17 was completed/presented at the Annual General Assembly (AGA) on July 10th, 2018, four years ago. It contained 259 recommendations with a few incomplete recommendations from the previous school system evaluation of 2010-13. An update on the recommendations will be available.
10. Negotiations between the Nelson House Teachers' Association (NHTA) and the Nisichawayasi Nehetho and Culture & Education Authority (NNCEA) began in September 2021. The Collective Bargaining Agreement (CBA)

expired in July 2018. It is hoped that the CBA can be settled. Much time and effort was spent on creating a bargaining package for the NNCEA. Once this round of negotiations is settled, the next one for 2022-2026 will have to be initiated. Negotiations take time and can get costly.

11. As of last fall, NNCEA is now sharing a more conducive office space with the Nation at Unit 19-395 Berry St. in Winnipeg. The Post-Secondary Education (PSE) sub-office is now in operation. Bill Gamblin, long time PSE Counsellor retired on April 29th, 2022. Craig Linklater has assumed his responsibilities. Another post-secondary counsellor will be hired/trained in the near future. Both PSE Counsellors will be available to all NNCEA PSE students.
12. For the first time ever, NNCEA will offer a program to assist students with the transition from secondary to post-secondary! This year's grade 12 graduates from NNOC will be provided with some training/supports from May to December 2022. See the attached calendar. This initiative is being made possible with the generous proposal dollars received from ISC through the Assembly of Manitoba and Chief's Committee on Education. In previous years, due to limited funding, NNCEA was not able to offer this. It is hoped that this transition year program can continue into the future. These were two important recommendations from the last school evaluation that have been implemented.
13. Elementary school name to be changed to Otayitiskiwin Kiskinwahamakamik and a renaming ceremony will be held. A new sign with syllabics will be installed. It was changed so

- Footprint School would be a positive place of learning and teaching.
14. New school name signage for both schools is available.
 15. The NNCEA flex day school calendar for 2022-23 is in place and in circulation. Fridge magnets are available for distribution as of early June 2022.
 16. To better meet the needs of our system for our students, a few new positions were created this year. We now have a Land-Based Educator, a Literacy Coach, a Numeracy Coach, an Attendance Improvement Officer, a Cultural Support Counsellor, a high school Guidance Counsellor and a Transportation Supervisor!
 17. Kindergarten, Grade 6's, Grade 12's, Mature Student Diploma Program (MSDP) and PSE graduates continue to get gifts/supports from NNCEA.
 18. After long last, the new high school wings opened for high school classes on April 16th, 2022. OK is now Nursery to grade 6 and NNOC is grades 7-12. Target date for finishing the rest of the high school is August 2022.
 19. The Mature Student Diploma Program is now being held at the new high school as of 2021-22. The new school has space for the program now!
 20. With the new Interim Funding Formula (IFF) in place since 2019-20, NNCEA now has autonomy over Second Level Services since July 1st, 2020. The Manitoba First Nations Education Resource Centre is no longer managing it. Applications to take over Second Level Services from Keewatin Tribal Council and the Manitoba Indian Education Association as of July 1st, 2022 has been actioned.
 21. Budgeting procedures and cash flow for NNCEA has improved.
 22. As of December 1st, 2021, NNCEA has a new benefits carrier, Canada Life.
 23. As of April 1st, 2021, the NNCEA has Salary Grid Scales for all staff, unionized and non-unionized! These were desperately needed and were created. Sr. Administration worked diligently to create.
 24. The on-going establishment of a NNCEA Human Resource Unit continues. A Human Resources Assistant is now needed. "HUMI" which is NNCEA's electronic database for the organization is working out fine. More refinement of its' options has to be implemented but that will come in time. HUMI contains a record of all our employees with various features such as an automated attendance tracker.
 25. Thanks to major/minor network improvements over the years and a capable, competent Network Administrator and ICT Team, outages of Internet/email rarely occur now!
 26. In 2019, a new school information system (SIS) called Dadavan was brought in to replace the old Maplewood system. The changeover has worked well for NNCEA.
 27. The Assistant Director of Education initiated many projects to improve NNCEA facilities.
 28. There is a school records and storage room in the lower level of AMEC. Organization of it is a work in progress. Once organized, it will be much easier to store/find school records. This was one of the school evaluation recommendations that is underway. Thereafter, on-going maintenance will have to transpire.
 29. A permanent plexi-glass display case was made by Meetah personnel (Cecil Hart, Rodney Hart, Larry Peterson, Brent Patrick Dumas) for a star blanket which was gifted to OK to honour the memory of Lyna Hart and those who attended Residential Schools. It was unveiled on Orange Shirt Day, September 30th, 2020 and is on display in the front hall of OK. (Compliments and sincere thanks to sisters Lorna & Rose Hart). Angus Campbell to do the theme of "Every Child Matters" finishing touches.
 30. Partnerships with NCN; FCWC; the University of Manitoba/University of Winnipeg; MFNERC; NHTA; MSBA; RCMP; TFC, etc. continue.
 31. Relations with Teach for Canada continue: the database for teacher recruitment has been a great resource pool, lots of on-line learning/webinars being offered still.
 32. Earlier this spring, a new truck for NNCEA was added to the fleet. NNCEA now has: 9 buses; a wheelchair access van; two Bobcats; a 20-foot trailer for school use.
 33. A NNCEA/NHTA Liaison Committee has been established & has been meeting as regularly as possible. It was created to promote & strengthen teacher/administrative relations.
 34. As of 2021-22, transition to employee status for bussing personnel is now in effect.
 35. NNCEA assets have been inventoried and are being maintained for insurance purposes.
 36. Nominal roll improved by 33 from last year!
 37. All NNCEA staff are double vaccinated against Covid!

38. Fiberoptics for our organizations has arrived. Fiberoptics has now been installed at AMEC, OK and NNOC. It's made a big difference to internet service at NNCEA! Huge thanks to the Nation!
39. Thanks to our ISC funders, extra dollars were made available for before lunch & after school programming this year! Our students were able to participate in an array of extra-curricular events like sports clinics, dance classes, field trips, etc. Thanks to all who made this possible to enrich & benefit the lives of our students!
40. To show support, NNCEA provides assistance to community members in times of bereavement and it is being utilized fully! A wreath is usually taken to the service too.
41. In partnership with the Nation, work on the creation of an NCN Education Law is in full swing. A draft is being prepared by the technical team and will be shared with the people when it is done.
42. The first round of NNCEA policy revision is nearly completed and the second round will begin soon.
43. Emergency Response Plan for AMEC, OK, NNOC, the Bus Garage is finalized and ready for the next school year.
44. Celebrations continue to occur: back to school orientation; Thanksgiving Day, Remembrance Day, annual Christmas Staff Dinner, Mother's Day Tea, Literacy Fairs, Book Fairs, Easter, Attendance Incentives, Year-end Awards, Year-End B-B-Q, etc.
45. NNCEA is accountable and Annual General Assemblies (AGA) of the NNCEA continue to happen. An AGA report is distributed at the AGA.

I. NNCEA OPERATIONAL CHALLENGES, IN GENERAL, FOR 2021-22!

1. Despite Covid, NNCEA was able to provide educational services this past school year. Covid has disrupted our lives and our school calendars since it was declared on March 11th, 2020. A school re-entry plan is available for use. School was frequently closed, plans had to be re-scheduled or were simply cancelled. Remote learning or provision of learning packages was made possible. Everyone managed. Many homes still do not have the technology (computers or internet). Numerous lockdowns and the fear of contracting covid was real and resulted in much anxiety for students, staff, parents, community and leaders. Necessary lockdowns prevented many NNCEA staff from entering/exiting the school/reserve. Many days of schooling were lost! Everyone's wellness was affected. Covid-19 created significant challenges for everyone especially our students, families and staff! It is hoped that the worst is behind us!
2. Our First Nation school system is still underfunded. Indigenous leaders continue to work on this shortfall! A Regional Funding Agreement is set to be negotiated by AMC. It is hoped that once it is settled, that all Manitoba First Nations will have a comparable funding base. No update on how negotiations are going.
3. As of last year, the 10% administration fee is no longer applicable to Special Education, Language & Culture and Post-Secondary budget dollars which is a great help! It is our hope that the 10% administration fee imposed by C & C on other budgetary items be waived or greatly reduced into the future. This was one recommendation from the last school evaluation that needs implementation.
4. ENSURING ALL NNCEA STUDENTS ATTEND SCHOOL DAILY ESPECIALLY ON THE WEEK BEFORE SEPT. 29TH (nominal roll day) AND THE WEEK AFTER, EACH YEAR SO WE CAN GET THE NEEDED FUNDS FOR EVERY CHILD FROM INDIGENOUS SERVICES CANADA (ISC), THE FUNDERS!!!
5. If your child (ren) do not attend, NNCEA does not get any funding from ISC at all! In order to be counted, your child has to be in school during Nominal Roll days (stated above). Send your children to school please!
6. Having to cope with the unexpected deaths of NNCEA students, staff and community members each year.
7. Recruiting qualified teachers can be a challenge when there is a shortage Canada wide. Difficult to recruit specialty positions for our schools.
8. Teacher turnover for various, legitimate reasons will always be, in various degrees
9. Succession planning for key positions
10. The Manitoba Health and Education Tax Levy has yet to be resolved
11. The NNCEA School Board's Strategic Plan is on hold for now.
12. Reading test results for 2021-22 were horrendous and will require remediation in the coming years.
13. Bear problem creating a safety hazard in high school area
14. A ten bay bus garage is needed and is quite costly.

15. NNOC construction still incomplete
16. The centralization of finance and amalgamation of NNCEA with NCN finance has transpired and is still a work in progress and refinement is needed.
17. Legal matters always cost the NNCEA much time and money and should be avoided.
18. Political barriers “red tape” arises and prevents movement on tasks with time constraints will always exist.
19. Once logistics are worked out, a new NNCEA website will be launched and all school board agenda/minutes will be posted
20. Aging facilities, vehicles, buses, personnel
21. Public relations and communication
22. Costly repairs: LED lighting; mouldy classrooms, teacherages, bus garage, etc.
23. Unexpected school closures beyond our control: weather; hydro; infestations; electrical; coronavirus pandemic
24. More community members interested in teaching need to take teacher training.
25. A teacher training program needs to be offered at NCN
26. Student/staff attendance needs great improvement. Efforts to improve student and staff attendance are urgently needed. Parents need to send their children to school.
27. Employee submission of the required employment checks like the Child Abuse Registry Checks and/or Criminal Record Checks and/or Vulnerable Sector Checks.
28. A system wide needs assessment of training of professional development needs is long overdue. Lots more training for

the array of teams in our system is required.

29. Parental involvement or engagement in our school system needs to improve
30. Improved supports for NNCEA's Post-secondary students so they can have more success
31. Settling a collective bargaining agreement (CBA) takes much time and dollars.

J. NEXT STEPS OR PLANS FOR THE FUTURE FOR NNCEA

1. NCN Chief and Council must continue working on a new elementary school with ISC. This will take a few years to become a reality.
2. More proactive measures to prevent problems in the NNCEA system
3. 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!
4. Working on the recommendations from the 2012-17 school system evaluation report. Continued action on recommendations with needed improvements
5. On-going Indigenization of our school system with a focus on land-based learning and Aboriginal perspectives for staff/students
6. The establishment of an NNCEA Archives Unit.
7. The establishment of a Data and Research Unit (DRU) is vital.
8. A Nihitho 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.

9. A Nihitho Language and Culture Declaration was created and signed but cannot be located. So, another one has to be drafted.
10. Be part of the team to work on the NCN Education Law and any other legislation.
11. Continued phase in of Nihitho immersion classes to grade three, dual track
12. Maybe a separate school to teach Language and Culture?
13. Attendance improvement for all students and staff is critical! More proactive endeavours to be implemented. If this is done, nominal roll will improve which will result in more operational dollars for our system, not less.
14. Updating of the NNCEA policy manual is an urgent matter. Yearly updates of NNCEA policies so employees can be more aware and follow.
15. Updated, user friendly policy manual to be available
16. AMEC has never ever had a Fire Safety plan and one needs creation
17. Succession planning is one of our aims.
18. Once logistics are worked out, a new NNCEA website will be launched and all kinds of information can be posted for your reference.
19. A homegrown teacher training program is definitely needed.
20. A system wide needs assessment of training or professional development needs is long overdue. More professional development for the various teams in our system like lateral violence, CPR/1st Aid, etc.
21. Continued involvement with the new high school construction/developments until done

- 22. A day care for the high school
- 23. The creation of a culturally appropriate community education program to our parents can be more informed and aware of how they can be involved with our school system.
- 24. Annual memorial event to commemorate students/staff who have passed on. A memorial to commemorate them should be erected.
- 25. Monthly parental meetings with community education & involvement
- 26. Keeping up with the educational software, hardware and trends
- 27. Work towards having a new fleet of school buses, a bus garage with our own equipment
- 28. On-going maintenance of the facilities is absolute
- 29. Benefits package for all employees
- 30. Yearly updates of NNCEA policies so employees can be aware and adhere to
- 31. Review Printshop service and make the needed improvements with a marketing plan
- 32. Application for a license so mega-fundraising can be done by the NNCEA
- 33. On-going program creation/development/evaluation
- 34. Modifications to the AMEC building like an archives to store historical info/relics.
- 35. Doing our best to serve the educational needs of our NCN students and community!
- 36. Planning for the next 40 years of FNC of education at Nisichawayasihk!
- 37. Hopefully, into the future, the student led research report on will be utilized and not shelved!
- 38. In 2031, "Celebrating 50 years of FNC of education at Nisichawayasihk" will be another milestone and our golden anniversary!



Community mural photos

YEAR IN REVIEW

Nic Campbell – Assistant Director of Education

The 2021-2022 school year was another challenging but successful school year for all. Many different variables such as COVID-19 altered the way we teach and live our daily lives. During this school year there were many highlights that should be captured:

- ◆ Opening of our new high school located on Moody Drive. Thank you to Penn-Co, PM and Associates, and Number 10 who were the contractor, project manager, and architects for this facility. The value of this project is approx. \$46,000,000
- ◆ Final touches to New School are occurring which consist of landscaping and exterior work
- ◆ Opening of 5 new teacher living units on Moody Drive, all 2-bedroom units constructed by NDC Construction. The value of this project is approx. \$1,700,000
- ◆ NNCEA currently has 42 teacherages which consist of 1 bedroom, 2 bedroom, and 3 bedroom units
- ◆ NNCEA now employs our Transportation Unit oppose to contracting this task out. Our unit consists of 1 Supervisor, 5 drivers, 1 Mechanic, and 1 apprentice. Our transportation team oversees all of the bus services including transportation, maintenance on buses, evacuations, and more
- ◆ Several teacherages had major and minor renovations consisting of new furniture, painting, HRV units, and more.
- ◆ NNCEA fenced in the OK school yard to cut down on traffic throughout our school. NNCEA installed garbage bins within the school yard, new swing, new

basketball nets, and hopscotch courts

- ◆ OK school had several updates to heating system as well ventilation within the school
- ◆ The OK school exterior will be painted during the summer of 2022. Gardens will also be set up within the OK school front area and around the Granny/Grandpa cabins. We will also be installing a new playground during the summer of 2022.
- ◆ NNCEA acquired a dump truck to make garbage disposal more efficient for our system. NNCEA also acquired a loader to make snow removal more efficient
- ◆ NNCEA has been working on finalizing our emergency response plan and will have this finalized during the month of June for community and staff knowledge
- ◆ NNCEA updated our fire routes and safety plans to reflect our current layouts and installed several new signs consisting of Muster Points, Fire Routes, and more
- ◆ We are currently working on building a new website with Q-Power. This website will be completed July 2022 for use and viewing
- ◆ Our maintenance garage was re-roofed during the month of September which was a long-awaited task. Our OK school roof was maintained throughout the winter and had no issues during spring melt. A big thanks to all contractors who assisted with getting our school roof to par.
- ◆ NNCEA employees 16 custodial staff between our 2 schools and 1 part time custodian at the Alice Moore Education Centre. NNCEA is thankful for the services our custodians provide to ensure our schools are taken care of!



- ◆ NNCEA updated several smart boards within our schools and invested in several new resources such as Levelled Literacy Kits
- ◆ NNCEA held several different programs during March Break including dance class, volleyball camps, basketball, taekwondo, and hockey.
- ◆ After school programs were a success from the months of October through December. On average we had 60 students attend
- ◆ COVID-19 created hardships during the month of January and February which resulted in lockdown and online learning. For remote learning NNCEA acquired a subscriptions to Brightspace "Desire 2 Learn" as a platform for digital content
- ◆ NNCEA had work done at the Alice Moore Education Centre consisting of a new back deck for our elders, 1 new furnace, and 2 new Air Conditioning Units
- ◆ We received several different grants for the 21-22 school year consisting of: show kids you care nutrition, President's choice nutrition, Manitoba Nutrition Council, CAP/CIP for Art, Nutrition, and community programming, Innovations in Education for Gardening and summer school/after school programs
- ◆ NNCEA provided care packages to all staff as well menstrual packages to all female staff members

- ◆ NNOC/NNCEA took several students on land-based trips that consisted of boating, moose harvesting, fishing, atv'ing and much more!
- ◆ NNCEA hired additional hallway monitors for both school to enhance the safety of our schools. NNCEA also hired 4 School Safety Personnel who work at each school. NNCEA hopes to enhance the safety and security of our operations for all.
- ◆ With our new school opening NNCEA is excited to be offering a variety of new programs such as: Fitness, Music, Cosmetology, Cooking, Automotive, and more! NNCEA also now has our own soccer pitch and baseball diamond!

NEXT STEPS:

As mentioned NNCEA will take on several projects during the summer months including but not limited to painting the exterior of OK School, playground infrastructure, classroom repairs, and more. NNCEA will also be looking at enhancing our camera and security systems throughout our facilities

NNCEA will be seeking to implement more extra curriculums for students during the new school year.

Additionally, NNCEA will implement a variety of different sports during the summer for students to take part in.

NNCEA will be seeking to revamp our technology fleet to upgrade the remaining projectors/smart boards in our schools over the summer. NNCEA will also seek to acquire ipads for

levelled reading initiatives in each school.

NNCEA has put forth great dedication towards ensuring our facilities are sanitary. To date, NNCEA has provided and required staff to self test for COVID-19. NNCEA also provides other PPE to staff and students such as hand sanitizer, masks, and more. NNCEA would like to thank all staff and students for the diligent efforts towards protecting everyone from COVID-19. Moving forward NNCEA will continue to work hard to enhance and maintain the safety of our staff and students.

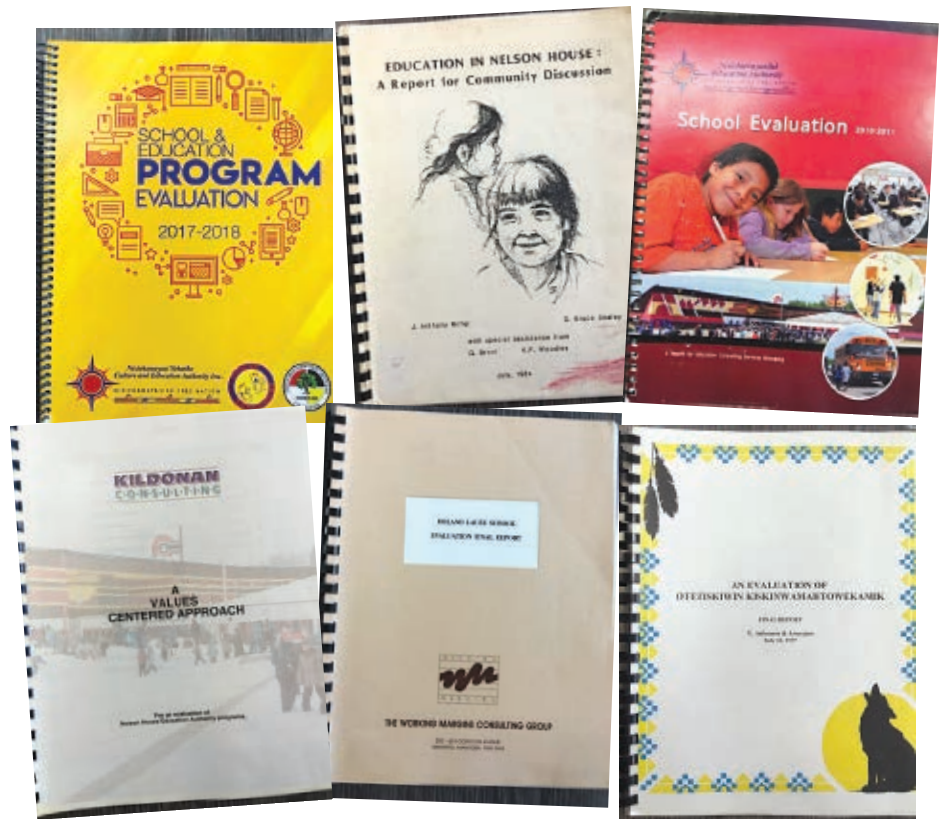
NNCEA will be implementing the Non-violent Crisis Intervention Program again starting in September for all staff to better prepare staff to deal with intervention and incidents in our system.

NNCEA SCHOOL SYSTEM EVALUATION UPDATE

2021-2022 SCHOOL YEAR

STATUS OF RECOMMENDATIONS	2019-2020 SCHOOL YEAR	2020-2021 SCHOOL YEAR	2021-2022 SCHOOL YEAR
Work In Progress	144	92	116
To be Reviewed	23	38	17
Complete	33	81	86
To Be Done	56	39	31
Collective Agreement	2	2	2
Not Applicable	1	7	7
Total	259	259	259

As identified in the above table there have been several recommendations that have are either now a work in progress or complete. NNCEA is working towards implementing these recommendations on an annual basis and recognize that some recommendations require a consistent status of “Work in Progress” in order to develop the needed criteria and meet the needs of our education system. In total, there were 259 recommendations which cover all faucets of our system from Clarke Educational Services in 2018. Of these recommendations 116 are identified as “Work in Progress,” 17 are identified as “To Be Reviewed,” 86 are identified as “Complete,” 31 are identified as “To Be Done,” 2 are identified as “Collective Agreement,” and 7 are identified as “Not Applicable” for various reasons.



WILLIAM ELVIS THOMAS - DIRECTOR OF NIHITHO LANGUAGE AND CULTURE UNIT (NLCU) REPORT - 2022

1.0 INTRODUCTION

It is my honour to continue the work of the Nihitho Language and Culture Unit (NLCU) as its Director and am pleased to present the following report to the NNCEA Annual General Assembly.

Over this last year we have worked diligently and carefully through the many different and recurring COVID-19 measures that our community has experienced. While challenging, this last year of operation has seen much success and considerable development, and the progress made by the NLCU is detailed in the following report.

As a concluding note, I would like to thank the Nisichawayasi Nehetho Culture and Education Authority Inc.

(NNCEA) Board of Trustees and the Administration for their continued support of this program.

Respectfully Submitted,

Wm. Elvis Thomas

Nisichawayasi Nehetho Culture and Education Authority Inc. (NNCEA),

Director of Nihitho Language and Culture Unit (NLCU)





2.0 MANDATE

The Nisichawayasi Nehetho Culture and Education Authority Inc. (NNCEA) believes that education must provide for the academic, social, emotional, spiritual, physical development and well-being of all students under its responsibility. One of our main objectives is to establish a strong path for our children by increasing and strengthening our language and culture programming. We strive to guide our students on their miskanaw (life journey) by nurturing their identity as an asiniskaw īthiniwak (Rocky Cree) from nisicawayasi and their ability to speak the nīhithaw language.

We are dedicated to supporting our students and their families in language revitalization and cultural reclamation. To fulfill this objective, our efforts in recent years have focused on creating nīhithaw educational resources, implementing an early years Cree immersion curriculum and incorporating Indigenous perspectives in all subject areas.





Culture Camp Carpenters George A. Linklater, Hughie Tait, and Jeromia McDonald

3.0 CULTURE CAMP

The main meeting/education building is near completion and will be ready to host our new Land-Based Education classes and experiences. Plans are in place to soon begin the construction of cabins for families and individuals to stay during the hosting of gatherings and ceremonies. Also in the works is the construction of a kitchen facility for the hosting of feasts and special gatherings, and as a learning facility for the preparation and preservation of traditional foods.



View of Access Road from the Gate



Power Line Clearing Area



Concrete Pad for the Transformer



Foundations for Six Cabins



Site Prep for Kitchen Facility Next to Main Building

4.0 NIHITHO IMMERSION CURRICULUM

We are pleased to announce that the Pilot Nihitho Immersion Curricula for the Nursery and Kindergarten have been developed and completed for implementation in the upcoming school year. This implementation of the “Pilot” curricula represents a significant step in revitalizing and teaching the Nihitho language to our young people and gives us an important opportunity to refine and add elements that will make the teaching of our language a truly unique and a fully community-based experience for the teachers and students.

In addition, we are in the process of developing the Grade 1, 2, and 3 Pilot Nihitho Immersion Curricula due to be implemented in the following school years.

5.0 LAND-BASED EDUCATION CURRICULUM & PROGRAM

Our Land-Based Education Program is making great progress with the completion of our initial Pilot Curriculum and the hiring of our Land-Based Education instructor. The planning for the implementation of this new curriculum centred around the Culture Camp is making great progress and we expect to start this new exciting program in the upcoming school year.







6.0 NIHITHAW WORD LIST (DICTIONARY)

As a unique part of the educational resource work we have been doing, we have continued the development of identifying Nihitho terms and providing a standard for their spelling in both Roman Orthography and Syllabics. In part this can be utilized by our teachers for their lessons, and in part this can be used as a foundation for recording consistencies with the Nihitho words we use.

7.0 TRANSLATION WORK

As an important part of our on-going work is providing Nihitho translations to English in videos, radio broadcasts, correspondence and signage. It is an important activity in bringing our language back into "every day" use.

8.0 GRANNY AND GRANDPA PROGRAM

With the wealth of experience we have with our Knowledge Keepers and Elders we are building our service by taking on the management of the Granny Grandpa programs. With this change in program management, we hope to better focus our resources to enrich our students' learning experiences as well taking the opportunity to maximize our use of our Knowledge Keepers' and Elders' knowledge more effectively.



9.0 NIHITHAW LANGUAGE AND CULTURE EDUCATION RESOURCES

Along with the new curricula, we have been working hard on the on-going development of educational resources for teachers who are teaching the Nihitho language and other subjects that touch on aspects of our community's lived history. These educational resources include a number of videos ranging from descriptions of historical practices and ways of life, to discussions on the traditional values that have been handed down from generation to generation.

We are now in the process of creating a type of resource "library" that is easy to access and research for teachers to use in their lesson planning.

10.0 RESIDENTIAL SCHOOL COMMEMORATION

In February we held a residential school commemoration at the Multiplex. This event was done in an effort to remember, respect and recognize our residential school survivors as well as those who did not return home. In our experience, this is believed to be the first commemoration that has happened in community, where all others that we have seen have been located at the old residential school sites themselves. To us this commemoration seemed like a long overdue welcome and recognition from family, home, and community. This was the first of what we hope will be an on-going annual event.



11.0 THE ELDERS/KNOWLEDGE KEEPERS AND FRIENDS



Manitoba Aboriginal Languages Strategy, *Gathering for Our Languages*
June 2 & 3, 2022



Preparing Campfire Tea

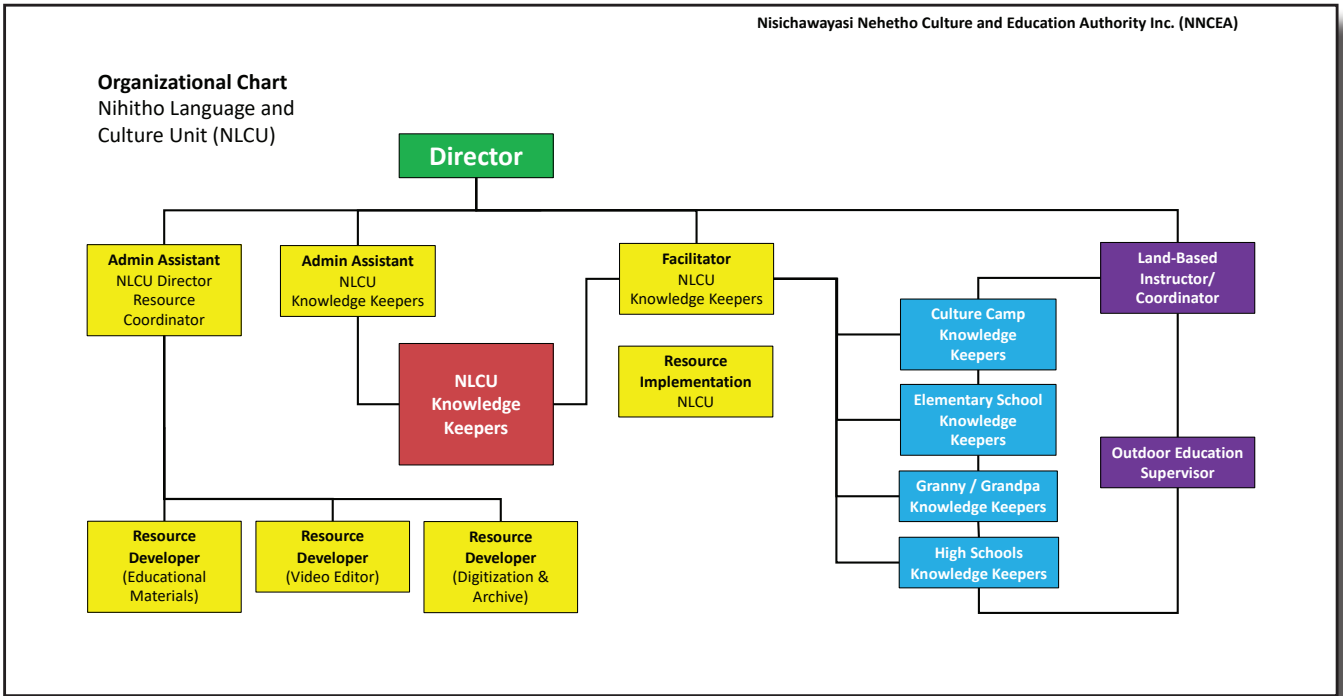


Preparing Goose Blind

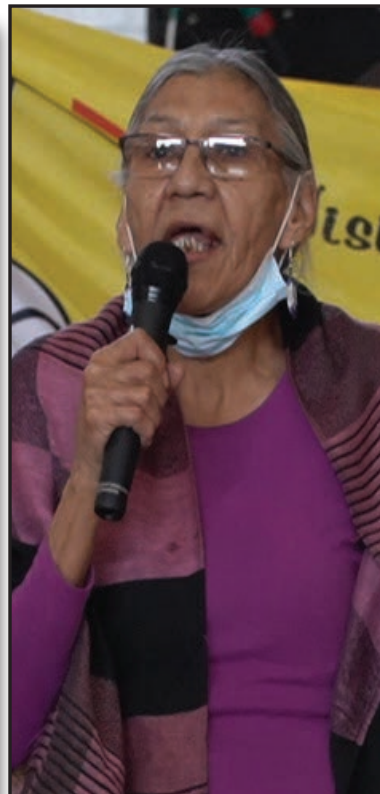


Preparing Beaver

11.0 ORGANIZATIONAL CHART



Sam Dysart



Ella Moose-Hart

NNCEA - HR DIRECTOR ANNUAL REPORT FOR 2021-2022



EXECUTIVE SUMMARY

The Human Resource Department has been operating with one person for the past 3 years. I can now confirm that a Human Resource Assistant was hired in July. This is a tremendous asset to the Human Resource department.

Items which were to be incorporated this past year have been put on hold due to only one person in our department. With that being said, we are looking forward to implementing all of the changes we had anticipated.

One of the items not incorporated into the Human Resource department was a strategic plan. A very crucial plan that can be reviewed annually to see if Human Resources accomplished the goals and objectives we set out to do and what was completed during that time. With an additional employee on board, we will be able to work and implement the goals and objectives that have been on hold.

The strategic plan will clearly create a vision for Human Resources. The purpose of such a plan as mentioned previously in my report is to be able to analyze and evaluate all the factors related to the Human Resources policy of NNCEA for the upcoming year. Understanding the environment,

we work in will definitely affect the HR plan to be created. Ensuring the productivity and longevity of the NNCEA Human Resource department means planning for the future and anticipating human resource changes. Another component was the outdated policies. NNCEA policies have been worked on diligently over the course of the year, but came to a standstill for a duration due to Covid lockdown. We are back on track and the policy is now in the final stages of being completed. This policy is the guideline that NNCEA uses for labour standards and should always be referred before making final decisions.

DEVELOPMENT

I cannot state enough that success is basically the result of many failures, tried and attempted with progress. The completion of policies, the strategic plan to be completed and implemented and analyzing data and providing accurate information. Absenteeism data analyzed is indicated below, then again, due to time constraints, unable to put into a graph format.

NNOC Teachers = 6.56%
NNOC EA's = 22.83%
NNOC Support = 7.32%
OK Teachers = 7.70%
OK EA's = 20.08%
OK Support = 7.74%
AMEC = 5.18%
L & C = 8.46%

This year the information will be entered into the database system. Throughout the year, it is still a great concern of having leave forms submitted on time with the time sheets. Once the database system is functioning, it is still cause for concern due to the continuous effort to have all documentation submitted on time

on a weekly basis. It is evident through the course of this year that changes will need to occur in some areas to ensure that the data system will be used. It will be interesting to see how this will evolve. The goal will be to do an assessment by Christmas to see how it is working. Identifying key areas of improvement is one of the stepping stones to a successful HR plan.

Compared to last year, I am pleased to affirm that the employee records for Sick Leave are now up to date and that teachers are receiving their data of sick leave on a biweekly basis.

What happened in the course of the year?

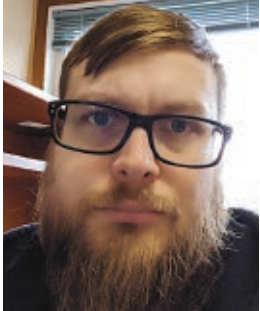
- ◆ Bill Gamblin – Post Secondary Counsellor retired April 29, 2022.
- ◆ Leave forms up to date.
- ◆ Sick leave slips provided each pay period for teachers.
- ◆ Binders for all Sign in Sheets up to date.
- ◆ HR personnel files now up to date.
- ◆ 8 Teachers not returning for 2022-23.
- ◆ 3 Teachers terminated.
- ◆ 5 Teachers resigned.
- ◆ Hired HR Assistant July 25, 2022.

In conclusion, I am looking forward to having a Human Resource Assistant to work with me. It will free up so much time to focus on the goals and objectives. Although the report may seem brief, analyzing all the data to acquire percentages takes time to input.

Remember, our door in human resources is always open. Feel free to drop by anytime to see us even if it's just to say hello. Have a great summer!

Kinanaskomitin
Lorna Hart
NNCEA – HR Director
Phone: 204-484-2095 ext. 2222
Email: hunit@nncea.ca

PIERRE LIRETTE - NETWORK ADMINISTRATOR REPORT FOR AGA - 2022



In the first year of having fiber optic internet access at all NNCEA locations, we have all seen how technology

improves the lives of our teachers and students. It has made our workplaces more productive, and made communication easier. Now, as a result of these changes, myself and the rest of the IT department have strived tirelessly to ensure that these systems work seamlessly, and that we are providing the best possible support to users in need.

The first phase of this was remotely accessing the servers in each of our Education locations. The new high school, OK school and the AMEC all have servers running within them that are accessible on the outside to our technicians. This means that we do

not have to be in the same building as a user to help them with things like a password reset. During the various lockdowns we have had since this process was implemented, this process has saved travel, but most importantly, it has saved time.

Since the last AGA, the new NNOC high school has been opened to students and the public. In the lead up to the opening, because the building contractors knew NNCEA had an accomplished Network Technician, I installed the wireless access points. New computers and servers were ordered and installed, as well as new SMART Boards, cameras and fob readers. IT staff and NNOC administration can watch live and recorded video of the inside and outside of the school at all times, allowing for fast reaction in the event of an emergency. Rather than relying on copper lines for telephones, internet phones have been installed all around the school as well, for quick communication between staff members.

We also started a training for all NNCEA staff about internet safety and security. This Cybersecurity Awareness training was provided by one of our partners, Kelty. They have been ensuring that every month, new and up to date training is made available to all teachers and staff, informing them on the best ways to protect themselves and the Education Authority from outside threats. This training is on going throughout the year, and many teachers have already reported that this training has helped them.

As we rely more and more on the internet for day-to-day functions, it has become apparent that we not only require fast internet for our workplace, but also for our homes. As a result, I have been working tirelessly with Broadband Communications North to ensure that the teacherages here are updated with fiber optic internet. At the time of writing, the work has not been completed, but we have been promised it will be done by the end of May of 2022.

Name	Friendly Name	Device Type	Log In	Last User	Last Restart	Site Name
NNCEA-AMECHOST	NNCEA-AMECHOST	Server	[icon]	kelty...	May 6, 1:3...	NNCEA - AMEC
AMEC-SERVICES	AMEC-SERVICES	Server (Virtual)	[icon]	pierr...	May 6, 1:4...	NNCEA - AMEC
AMEC-WSUS	AMEC-WSUS	Server (Virtual)	[icon]	pierr...	May 6, 1:4...	NNCEA - AMEC
NNOC-SERVICES	NNOC-SERVICES	Server (Virtual)	[icon]	NOC...	Apr 25, 8:...	NNCEA - NNOC
NNOC-HOST	NNOC-HOST	Server	[icon]	NOC...	Apr 24, 5:...	NNCEA - NNOC
NNOC-WSUS	NNOC-WSUS	Server (Virtual)	[icon]	NOC...	Apr 25, 8:...	NNCEA - NNOC
OK-SERVICES	OK-Services	Server (Virtual)	[icon]	NOC...	Apr 25, 2:...	NNCEA - OK Sc...
NNCEA-OKHOST	NNCEA-OKHOST	Server	[icon]	kelty...	Apr 24, 7:...	NNCEA - OK Sc...
OK-WSUS	OK-WSUS	Server (Virtual)	[icon]	NOC...	Apr 25, 8:...	NNCEA - OK Sc...

Pictured here: The remote access servers for all Education locations.

OTAYITISKIWIN KISKINWAHAMAKIKAMIK ELEMENTARY SCHOOL YEAR IN REVIEW 2021-2022

OTAYITISKIWIN KISKINWAHAMAKIKAMIK 2021-2022 STAFF

Administrative Team

Principal – Eldon Okanee
Vice-Principal – Daniel Moosomin
Resource Program Administrator –
Tammy Long
Admin Assistant – Angeline Linklater
Literacy Specialist – Margaret Monias

Classroom Teachers

Nursery Cree – Lorette Bonner
Kindergarten (Cree) – Josephine Baker
Kindergarten (English) – Susan
Francois-Moore
Grade 1A (Cree) – Chantelle Spence (LTP)
Grade 1B – Tracy Livesey
Grade 1C – Julie Flett
Grade 2A – Fay Flett
Grade 2B (Cree) – Phyllis Hart
Grade 2C – Sukhpreet Rattan
Grade 3A – Deborah Onagoruwa
Grade 3B – Sukhbir Dherdi
Grade 3C – Fiona-Brown Harmer
Grade 4A – Debra Duvall
Grade 4B – Vicky Young
Grade 4C – Claudia Neumann
Grade 5A – Mathew Garrick
Grade 5B – Marsha Gabriel
Grade 5C – Eulin Brown
Grade 6A – Ruth Gibeault
Grade 6B – Jamilla Butt
Grade 6C – Margaret Bird
Physical Education – Eric Bisson-
Champagne

Outdoor Education/Gym E.A. – Eric
Billard

Specialty Teachers/Staff

Cree – Linda Linklater
Guidance Counselor – Patrick Miller
Cultural Support Counselor – Susan
Kobliski
Resource – Frederica Prince
Resource – Loretta Francois
Speech and Language Support & EA –
Tia Spence
Speech & Language Support & EA –
Debbie Muskego
Library Support – Rhonda Spence
Student Attendance MGR – Sharon
Linklater
Math/Numeracy Specialist – Georgina
Moody
NNCEA Network Admin – Pierre Lirette
Dadavan Tech Brenda Spence
Printshop Craig Linklater
IT Tech Fred Prince Jr.

Cooking/kitchen staff

Head cook – Francine Spence

Maintenance Staff

Maintenance Supervisor – Tyson
Muskego
Maintenance Worker Mike Wood
Maintenance Worker Liam Moore

Educational Assistants (E.A.s)

Arlene Smears
Arnold Spence
Victor Spence
Anna Lysohrika
Joseph Mckay

Sarah Linklater
Theresa Hart
Bobbie Linklater
Caden Spence
Cheryl Blacksmith
George Spence
Dona Morris
Claudette Hart
Brendan Linklater
Sally Gamblin
Larson Dumas
Joslyn Ryan
Tony Nozika-Spence
Rhonda Spence (Library Support & EA)
Shyanne Constant Linklater
Jonus Duvall Charmaine McDonald
Tia Spence (Speech & Language
Support) *
Debbie Muskego (Speech & Language
Support) *

Security

Chad Hartie
Wilbur Anderson
Gary Spence

Custodian Staff

Supervisor Carol Linklater –
Hilda Primrose
Barb Moody
Tory Baker
Lisa Bonner
Coralee Dumas (casual)
Alex Dumas (casual)
Crystal Hughes (casual)

SIGNIFICANT ACHIEVEMENTS FOR 2021-22

Levelled Literacy Intervention (English Language Arts)

As school principal I was impressed by the progress made by our students in progressing in their reading skills. Students are reading now and this is a big accomplishment by way of implementing the Levelled Literacy Intervention (LLI) program. Our OK Elementary School students are reading at their own level and assessments were done by Mrs. Margaret Monias using Fontas & Pinell. Good job to Mrs. Moonias in taking the lead and to all the teachers who implemented it. Well done!

Our students will become better and stronger readers. This growth in reading is a major achievement OK will continue to enhance and promote literacy.

Second Step Anti-Bullying Program

Bullying is a reality and happens in most schools. Our goal and focus was to address bullying as a school in 2021 & 2022 to minimize and teach our students to report it when it happens and to take some measures on how to reduce the occurrences of bullying.

The **Second Step Program** was an initiative with Mr. Patrick Miller taking the lead. The Guidance Counselor did presentations at staff meetings and taught a lesson a week in some classrooms.

For next year 2022 & 2023, I would recommend the classroom teachers implement and teach a Second Step lesson each week. It's important that every classroom teacher implement this program. Students are taught how to recognize and identify bullying and take steps to prevent further bullying with help from their teacher or support staff.

Indigenizing Otetikiwin Kinskinwamahtowekik

An effort was made to indigenize OK School by promoting the speaking of the Cree language. A Cree word of the day was taught each morning during morning intercom announcements. I would recommend that our Cree speaking staff converse more in Cree to all students each and everyday, when the opportunity presents itself. More First Nations content needs to be included in teaching in other subject areas.

Our Elders have been involved in being a cultural support in various classrooms. Their knowledge, skills and contributions to our school have been appreciated by school administration, students and staff.

Our Elders in the school and the Elders in our cabins in the granny and grandpa program each have their areas of expertise in many areas such as: history of our NCN community, making of arts and crafts, legends, bush and wilderness survival, and reinforcing the Cree language.

In 2021 & 2022, our school cultural support and counselor Susan Kobliski

has done a lot of cultural counseling, mediation with school admin, parents, RCMP, students and other agencies and departments of the Nation. Our cultural support worker has a lot of traditional knowledge but not limited to only, spiritual ceremonies (sweats), cleansing the school, praying for our school, parents in the community and for the leadership in education and the Nation in general. Her job was not just a 8:30 am. to 4:30 pm. in terms of work hours as she made herself available on the evenings and weekends.

Special Events and Activities

During the period when our school was temporarily closed to staff and students, students who had access to computers did remote learning. Online lessons were prepared by classroom teachers and specialty teachers. After a period of time, the school included learning packages for the students that were developed and put together by classroom teachers. Our students and staff followed the protocol of wearing masks, sanitizing and having temperatures checks as they came in off the bus in the morning at school entrances.



In October there was a door decorating contest and a costume parade and candies were given out at the end of the day in the OK School gymnasium.

In November, Ok School had a Remembrance Day Program “Lest We Forget” honouring our military First Nations Veterans (men and women) who served in the Wars and also those who served during peace time. There was a grand entry, bringing in the colours (flags), Roll Call, Last Post, minute of silence and the Reveille. Photos of veterans were on display in the gymnasium, and wreaths were placed and our national anthem and the meaning of the poppy and the poem “In Flanders Field” was read. Many parents attended as well as the Sr. Admin and guests.

At Christmas just prior to the Christmas Holidays, a Christmas Concert was held with many parents in attendance. A concert was held for Kindergarten to grade 3 students, and then the second concert was held for the grades 4 to 6 students. The annual NNCEA staff Christmas Dinner was held for teachers and staff with the School Trustees and Sr. Admin. at the Multiplex.

Spirit Week was held several times to promote school morale and to boost up student attendance. Prizes were awarded in these special events like “pie in the face throw at some school administrators, dress up formal day, traditional shirt and skirt day, orange day, bad hair day and many others.” It was fun for both students and staff.

CHALLENGES IN 2021-2022

School closure during the Covid-19 pandemic, resulted in students not getting the same quality of instruction. The classroom teachers did a fine job in preparing homework packages. There were limitations with remote online learning due to not every household have internet or computers. There were few students participating in the remote online learning. The problems we faced with online learning was a common problem in schools across Canada.

Bullying was a problem but a slight reduction did occur with the implementation of the “Second Step Program.”

There were incidents of students being influenced by gangs and some students displayed signs of being involved in a gang or behaving like they



belonged to a gang. This issue has to be monitored in the future.

Student attendance was poor and needs to improve next school year.

Staff attendance has also been poor and needs to improve in the next school year. When classroom teachers are absent the quality of education suffers and is not of the same standard. It is very difficult to find certified teachers to be substitute teachers.

Not enough after school extra-curricular activities occurred and teachers were not available to volunteer to do extra-curricular activities due to Union agreement restrictions. Teachers tended to by pass school and senior admin and go directly to the Teachers Union if they had a concern or issue. Sometimes school admin was the last to know of any problem.

RECOMMENDATIONS FOR 2022 AND BEYOND

The Education System here in the NCN Nation may want to take a serious look at what "Indian Control of Indian Education" really is and maybe make a few changes with First Nations



Sovereignty being at the forefront.

The **Treaty Right to Education** is still Constitutionally protected. As First Nations Education Systems, it should be implemented and under First Nations jurisdiction.

The existence of a Teachers Union undermines our Sovereignty and "Indian Control of Indian Education."

Otayitiskiwin Kiskinwahamakamik should be renovated.

It's been an honour and a pleasure to have served the Nation here in Treaty # 5 Territory. I thank Sr. Admin, the School Trustees and the leadership to have given me an opportunity to serve them. I wish everyone the best in their future endeavours. May our Creator God give you a long, blessed and healthy life. Ekosi.

YEAR IN REVIEW - SEPT-DEC 2021

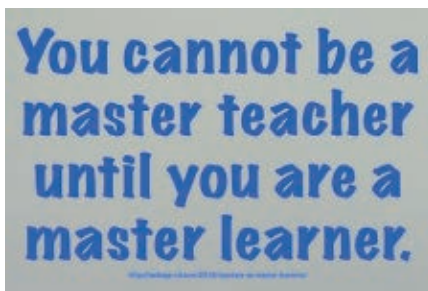
Significant Accomplishments and Challenges - Grades N-6 Accomplishments

PROFESSIONAL LEARNING COMMUNITIES (PLC)

Professional Learning Communities in our daily schedules was a huge success. We focussed on the following items: PLC as a collaborative venture, student learning, narrowed the curriculum to its essence, shared best practices of improving instruction, used "Assessment for Learning" rather than the usual "Assessment of Learning."

All teachers from grade one to grade six met twice in a six-day week in which administration, the literacy and the math coach attended. These PLC meetings provided our team time to collaborate and opportunities to learn from one another. It definitely improved students learning through the expertise exchange and professional dialogue.

Professional learning communities also provided educators to bond and form a collegial team. Many problems were solved during our Professional Learning Communities as we worked toward our common goal.



STAR SKATING PROGRAM

The grade 2 students were involved with the Star Skating Program whereby they were transported to the arena on various days during the week. Skating exercises nearly every muscle group in the body and it eliminates many

health problems. It also provides the students with the opportunity to bond with other students and educators. The students were encouraged to work as a team and lifelong memories were established.



ELDERS IN THE SCHOOL

Many elders were placed in classrooms which was an educational reward. The students were exposed to stories and history of NCN as well as language and culture. The elders were an integral part of the classroom as they shared many stories about preparing food, beading, and ceremonies.



SPIRIT WEEK

Our school celebrated spirit week approximately five times this year. Spirit week involved pajama day, wear red day, crazy hair day, dress like a super star, etc. Spirit week promotes a sense of school identity, builds bonds between students and staff, and an opportunity to boost school spirit. It's also been noted that spirit week enhances better student performance, encourages student to become more socially and critically engaged and heightens student happiness.



LITERACY AND MATH COACH

The hiring of the literacy and math coach was very beneficial to our school team. Both coaches inspired and

promoted literacy and math strategies in the classroom setting. Classrooms were provided with many literacy and math strategies during the professional learning communities as well as in class support. Instructional items were ordered to supplement classroom resources.

Instructional resources were centralized in Room 206 whereby all staff had opportunity to sign out any materials.



MONTHLY ASSEMBLIES

Monthly assemblies occurred regularly and the main focus was on attendance. Students were awarded with many beautiful prizes which was purchased by the Attendance Officer. They were very proud to receive acknowledge for their achievements.

In the classrooms, teachers were encouraged to present other awards such as citizenship award, best classroom helper, hardest worker award etc. These awards enhanced self-esteem, motivated students, and improved classroom behaviour.



CHALLENGES

ATTENDANCE

COVID 19 played an integral part of our school year. We were challenged with many school closures which effected the learning of our students.

Our attendance was very low this school year with a 57% rate of attendance from September 2021 to April 29, 2022. Despite safety precautions with COVID 19, many parents were reluctant to send their children to school. Our school had temperature checks, sanitizing of hands, with available masks prior to entry of the building. In the classrooms, staff were instructed to ensure multiple sanitizing of the hands and desks.

	TEACHER	Sept 13 Days	Oct 16 Days	Nov 17 Days	Dec 11 Days	Jan 0 6	Feb 5 Days	March 14 Days	April 16 Days	May	June	TOTAL
Nursery	Lorette Bonner	72%	56%	58%	56%		50%	47%	38%			
K-Cree	Josephine Baker	44%	56%	47%	62%		80%	50%	49%			
K-English	Susan Francois-Moore	50%	59%	50%	64%		51%	47%	49%			
1A	Rena Scribe	84%	72%	56%	55%		54%	51%	54%			
1B	Tracy Livesey	63%	47%	47%	46%		49%	56%	56%			
1C	Julie Flett	71%	76%	54%	54%		44%	57%	54%			
2A	Fay Flett	74%	65%	71%	62%		61%	47%	53%			
2B	Phyllis Hart	74%	76%	71%	64%		57%	60%	54%			
2C	Sukhkpreet Rattan	74%	57%	50%	62%		51%	45%	48%			
3A	Deborah Onagoruwa	51%	60%	53%	58%		53%	51%	56%			
3B	Sukhbir Dherdi	74%	74%	59%	76%		40%	55%	49%			
3C	Fiona Brown Harmer	80%	63%	56%	57%		42%	53%	45%			
4A	Debra Duvall	72%	53%	48%	47%		38%	48%	39%			
4B	Myrtle Young	80%	72%	65%	70%		50%	59%	57%			
4C	Claudia Neumann	51%	60%	45%	38%		32%	32%	31%			
5A	Mathew Garrick	67%	86%	47%	72%		36%	44%	41%			
5B	Jerry Okanee	79%	66%	57%	67%		53%	59%	58%			
5C	Eulin Brown	60%	69%	69%	68%		48%	57%	61%			
6A	Ruth Gibeault	54%	56%	29%	32%		38%	52%	47%			
6B	Jamila Butt	61%	63%	60%	55%		40%	45%	49%			
6C	Margaret Bird	74%	73%	65%	65%		52%	60%	57%			
		67%	65%	55%	59%	00	49%	51%	50%	57%		

BULLYING

Bullying has been a major issue for our school. Bullying can hurt students emotionally, physically as well as educationally. It instills fear, anxiety, and low self esteem. Many students and parents are reluctant to send their children to school due to bullying. Despite the fact that there were many student safety plans, students were still reluctant to attend school.



LOW ACADEMIC STANDARDS

Attendance and COVID 19 were major contributing factors for the low academic level of the students. The students were out of school for approximately two months which were January and February 2022.

There is a new program entitled, "Leveled Literacy Intervention" which was introduced to our students. The students who attended on a regular basis are making academic progress.

Despite the programs established, the students did not attend on a regular basis. Letters were sent home for students in specialized educational programming such as the Leveled Literacy Intervention Program. This letter indicated that attendance was essential for academic progress.

In order for students to be successful, attendance is essential.

NEXT STEPS

Attendance has been an issue with our school this year but we have plans in place to overcome this burden. This includes:

1. Work with the attendance officer and provide non attending students to her attention.

2. Ensure that students are working at their instructional level to avoid frustration
3. Continue to provide monthly awards
4. Entice students to attend through frequent spirit week activities
5. Ensure that the school is a safe school for all students

BULLYING:

1. Continue to teach the impacts of bullying through Second Step
2. Build self esteem and empowerment in all students
3. Ensure that movement in hallways includes an adult or other students

LOW ACADEMIC STANDARDS

1. Use of the Leveled Literacy Intervention Program will be implemented for grades K-grade 3.
2. Use of the math program in school
3. Monitoring of all programs by the Literacy and Math coaches

GOALS FOR 2022-2023

1. Improve reading and math by one grade level.
2. Reduce bullying by empowering students
3. Increase parental support by 10%

YEAR IN REVIEW - JANUARY-MAY 2022 - LITERACY COACH

SIGNIFICANT ACCOMPLISHMENTS AND CHALLENGES- GRADES N-6 ACCOMPLISHMENTS

LEVELED LITERACY INTERVENTION PROGRAM (LLI)

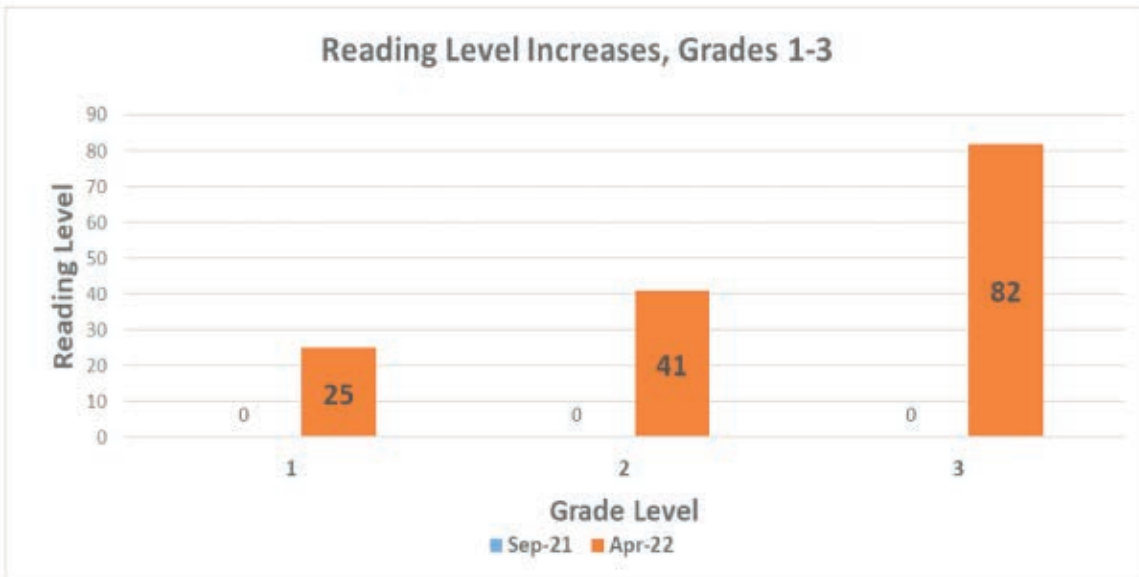
The LLI Program was purchased for the grade 1 to grade 3 teachers for this year. This program advances the

literacy learning of all students not meeting grade level, deepens and expands comprehension, increases reading and writing levels by daily instruction, and provides instructors with many instructional strategies.

The reading levels of grades were evaluated by use of the Fountas and Pinnell Benchmark Assessment in October 2021. The students were

reassessed on April 19, 2022 and the reading levels from grades 1-3 increased by 148 reading levels. The LLI Program is very successful if implemented daily with students in attendance.

The following is a bar graph of increased reading levels for the grades 1-3 level from September to April 19, 2022.



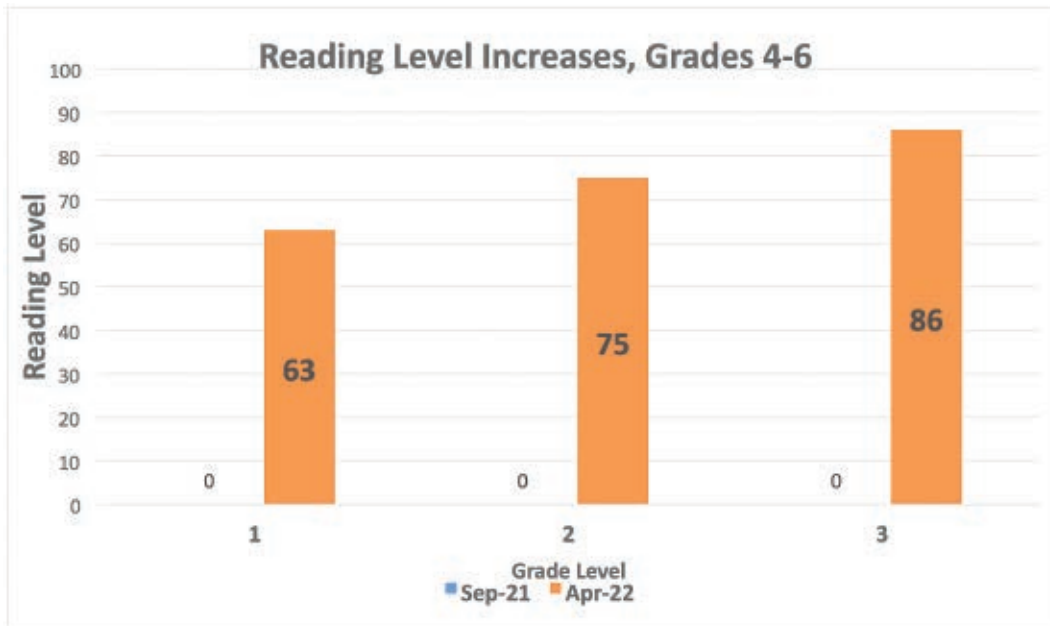
GUIDED READING

Guided reading was taught in grades 4-6 and is successful. Reading levels from grades 4-6 improved by 224 reading levels from September to April 19, 2022. The grades 4-6 students were exposed to Leveled Literacy Intervention books as well.

Students were exposed to reading at their own level with the focus on establishing reading fundamentals for proficient reading, expanding reading knowledge and developing reading strategies. Guided reading is the "Heart of a Reading Program." Our students are more successful

and confident as their reading skills improved.

The following graph indicates the increased reading levels for the grades 4-6 students from September to April 19, 2022.



READING BUDDIES

All classes have reading buddies, an opportunity for all students to read individually. The younger student had the opportunity to listen to fluent reading, build confidence as their reading improves and bonding with older students. It also promotes older students with opportunity to practice leadership, patience and problem solving.

Reading buddies meet weekly and share reading discussions about the books. The students enjoy the opportunity to work with one another and form relationships.



DEAR

OK School organized ten minutes of reading in the morning to drop everything and read (DEAR). Teachers were encouraged to place leveled books into bins whereby students chose books at their reading level. Silent reading enhances reading for enjoyment and students were very focused.

The students are also practised fluency while enjoying the love of reading. DEAR also allowed the students to travel to various parts of the world through books and gain the experience of other nations.





I LOVE TO READ MONTH

February was "I Love to Read Month" and we celebrated in many ways. Our school had a book reading challenge, best book cover contest, books read at home with many prizes awarded. Students were encouraged to get comfortable and choose their favorite reading area. OK students read in pajamas, with healthy snacks. It was an opportunity for all students to highlight the various ways to celebrate the love of reading.



Otetiskiw In Kiskinwamahtowekamik Book Fair
O.K. School Gym
Wednesday, May 18th, 2022
2:30-4:00

Ways to Help Your Child at Home
Book Giveaways
Book Fair Items

\$50 cash prizes every 30 minutes
A time to learn about the various ELA strategies taught to our children

LITERACY FAIR

OK School will be hosting a Literacy Fair on Wednesday, May 18, 2022. During this time, parents will be able to learn about the various instructional strategies that are promoted in the classrooms. It will also be a time for parents to get in-depth knowledge of educational ideas that can be promoted in the homes.

OK school will be providing free books that parents may take home for their children to read.

CHALLENGES

Attendance is still an issue with students not attending school and missing out with their reading and writing lessons. The Leveled Literacy Intervention Program is a very valuable instructional tool for promoting reading. If students attended on a regular basis, OK School would not have as many students who are reading at very low levels. Attendance at school is necessary for success.

The reading levels are improving but could be a greater success. Many students do not attend and are missing the excellent teaching programs in classrooms, Leveled Literacy Intervention and guided reading lessons.

NEXT STEPS

The literacy coach will work with the teacher and attendance officer to improve the attendance. Monthly attendance awards will be supported through many prizes for perfect attenders.

Leveled Literacy Intervention, guided reading, DEAR, and reading buddies will continue for the year 2022-2023 as well.

OK students will improve their reading and writing levels by one grade by June 2023

O.K. ELEMENTARY & N.N.O.C. CULTURAL SUPPORT & COUNSELLING SERVICES

Submitted by Susan Kobliski for September 2021 – June 2022

CULTURAL PROGRAM DEVELOPMENT (ONGOING PROCESS)

Please Note; The implementation of the Cultural Component into the school is with utmost respect, and without intent to convert, nor to disrespect other's religion. These teachings are simply an awareness of Ithinisiwin (Our Way of Life). The intent is to create an awareness of Kisimanitou's Creation. The Children of our community will become aware of the beauty of our language, culture, and Cree identity. An Identity of a people will enhance the Academic Journey in a child's life. Knowing who they are and where they come from will refurbish one's strong sense of feeling "lost."

- ◆ Sacred Significance of Kisimanitou & Prayer
- ◆ Sacred Circles Teachings (Sharing Circles, Restorative Circles, etc.)
- ◆ Medicine Teachings (Wild Mint, Muskrat Root, Labrador Tea, Birch Tree, etc.)
- ◆ Ceremonies (Pipe Ceremonies, Grandmother Moon, Pow Wow Ceremony, etc)

- ◆ Traditional Protocols for (Ceremonies, Gatherings, Assembly's etc.)
- ◆ Smudging Teachings
- ◆ Mother Earth Spirit Teachings (The Spirit of All Natural Entity Created by Kisimanitou.)
- ◆ Spirit of the Drum Teachings. (How the Heart Beat of the Drum is scientifically proven to stimulate the Intellect and Awaken the Blood Memory of our children & people.)
- ◆ Teaching & Utilizing the Medicinal Properties of our earth plants that assist in alleviating Anxiety, Depression, Fatigue, etc.)
- ◆ Traditional Activities (Tobacco Tie Making, Rattle Making, Beading, etc.)
- ◆ Spirit Walks and Teachings of Mother Earth's Energy & Spirit.
- ◆ Medicine Picking
- ◆ History of Cree Language & NCN Culture

- ◆ NCN Memorial Feast Teachings

Completed Forms

- ◆ Parental Consent Forms for Cultural Teachings
- ◆ Traditional Action Plan (Counselling Sessions, Restoration Circle.)
- ◆ O.K. School Crisis Team (Tweak and Edit 2014 Crisis Plan)
- ◆ Referral Form

Completed Programs

- ◆ Ithinisiwin Teachings
- ◆ Sweetgrass Teachings
- ◆ Grieving & Loss
- ◆ Safety Plan & Reinstatement Program
- ◆ Action Plan Format
- ◆ Holistic Theory
- ◆ On-Site Sweat Lodge Teachings & Protocol

Assist in Crisis

Total	12	Nursery & Kindergarten & Grades 1-6
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Nursery-Kindergarten-Grades 1-6 OK School Counselling Session & Follow Up

Total	126	Counselling Sessions
	76	Follow Up

Teacher & Staff Support

Total	33	O.K. & NNOC Debriefing Sessions
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Professional Development

Total	3	Bullying, Psychological First Aid, Literacy
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Parental Involvement

Total	42	Calls, Referrals, Sessions, Follow Up, Consents
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O.K. School & N.N.O.C Cultural Support

Total	12	Traditional Sessions
Total	2	Sweat Lodge Ceremony
Total	2	Young Girls Traditional Teachings
Total	4	Smudging & Blessing Teacher's Units
Total	2	Traditional & Medicinal Cleansing for Staff
Total	4	Traditional Restoration Circles
Total	3	Classroom Land Based Teachings
Total	3	Pipe Ceremonies
Total	2	Classroom Smudge Teachings
Total	2	Veteran's Day & R.I.S Memorial Feast Ceremony

O.K. School Cultural Support & Counselling Services Community Initiative

Total	46	Home Visits
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Referrals

Total	42	Verbal Referrals
	6	Written Referrals

Admin Meetings & Resource Team Meetings & Staff Meetings

Total	11	Support for Administration on Discipline
Total	8	NCN Community Resources Services Involvement for Students

SCHOOL ATTENDANCE COORDINATOR YEAR END REPORT FOR 2021-22

Submitted by: Sharon Linklater, Student Attendance Coordinator

Once again the school year is coming to an end. We had a very interesting year of learning and adapting to the School Attendance Officer position at Otayitiskiwin School. Teachers have had to adjust and learn to put their attendance into the Dadavan System which is now being used on a daily basis for student attendance in the classrooms. This information is very crucial for attendance statistics on a monthly basis.

In September we began with 608 students in the database. As the months progressed the attendance declined drastically due to the Covid situation in our community. This year has not been a very good year for student attendance and the stats are very low. The statistical data comes from our Dadavan database which requires daily data input by the teachers for reports to be made available. This itself was quite the task. Teachers are required to input attendance data by 9:30 a.m. and 1:30 p.m. daily.

Approximately 206 students are chronic non-attenders and these names have been forwarded to Child & Family Services at the Family & Community Wellness Centre.

We started off with 608 students in September, 2021 with 57.21% attendance.

In February, 2022 there were 566 students with a 55.98% attendance.

For June 16, 2022 there are 596 students. Percentage cannot be calculated till June 29, 2022.

NNCEA has a School Attendance Improvement Procedure which has the steps and procedures that will be taken by the Student Attendance Coordinator in order to enhance student attendance.

Regular attendance and punctuality are important factors in achieving excellence in the teaching and learning process. Otayitiskiwin School and Nisichawayasihk Neyo Ohtinwak Collegiate know that regular attendance and punctuality are positive behaviors that will be

incorporated in our schools.

Under the Manitoba Public Schools Act a child must attend school regularly until 18 years of age. A student who is not of compulsory school age is required to attend regularly once enrolled. Regular school attendance is the responsibility of the student, parent or guardian, and the school. The roles and responsibilities of each individual involved is necessary to promote regular school attendance towards the success of their child/children.

Parents are being continuously informed about the importance of education and sending their children to school on a daily basis in order to be successful at school.

Every month there is a scheduled Perfect Attendance Assembly at which time the perfect attenders are awarded a Perfect Attendance Certificate and a gift for all their efforts for daily attendance.



For the next 2022-23 academic school year I recommend the following:

- ◆ More parental involvement and support from parents.
- ◆ More support from the school administration, other resources, and the organizations.
- ◆ Students need to be retained in the school and not sent home unless it is a serious infraction.
- ◆ Hire Transitional EA's for the chronic students who return back to school to help them with the transition back to school and classes.

- ◆ Hire another Attendance person to work at the NNOC.

Overall, it has been a good learning year and I am happy to be working with the parents of our community to inform them about the importance of regular attendance and that it is their responsibility to get their child/children to school daily.

Ekosi



STUDENT SERVICES - INCLUSIVE SCHOOLING ANNUAL REPORT 2021-2022

Tammy Long – Resource Program Administrator

Resource Staff at OK School 2021-2022: Patrick Miller – Guidance Counsellor, Resource Teachers:

Loretta Francois and Frederica Prince Bunn, Susan Kobliski, Cultural Support Counsellor, Margaret Monias, Literacy Coach and Georgina Moody, Numeracy Coach.

Resource Staff at NNOC School 2021-2022: Resource Teachers: April Buck and Tara VanSegbrooke, and Sherene Whyte, Guidance Counsellor.

Appreciation goes out to a job well done to the support staff mentioned above! Congratulations! Your hard work, professionalism and diligence are greatly appreciated.

EA Specialists: OT/PT: Joslyn Ryan and Anthony Nozika Spence, SLP: Debbie Muskego and Tia Spence, and Barton Student Training: Ronel Spence. A BIG THANK YOU! Your hard work is appreciated!

HIGHLIGHTS/SUCSESSES: COLLABORATION, CONSULTATION AND COMMUNICATION MODE OF DELIVERY

1. Hiring of additional Educational Assistants both at NNOC and at the OK School provided extra assistance in the operation of the school. Due to the increase in EAs, we were able to keep both schools open when teachers were absent and 299 students with special needs who had IEPs (Individualized Education Plans) at both schools were able to avail of extra support services and more 1-1 direct guidance.
2. Monthly workshops with EAs were

provided by Miss Long regarding Inclusive Education such as The Changing Conversation about Disabilities and Inclusive Learning.

3. Workshops were provided for both Educational Assistants and teachers regarding Trauma Informed Schools and Classrooms and strategies were provided to assist with classroom management and working with students who exhibit externalizing behaviours (fighting, yelling, etc.)
4. Classroom teachers and educational assistants received training for the Second Step Program by Patrick Miller, OK School Guidance Counselor. This program provides teachers with strategies for dealing with bullying in the school environment and strategies for bullying prevention. The Second Step program provides strategies for the teaching and development of social-emotional learning
5. The Literacy Coach at OK School and NNOC has begun a Levelled Literacy Intervention Program and has trained several EAs at both schools. Since March 23, 2022, EAs have been working with different students at both schools to assist in reading development. Many students who have been attending regularly have improved with the implementation of this program.
6. The DEAR Program (Drop Everything and Read) has been implemented in both schools to encourage the literacy development of students. All students and staff “drop everything and read” for 15 minutes each day. This program is very successful because students are allowed to

select books at their reading levels.

7. A reading buddies program has been implemented at the OK School in which older students have the opportunity to practice leadership, patience and problem solving by reading with and to younger students to promote confidence and reading fluency.
8. February was Inclusive Education Month. The resource teachers and myself held a poster contest in which students could submit a poster promoting an inclusive and safe environment for all people of different disabilities, race, religions, genders, etc. We also provided different activities for teachers to do with students in the classroom to promote inclusivity.



9. The Literacy Coach, Margaret Monias along with collaboration from resource team developed activities for Literacy month (class reading contest, writing contests, air ban competitions, etc.) in which winners won a pizza party for their class as well as other prizes.

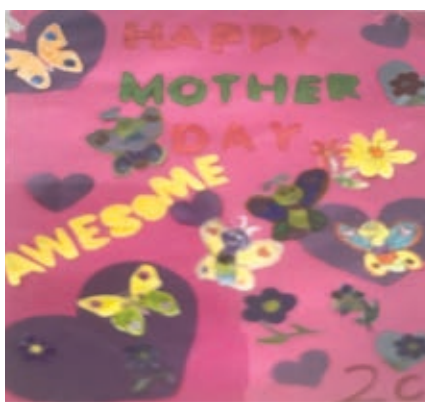


Air Band Competition

10. Literacy and Numeracy Coaches, Margaret Monias and Georgina Moody implemented literacy and numeracy programs, assessments and supported students and teachers in various ways.
11. The RTI (Response to Intervention) model is still in effect at both schools in order to place more emphasis on the resource teachers input within the classroom and pullouts for 1-1 or small group sessions.
12. Susan Kobliski, Cultural Support Counsellor at OK School has received training in the area of Sacred Circle Teachings, Spirit Walks, Teaching of Mother Earth's Energy & Spirit, Spirit of the Drum Teachings, Sweat Lodge Teachings and Protocol, Sweetgrass Teachings, Ithiniwiniw Teachings, etc. which she will incorporate into the school environment next year in order to provide more traditional and culturally based activities and teachings for our students. In addition, Ms. Kobliski

has conducted numerous home visits, healing circles, etc. to assist students with behavioural and emotional issues.

13. The resource teachers, Loretta Francois and Frederica Prince Bunn organized a Mother's Day Tea on Friday, May 6 in the afternoon which was very successful. This activity was to celebrate the mothers of the community and to encourage parents/guardians to become more involved in school activities.



14. The Dyslexia Project continued with 10 students identified for the Orton-Gillingham method –Barton delivered by KC Dyslexia Learning Centre via Zoom. Each student received 3 hours tutoring 1-1 each week with a trained educational assistant providing support.
15. Clinical services such as speech and language, occupational/ physical therapy and deaf and hard of hearing were provided to students who were screened for services via MFNERC. Specialist educational assistants delivered these programs under the guidance of resource teachers. MFNERC clinicians provided in person and Zoom conferencing, student packages and equipment
16. Assistive technology: The IXL Reading/Math online site license was renewed. Other assistive technology such as Reading A-Z, Tumblebooks, etc. was purchased for teachers.
17. Resource has created a second Sensory Room in order to further assist students with sensory needs to be able to self-regulate and calm down in order to return to the classroom
18. School psychologist, Sirppa Sterling was able to visit our schools and assessed 28 students.

PROFESSIONAL DEVELOPMENT

1. IXL training webinar for EAs and new staff
2. Staff (both teachers and EAs) received training on the Second Step Program
3. Numerous webinars and PD activities were provided for all staff during the school closure from January 3 – February 21, 2022

ADMINISTRATION: PREPARATION & COMPLETION OF SPECIAL EDUCATION REPORTS/ DOCUMENTS

1. Special Education Budget Workplan completed for this year and next
2. Special Education Report for ISC on Budget for 2021-2022
3. Performance Appraisal of Resource Teachers and Educational Assistants completed.
4. Annual report on Student Support Services completed
5. Revised the Special Education Policy.
6. Performance appraisals completed on all support staff: resource teachers, literacy and numeracy coaches and guidance counselors at OK and NNOC Schools
7. Monthly reports sent to principal, Eldon Okanee
8. Collection of monthly reports from support staff: resource teachers, guidance counsellors and literacy and numeracy coaches.
9. Educational Assistant attendance spreadsheet was reviewed frequently and warning letters were issued for those who had chronic absenteeism

ADDITIONAL RESPONSIBILITIES

1. Purchasing and ordering of resource materials and supplies. (Fountas & Pinnell Levelled Literacy Reading Program, etc.)
2. Supporting the administration in school-wide initiatives such as PAX delivery, weekly supervision duties, clinical services and reading recovery and math initiatives with the resource team.

3. Ongoing meetings with support services such as Jordan's Principle Coordinator, Eleanor Erickson to review issues and concerns in meeting the needs of the students with JP workers.
4. Ongoing meetings with OT/PT and Speech Consultants from MFNERC, Chyrstal Kowatchuk, Yael Berkowitz and Priscilla Flett to remove concerns and issues in meeting the needs of the students who receive speech/language and OT and PT services

CHALLENGES

1. Student attendance has been sporadic due to Covid 19 which interferes with programming
2. Some staff have limited computer skills which makes remote online learning difficult
3. Internet connectivity is poor at times which makes remote online learning difficult
4. Consistency of programming when school was closed due to the Covid 19. (School closure from January 5 to February 21, 2022)
5. When teachers were absent, EAs had to be reassigned in their place. Due to lack of availability of substitute teachers, this was the only solution.
6. The High Cost Special Education budget is limited to mostly salaries for resource specialists and EAS with not much room left for other areas such as professional development, courses and training initiatives, more clinical services to supplement MFNERC provisions, etc.
7. Recruiting qualified resource teachers for 2022-2023 school year. One for OK School and one for NNOC.

NEXT STEPS

1. Continue offering Educational Assistants and Resource staff monthly training sessions on a variety of topics such as Autism, Dyslexia, Behaviour management strategies, Trauma Informed Schools strategies, importance of inclusive education, etc.
2. MFNERC Clinical Services will continue 2021-2022 such as Occupational and Physiotherapy, Speech and Language which is funded by Jordan's Principle.
3. The Resource Program Administrator will continue to monitor the EA attendance daily and report inconsistencies or lay-off to the finance office and human resources.
4. The Resource Program Administrator will continue to provide resources, materials, programs and training that are required to enhance student learning based on 21st century best practices
5. The PAX training refresher, the Dyslexia project, IXL Math and ELA online student learning and RTI (Response to Intervention by the resource team will be proposed again in the fall
6. The Levelled Literacy Intervention Program to enhance student literacy will continue in the fall.
7. The SEP Workplan for 2022-2023 identifies the need for two additional resource teachers (one at the high school and one at OK School). The two new resource teachers will be hired and will receive 1-1 assistance in orientation and adjustment to these positions.
8. The Cultural Support Counsellor, Susie Kobliski with collaboration from the resource team and staff will incorporate more cultural and

traditional activities into the school environment to enable students to learn about their cultural traditions and beliefs such as traditional protocols for ceremonies, gatherings, assemblies, smudging teachings, feast teachings, etc.

9. Continuation of Dyslexia project with the addition of 10 more students at the high school.

10. The second sensory room will be operational next year in order to assist students with self-regulation and calming strategies.

11. Continuation of psychologist services in order to provide much needed psychological assessments to our students not withstanding any Covid 19 restrictions or shutdowns.

12. Additional training for Dadavan system refresher for resource staff, Differentiated Instruction, Response to Intervention and Universal Design for Learning training for all staff.

YEAR IN REVIEW 2021-22 NISICAWAYASIK NEYO OHTINWAK COLLEGIATE

Samantha Pike,
NNOC Principal



STAFF	POSITION
Ms. S Pike	Principal
Mrs. N Tays	Vice Principal
Ms. S Whyte	Guidance Counsellor
Ms. S Yetman	Cree Language
Mr. D Thomas	Social Studies and ELA
Mrs. R Lambert	Visual Arts
Mrs. A Buck	Resource Teacher/Interim Resource Program Administrator
Ms. T. Van Segbrook	Resource Teacher
Mr. D Bailey	Art and Digital Media
Ms. A Maunula	Science
Ms. S McKay	Mathematics
Mr. J Rupert	Physical Education/Cultural Exploration
Ms. C Pitchenese	English Language Arts
Ms. N Lundrigan	Cosmetology/Hairstyling
Mr. N Szabunio	Math and Physical Education
Ms. R Moore	Foods and Life skills
Ms. A Buck	Grade 7 English/Social Studies
Ms. A Boutin	Grade 7 Math/Science
Ms. A Sinclair	Grade 8 English/Social Studies
Mr. N Rothwell	Grade 8 Math/Science
Ms. J Bingham	Grade 7/8 Split – All Subjects
Mrs. P Maud	Mature Student Program
Mr. D Bernard	Librarian
Ms. B Wrightson	Administrative Assistant
Ms. S Moore	Administrative Assistant
Mrs. S Swanson	Custodial Supervisor
Ms. C Spence	Custodial
Ms. F Lobster	Custodial
Mr. R Spence	Custodial
Mr. C Linklater	Custodial
Ms. N McDonald	Custodial
Ms. R Dumas	Custodial
Ms. B Beardy	School Safety Personnel

STAFF	POSITION
Mr. M Francois	School Safety Personnel
Mr. W Spence	New Building Entrance Monitor/ Hallway Safety
Mr. D Spence	New Building Entrance Monitor/ Hallway Safety
Mr. J Lewis	New Building Entrance Monitor/ Hallway Safety
Mr. R Hunter	Hallway Supervisor
Ms. T Yetman	Educational Assistant
Mr. T Spence	Educational Assistant
Ms. C Spence	Educational Assistant
Ms. L Spence	Educational Assistant
Mr. M Hart	Educational Assistant/Hallway Monitor
Ms. C Hart	Educational Assistant/Hallway Monitor
Mr. D Spence	Educational Assistant
Ms. C Hunter	Educational Assistant
Mr. M Linklater	Educational Assistant
Mr. R Tait	Educational Assistant
Mr. J Young	Educational Assistant
Ms. B Tays	Educational Assistant
Ms. R Spence	Barton Tutoring/Educational Assistant
Ms. R Spence	Educational Assistant
Ms. J Linklater	Educational Assistant
Mr. D Linklater	Educational Assistant
Mr. D O’Hanley	Educational Assistant
Ms. A Fontaine	Educational Assistant
Mr. A Towers	Educational Assistant
Ms. R Lewis	Educational Assistant
Ms. C Hart	Educational Assistant
Ms. M Hart	Educational Assistant

POTENTIAL GRADUATES FOR 2022

Grade 12:

1. Madison Baker
2. James Bunn
3. Meredith Francois
4. Corbin Hart
5. Margaret Hart
6. Titus Kobliski
7. Allaynah Linklater
8. Denna Linklater
9. Everton Linklater
10. Graeme Linklater
11. Kyla Linklater-Leighton
12. Kelsey Linklater-Leighton
13. Serenity Linklater
14. Kayda Ryan-Hill
15. Charity Spence
16. Darby Spence
17. Kiann Spence-Parisien
18. Wyatt Spence
19. Tanis Spence
20. Bryson Tait
21. Lauren Wood

MSDP:

1. Trevor Colomb
2. Evelyn Francois
3. Corrine Hart
4. Justin Hart
5. Corrina Leonard
6. Kally Leonard
7. Breydon Linklater
8. Jillian Moody
9. Scott Peterson
10. Raiden Ryan

School Logos



NNOC was named by Mr. Andrew Wood "Four Directions Collegiate"

NNOC Logo design by Tyson Linklater "Tree of Knowledge"



Our new House Team Logo was created by Mr. Jack Young, which incorporates our NNOC Logo design.

ONLINE LEARNING

NNCEA has purchased annual licensing for the software Desire 2 Learn through Brightspace in the 2020-2021 school year. NNOC staff have been utilizing this platform as needed during remote learning, especially with the extended closure after Christmas break in January of this year. This software is also used during regular in classroom instruction in order to better prepare our students for digital learning and Post Secondary School.

GRANTS AND/OR DONATIONS

♦ Schools received \$10 000 from President's Choice children's charity for our breakfast and lunch program.

- ♦ Received a \$3500 donation from the Family and Community Wellness Centre for catering and door prizes Welcome Back BBQ
- ♦ Connected North and Lenovo donated a care package with a Connected North computer to a student who is excelling through the program.
- ♦ Our Science Teacher Alyssa Maunula received a \$10 000 Farm to School grant for us to begin creating a garden and other projects at our NNOC school.
- ♦ Our Science Teacher Alyssa Maunula also received 48 Apple MacBook Air Laptops from our Connected North partners for our students.
- ♦ Grant from WE MATTER for Graduates: This was done in collaboration with Jr. Chief and Council for the Community Action Project \$1500.
- ♦ WE MATTER donated 50 Hope bracelets, 50 WE MATTER TOOLKIT for support workers (books), and 50 pens with WE MATTER Logo.
- ♦ Red Cross donated 180 packages of personal hygiene products for boys.
- ♦ Red Cross donated snacks – Made Good Chewy Bars 15 packs each box has 6, 5 boxes of 12 each Cliff Protein Bars, 4 packs of 18 each Quaker Oats, 4 packs of 16 4oz Dole Fruit Cups, 4 boxes KD dinner (12 each), 2 boxes of noodle soup with 24 in each box
- ♦ Red Cross donated Youth Engagement Kits (120).
- ♦ Red Cross donated Training – Psychology First Aid for both OK and NNOC staff.
- ♦ Manitoba Child Advocacy donated 30 pop its, 60 squeeze balls, 30 key chains with whistle for emergency, 20 sets of cards for distraction (anxiety), and 50 pop sockets.
- ♦ The Medicine Lodge donated prizes worth over \$100 total for students.
- ♦ Jordan Principle donated prizes

for post secondary sponsorship including a luggage set, wallet, Guess hand bag with purse, and a Walmart gift card.

- ◆ Kids Help donated 10 winter hats.
- ◆ Mike Dougal (Manitoba State Council Knights of Columbus) donated 4 cases of winter coats (12 per case) in assorted sizes.

NEXT STEPS:

Attendance – This is an ongoing issue that we need to improve upon. We have been recognizing perfect attenders through awards and prizes. We have also been recognizing our students of the week for their commitment to learning and being a positive role model in our school.

Retention – We need to continue to improve upon our student retention especially for grade 9's. We hope that our new facility, resources, and courses offered will help retain students in the 2022-2023 school year. We are also

expanding our resource staff and will be hiring a nurse for the building to support students.

Parent/Community communication – We hope to involve the community and parents more into our schooling and extracurricular moving forward. We started an annual Welcome Back BBQ this year which will continue for years to come. We have opened a school store, which we hope will bring community members to our building to meet our staff.

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

Courses – At our new Grade 7-12 school we hope to offer a variety of different courses such as music, cosmetology, auto mechanics, wood working, and more. We have also started a Mature Student Diploma Program. With these new courses we hope to meet the needs of all students in regard to their interests.

MONTH	EVENT	
September 2021	<ul style="list-style-type: none"> ◆ School begins at alternate days (A-L/M-Z) ◆ Full Capacity September 20th ◆ COVID-19 protocols and procedures in place ◆ School Spirit Week ◆ Math Assessments Grades 9 –12 	<ul style="list-style-type: none"> ◆ Welcome back BBQ for parents and students ◆ Pie the Staff ◆ Games and activities at end of the month (Dunk tank, Blow-up slide, etc.)
October 2021	<ul style="list-style-type: none"> ◆ Orange Shirt Day walk ◆ House Teams Introduced ◆ Self-Care Presentation for Staff ◆ Flex week break ◆ Attended Coming of Age Ceremonies ◆ First Lockdown Drill 	<ul style="list-style-type: none"> ◆ Duct Tape the Principal ◆ Staff Yoga Introduced for the Year ◆ Election for Jr. Chief and Council ◆ Haunted House Fundraiser ◆ Halloween Writing Contests ◆ Trick or Treating at School
November 2021	<ul style="list-style-type: none"> ◆ Closure for no water ◆ Pie the Jr. Chief and Council ◆ Aboriginal Veteran’s Day ◆ Remembrance Day Writing Competitions 	<ul style="list-style-type: none"> ◆ Volleyball Club Tournament in Thompson ◆ Staff Psychological First Aid Training ◆ NNOC Hosted Volleyball Game at NLMMP ◆ Career Fair
December 2021	<ul style="list-style-type: none"> ◆ Student Vs Staff Volleyball Game ◆ Picture Day with LifeTouch ◆ Clothing Giveaway for Community ◆ STEM House Team Activities 	<ul style="list-style-type: none"> ◆ Door decorating competition ◆ Spirit week ◆ Post-Secondary Presentations ◆ Christmas Break
January 2022	<ul style="list-style-type: none"> ◆ Extended school closure due to COVID-19 ◆ Remote Learning period using D2L ◆ Student of the Week Initiated 	<ul style="list-style-type: none"> ◆ Mini Online Competitions for Student Engagement ◆ Mental Health Activities on Social Media
February 2022	<ul style="list-style-type: none"> ◆ Semester 2 begins ◆ Valentine’s Day House Team Points Awarded 	<ul style="list-style-type: none"> ◆ Culture class begins preparing for outdoor education/land based learning
March 2022	<ul style="list-style-type: none"> ◆ Spirit Week ◆ Anti Bullying Assembly ◆ Student Bullying Surveys ◆ Pink Shirt Day ◆ New Behavior Plan Initiated (Lunchtime Reflections) 	<ul style="list-style-type: none"> ◆ Staff Versus Student Hockey Game ◆ Mascot Competition ◆ House Team Activities ◆ Random Acts of Kindness Awards Initiated ◆ Flex Week Break
April 2022	<ul style="list-style-type: none"> ◆ School Opens in New School Building ◆ Closure for No Water ◆ Spirit Week ◆ Whole School Hall Passes and Washroom Logs initiated in new building 	<ul style="list-style-type: none"> ◆ Staff Versus Student Volleyball Game ◆ Mascot Competition Winner Announced – New Mascot Costume Ordered (Wolfee Warrior #1) ◆ We Matter Campaign Presentations
May 2022	<ul style="list-style-type: none"> ◆ RCMP Substance Use Presentation ◆ SERC Health Presentations ◆ Medicine Lodge Presentations ◆ NCN Family and Community Wellness Centre Student Surveys conducted ◆ Teacher Appreciation Week ◆ Grade 12 Prom 	<ul style="list-style-type: none"> ◆ Jr. Chief and Council Yearbook Planning ◆ ELA Field Trip to Royal MTC ◆ Spirit Week ◆ Trappers Course for Students ◆ Pie the Staff ◆ House Team Games
June 2022	<ul style="list-style-type: none"> ◆ Spirit Week and Activities ◆ Final Exams 	<ul style="list-style-type: none"> ◆ Grade 12 graduation June 28, 2021 ◆ End of school year June 30, 2021





YEAR END 2022 NNOC VICE-PRINCIPAL'S REPORT

By Natalie Tays NNOC

This is my Year End 2022 Report by Natalie Tays



Natalie Tays, NNOC Vice-principal

September Incident	# of students involved	Outcome
Pot smoking in washroom	2	Suspended
Bullying	5	Home visit with parent and student but the student was too afraid to disclose who was bullying him.
Disruption of learning and disrespecting staff	4	Meeting with student and was resolved with student agreeing to counselling.
Bullying with threats of fighting	6	Suspensions, conflict resolution meetings and home visits with parents
Jumping from 3rd floor to 2nd floor	1	Suspension
NNOC bullying a student from OK school	2	Resolved and found students were wrongly accused
Students frequently skipping school	3	Home visits and working with the parent to ensure students are staying in school
Siblings fighting in the school over drugs	2	Separated students and one of the students was taken home.
Fighting and damage to school property	1	RCMP had to be called. Student to be charged
Student pulling blue emergency release pull station	1	Warning that suspensions will be happening if this continues

Grade 8-Awesome Writer Award- Andre Leonard

There stands a soldier tall and proud
and still guarding and protecting
The rights of all who will...
All who will remember, All who live
So free in this great country, Canada
Home for you and me.

Grade 10-Awesome Writer Award – Anderson Dumas

For us the storm has passed the war
is over. But let us never forget those
who journeyed into the howling dark
and did not return. For their decision

required courage beyond measure,
sacrifice and unshakable conviction
that their fight, our fight was elsewhere.
As we start to rebuild this hillside, it will
remain barren, a memorial to heroes
fallen. They enable all of us and they
shall not be forgotten.

Andre Leonard Writing Winner

Remembrance Day Service
Ms. Boutin awarded a star blanket for
help in getting grant of \$80,000.

Elissa Wood – Best Writer Award

I do not know your name
Nor for which battle you died.

I do not know your home.
Nor the tears that were cried.
I do not know where you rest.



Andre Leonard Writing Winner.

Nor the promises broken.
 I do not know your uniform.
 And your fears lay unspoken.
 But, I know your spirit exists.
 That your courage is admired.
 And your sacrifice is honored.



Remembrance Day Service.

By each soul that's inspired.
 And I offer you from my heart.
 A Thank You, to guardians' unknown.
 For offering yourselves for us all.
 That we may keep freedom...
 Our home.

Best Writer Award-D'Nara Spence

A cold Autumn wind blows through the field that no one knows.
 Bringing hostile winder of November.
 And a hint of things to remember.
 Rusty Red flowers with seed land inside.
 Prompt young voices to ask questions swept aside.
 Serene elderly voices answer with pride
 Carefully hiding the hurt still inside.
 Yet even then the scars still remains
 For the late people left unharmed.
 Many a friend or brother was lost
 A father, a son all at a cost.
 For the freedom we enjoy this day
 For the peace and love here to stay.
 Now with November winds her
 We welcome with no fear.
 For now is the time to listen to the stories that always glisten.
 A time to think, a time to remember.
 Every eleventh of November.

**Best Poem Award – Raiden Ryan
 Mature Student Program**

Remember the soldiers who fought for our freedom
Every year we honor our soldiers
Memories of the fallen
Every day our soldiers stand on guard for our country
May our soldiers find peace when returning from war.
Buried in foreign lands far from home.
Even when they face true horrors they continued to fight.
Remembrance Day is not just for the soldiers but for all that suffered because of war.

EDUCATIONAL COLLABORATION

Our school has been working with University of Manitoba Science Professors to help develop an awesome science program for our school. During this first Zoom meeting all grade 7 to 12 science teachers were present along with 4 professors. We discussed ideas and asked for suggestions for new innovative ways to enhance our science program. We discuss STEM projects; what other schools are doing in Winnipeg with schools similar in size as our who are doing project based science programs.



Ms. Boutin awarded a star blanket for help in getting grant of \$80,000.



The grade 7's joined a website for teachers called ePals.



Right now, we're just doing a basic pen pal letter exchange with some year seven students in their first year of English at College Victor Hugo in Sete, France.

PEN PALS

The grade 7's joined a website for teachers called ePals. The purpose of the website is to connect teachers



Crazy Hat day at school.

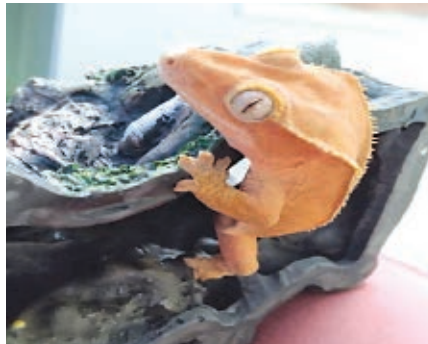


Super Hero Day.

and their students with teachers and students from other countries. There are opportunities to engage in different kinds of cultural exchanges called collaborations. Some of the collaborations include recipe and folk tale exchanges. Right now, we're just doing a basic pen pal letter exchange with some year seven students in their first year of English at College Victor Hugo in Sete, France. They sent us letters, handmade Easter cards, and some Easter candies. We sent letters and some different Canadian snacks they don't have in France.

COMMITTEE WORK:

1. I am helping with the grade 12 potential grad committee along with Ms. Carli Pitchenese.
2. We held several fundraisers



Grade 7 Class Pet Ashley the 3rd.

throughout the school year from clean up, serving food, food sales, school store, raffles. There are numerous people who helped us with the fundraiser too many to mention. Sending out a huge Thank You to all those who helped us.

3. Grad is planning a Prom for May 20 for grade 11 and 12 students.
4. We are looking forward to the exciting graduation day on June 28th.



Published book made by the grade 7's.



Cultural projects students are working on the Jack Moore Traditional Program cabins.

NISICHAWAYASI NEHETHO CULTURE AND EDUCATION AUTHORITY POST-SECONDARY PROGRAM OVERVIEW FOR THE 2021-2022 ACADEMIC YEAR



Craig Linklater

Nisichawayasi Nehetho Culture and Education Authority is responsible for administering the NNCEA Post-secondary Program which funds NCN citizens

pursing a post-secondary education. As has been stated in previous reports and it has not changed, contrary to popular belief, under the Federal gov't interpretation, 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 its citizens. The NNCEA post-secondary annual budget, except for the cost of living increase, has remained around 1.9 million per fiscal year for the past year. With the cost of living increase, in the past three years, in the annual budget, student allowances have been increased by one-hundred dollars bi-weekly per category. In addition to sponsoring students, the annual fixed budget must support other post-secondary initiatives and all the administration costs.

SIGNIFICANT ACHIEVEMENTS

To maximize the effective use of and to efficiently administer the fixed budget, the NNCEA Post-secondary program utilizes a committee of community members to screen and approve applications for sponsorships within an established process. The main screening and approval of the applicants is done in early May and finalized in June. In addition, the post-secondary committee functions as clearing house on information, academics, referrals, networking, self-development and reviews and approves the Post-secondary applications. There has been a five year education evaluation completed and several of the first year recommendations have been implemented and others are in progress. There is a new office in Winnipeg, the address is 19-395 Berry St. where Craig Linklater is the new post-secondary counsellor. Applicants who receive full sponsorships will receive a living allowance, program costs and seasonal travel if relocating for their education. CAP/CIP annual grant supplements the students' bi-weekly allowance by \$50. Please see the following for committee and

student information. For the 2021-2022 academic year, there are 19 potential graduates as per following list. Sincere Congratulations to all 2021-22 NNCEA Post-Secondary Graduates!

CURRENT LIST OF NNCEA POST-SECONDARY COMMITTEE MEMBERS

- Councillor – NCN Band Council
- Education Portfolio Holder – Ron D. Spence
- Board member – NNCEA – Llewellynne Moodie
- Director – NNCEA – L.Gail Gossfeld-McDonald
- Director – Human Resource Development Authority – Leonard Linklater
- Director – ATOSKIWIN TRAINING & EMPLOYMENT CENTER. – Jim Moore
- Manager – NCN Trust Office – Annette Swanson (new)
- NNCEA Finance – Shirley Primrose
- NNCEA Post-secondary Counsellor – Bill Gamblin (retired April 29, 2022)
- NNCEA Post-secondary Counsellor – Craig Linklater
- NNOC Assistant Director – Nic Campbell

2021 – 2022 Potential Graduates

Albert Berard	Heavy Duty Mechanic	Assiniboine Comm. Coll.	Bdn, MB
Kendra Brightnose	Grad. Diploma	Humber College	Toronto, ON
Brady Cable	B.Ed.	Univ. of Man.	Wpg., MB
Brandi Cable	B.A. (Dec 2021)	Univ. of Man.	Wpg., B.C.
Acelyn Campbell-Dorian	Diploma	Sheridan College	Oakville, ON
Alison Francois	Comm. Support Wkr.	Robertson Coll.	Wpg., MB
Derek Hart	M. Public Admin.	Univ. of Man.	Wpg, MB
Hillary Gal	B. A. (Dec.2021)	Douglas Coll.	Surrey, BC

Krista Moody	B.Ed.	Brandon. Univ.	Brandon, MB
Jessica Morissette	Bus. Admin.	Northern Coll.	Porcupine, ON
Robin Neckoway	M.A.	Univ. of Man.	Wpg., MB
Emma Stevenson	Welding Certificate	Coll. of New Caledonia	Pr. George, BC
Karen Tait	B.S.W.	Univ. of Man.,	Thompson., MB
Gordon Spence	Justice Cert.	McKay Career Trng	Sask, SK
Jonathan Spence	B. C. S	Mt. Royal Univ.	Calgary, AB
Kelly Spence	B. Admin	UCN	Thompson, MB
Brittany Wood	B. Admin	UCN	Thompson, MB
Kaitland Yetman	B. Admin	UCN	Thompson, MB

Year	Total Applications	Total Approved	Total Redir.	Total Univ	Total Coll	No. of Males	No. of Females	New	DNG	VW	Actual St.
2021-2022	134	113	12	66	30	28	68	53	12	4	82

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 especially during this Covid-19 crisis. At this time, the projected increase in tuition and other fees at the post-secondary institutions seems to be a six percent average for the 2022-2023 academic year. 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 an adequate living subsidy. Other revenue such as the CAP/CIP subsidy are essential for students to help them meet their living expenses. Due to the current health crisis, there is no clear picture of how the Covid-19 academic world will look like or how it will function until there is enough vaccination to provide herd immunity. Most of the mandated Covid-19

health restrictions have ended and post-secondary courses should be in person for the 2022 fall session.

The students are still faced with transition issues in their physical and mental 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 a mental adjustment, different life skills, different study skills, new learning skills and different self-management skills which are necessary to function successfully in an urban, digital,

academic environment. In addition, members have to able to budget their allowances which are just not enough to support essential living expenses as stated in the government student loan statistics. On top of other challenges, students have to learn to function successfully in programs which are delivered for the most part through distance education.

For the first time ever, NNCEA will provide a program to assist with the transition from secondary to post secondary! This year's grade 12 graduates from NNOC will be provided with some training/supports from May to December 2022. See the attached calendar. This initiative is being made possible with the generous proposal dollars received from ISC through the Assembly of Manitoba Chiefs and the Chief's Committee on Education. In previous years, due to limited funding, NNCEA was not able to provide this. Kinanaskomitan! It is hoped that this transition year program can continue into the future.



*NNCEA post-secondary committee:
Top row: Craig Linklater, Jim Moore, Lou moody, Leonard Linklater, Nic Campbell
Bottom row: Shirley Spence, Ron D. Spence, Annette Swanson
Missing: chairperson Gail Gossfeld-Mcdonald*



NNCEA TRANSITION TO POST SECONDARY PROJECT

MAY 2022



1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Share Project info with Students, Staff	17 NNCEA Sponsorship info with Craig Linklater 4-5PM via Zoom	18	19	20 One-on-one visit for PSE Counsellor	21
22	23 Victoria Day Holiday	24 Bursaries info with Craig Linklater 4-5PM via Zoom	25	26	27 One-on-one visit for Post Secondary Counsellor	28
29	30	31 Treaties and Treaty Right to Education with TRCM TBA				



NNCEA TRANSITION TO POST SECONDARY PROJECT

JUNE 2022



			1 Food Handlers Course at NNOC 9-4pm	2 Food Handlers Course at NNOC 9-4pm	3 Food Handlers Course at NNOC 9-4pm	4 CPR Emergency First Aid at OK Gym 9-4pm
5 CPR Emergency First Aid at OK Gym 9-4pm	6	7 Housing Matters Session TBA	8	9	10 One-on-One visits with Post Secondary Counsellor	11
12	13	14 Bank Accounts and Identification Session TBA	15	16	17 One-on-One visits with Post Secondary Counsellor	18
19	20	21 Computer Basics With Pierre Lirette	22 Advanced Computer With Pierre Lirette	23 Student Data Login (Aurora, D2L, etc.) with Pierre Lirette	24 One-on-One visits with Post Secondary Counsellor	25
26	27	28 Grade 12 Graduation	29 Report Card Distribution	30		





NNCEA TRANSITION TO POST SECONDARY PROJECT

JULY 2022



					1 Canada Day Holiday	2
3	4 Post Secondary Tours in Southern Manitoba	5 Post Secondary Tours in Southern Manitoba	6 Post Secondary Tours in Southern Manitoba	7 Post Secondary Tours in Southern Manitoba	8 Post Secondary Tours in Southern Manitoba	9
10	11 Scholarly Writing Pt 1 with Ashley Boutin	12 Scholarly Writing Pt 1	13 Scholarly Writing Pt 1	14 Scholarly Writing Pt 1	15 Scholarly Writing Pt 1	16
17	18 Scholarly Writing Pt 2 with Ashley Boutin	19 Scholarly Writing Pt 2	20 Scholarly Writing Pt 2	21 Scholarly Writing Pt 2	22 Scholarly Writing Pt 2	23
24	25 AM- Study Skills PM- Staying Safe	26 AM-Living on a Limited Income PM-Stretching Funds	27 AM- Meal planning PM- Entertainment Ideas	28 AM-Personal support systems PM-Community Support	29 AM-Balancing home and school PM-Balanced Lifestyle	30



NNCEA TRANSITION TO POST SECONDARY PROJECT

AUGUST 2022



	1 Civic Holiday	2 Highly Effective Habits of Students	3 Addictions Awareness with Medicine Lodge	4 NNCEA Culture Camp	5 NNCEA Culture Camp	6
7	8 Search for Accommodations	9 Search for Accommodations	10 Search for Accommodations	11 Search for Accommodations	12 Search for Accommodations	13
14	15	16 Orientation to Thompson and UCN	17 Orientation to Brandon and ACC	18 Orientation to Winnipeg and individual institution	19 One on One visit with Post Secondary Counsellor	20
21	22	23	24	25	26 One on One visit with Post Secondary Counsellor	27
28	29 Back to School Care Packages	30	31			





NNCEA TRANSITION TO POST SECONDARY PROJECT

SEPTEMBER 2022



				1	2 Gathering at NCN Sub Office in Winnipeg	3
4	5 Labour Day Holiday	6 Post Secondary Classes Start	7	8	9 One on One visit with Post Secondary Counsellor	10
11	12	13	14	15	16 One on One visit with Post Secondary Counsellor	17
18	19	20	21	22	23 One on One visit with Post Secondary Counsellor	24
25	26	27	28	29	30 One on One visit with Post Secondary Counsellor	



NNCEA TRANSITION TO POST SECONDARY PROJECT

OCTOBER 2022



						1
2	3	4	5 Post Secondary Gathering at Sub Office in WPG for Thanksgiving	6	7 One on One visit with Post Secondary Counsellor	8
9	10 Thanksgiving Day Holiday	11	12	13	14 One on One visit with Post-Secondary Counsellor	15
16	17	18	19	20	21 One on One visit with Post Secondary Counsellor	22
23	24	25	26	27	28 One on One visit with Post Secondary Counsellor	29





NNCEA TRANSITION TO POST SECONDARY PROJECT

NOVEMBER 2022



		1	2	3	4 One on One visit with Post Secondary Counsellor	5
6	7	8	9 Post Secondary Gathering at Sub Office in WPG for Remembrance Day	10	11 Remembrance Day Holiday	12
13	14	15	16	17	18 One on One visit with Post Secondary Counsellor	19
20	21	22	23	24	25 One on One visit with Post Secondary Counsellor	26
27	28	29	30			



NNCEA TRANSITION TO POST SECONDARY PROJECT

DECEMBER 2022



				1	2 One on One visit with Post Secondary Counsellor	3
4	5	6	7 Post Secondary Gathering in WPG for Christmas	8	9 One on One visit with Post Secondary Counsellor	10
11	12	13	14 Feedback from students on Project	15	16 One on One visit with Post Secondary Counsellor	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS

NISICHAWAYASI NEHETHO CULTURE AND EDUCATION AUTHORITY INC.

Financial Statements

March 31, 2021

(Unaudited – see Notice to Reader)

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

For the year ended March 31, 2021

(Unaudited - see Notice to Reader)

	Schedules	2021	2020
Revenue			
Transfers from Nisichawayasihk Cree Nation:			
Indigenous Services Canada:			
Fixed contribution funding		4,125,461	1,852,642
Block funding		15,215,551	15,822,240
Other revenue		345,620	267,706
Rental income		259,508	230,728
Frontier School Division tuition		628,940	486,031
Transfer from Nisichawayasihk Trust Office		1,799	74,000
Transfer from Taskinigahp Trust Office		143,733	80,448
Grant from Nisichawayasihk Cree Nation		780,000	582,227
Manitoba First Nations Education Resource Centre		-	101,517
Deferred revenue - current year		(530,211)	-
		20,970,401	19,497,539
Program expenses			
Band Operated School	4	10,516,828	10,377,805
Post Secondary	5	2,093,396	1,574,375
Operations and Maintenance - Teacherages	6	485,117	747,235
Special Education	7	2,473,471	2,909,560
Community Approval Process	8	128,185	78,252
New Paths - Language & Culture	9	1,625,674	1,335,551
Capital Contributions	10	391,904	141,387
		17,714,575	17,164,165
Total expenditures		17,714,575	17,164,165
Annual surplus		3,255,826	2,333,374
Accumulated surplus, beginning of year		6,699,033	4,365,659
Accumulated surplus, end of year		9,954,859	6,699,033

Nisichawayasi Nehetho Culture and Education Authority Inc.
Notes to the Financial Statements

*For the year ended March 31, 2021
(Unaudited - see Notice to Reader)*

1. Due from related entities

	2021	2020
Nisichawayasihk Cree Nation	5,081,492	4,354,518
Nisichawayasihk Trust Office	1,799	-
Atoskiwin Training and Employment Centre	-	30,761
Taskinigahp Trust Office	50,000	-
	5,133,291	4,385,279

2. Operating lines of credit

	2021	2020
RBC Line of Credit, Nelson House Education Authority, bears interest at the rate of prime (2.45%) plus 0.75%, paid monthly, must be revolved annually by April 30th, maximum of \$400,000.	-	10,000

3. Deferred Revenue

	2021	2020
Indigenous Services Canada - Renos/Additions < 1.5M	256,013	-
Indigenous Services Canada - Pandemic	274,198	-
	530,211	-

4. Due to related entities

	2021	2020
Nisichawayasihk Construction, L.P.	868	2,898
Otohowin Gas Bar	-	1,717
Nisichawayasihk Cree Nation - modular classroom	832,664	716,131
Nisichawayasihk Housing Authority	-	1,426
Meetah Building Supplies	41,128	13,633
Three Rivers Store	-	402
Thompson Family Foods	220	-
	874,880	736,207

5. Sick leave liability

A reserve fund has been established for the purpose of satisfying the Education Authority's accumulated liability to pay unused sick leave to teachers and education assistants entitled to sick leave payment upon departure from their employment at the Education Authority. At year-end, the sick leave bank account was over funded by \$10,592 (2020 - over funded by \$93,254).

Nisichawayasi Nehetho Culture and Education Authority Inc.
Notes to the Financial Statements
For the year ended March 31, 2021
(Unaudited - see Notice to Reader)

6. Long-term debt

RBC has provided a revolving facility by way of a series of demand loans to a maximum of \$400,000. This facility is secured by a General Security Agreement with RBC and a guarantee to RBC from the Nisichawayasihk Cree Nation.

	2021	2020
RBC Term Loan, repayable at \$5,847 monthly including interest at a fixed rate of 4.01%.	96,484	161,353
RBC Term Loan, repayable at \$1,288 monthly including interest at a fixed rate of 4.01%.	21,256	35,542
	117,740	196,895

Principal repayments on long-term debt in each of the next five years , assuming all term debt is subject to contractual terms of repayment, are estimated as follows:

	Total
2022	61,498
2023	56,242

7. Lease obligations

The Education Authority has leased certain equipment under operating leases. Minimum future payments related to these lease obligations in the upcoming fiscal year total \$66,135.

8. Accumulated surplus

Accumulated surplus consists of the following:

	2021	2020
Equity in tangible capital assets:		
Balance, beginning of year	1,724,907	1,368,718
Acquisition of tangible capital assets	251,815	513,232
Amortization of tangible capital assets	(271,851)	(233,071)
Repayments of long-term debt	79,155	76,028
	1,784,026	1,724,907
Unrestricted surplus:		
Balance, beginning of year	4,974,126	2,996,941
Annual surplus	3,255,826	2,333,374
Change in equity in tangible capital assets	(59,119)	(356,189)
	8,170,833	4,974,126
	9,954,859	6,699,033

9. Comparative figures

Certain comparative figures have been reclassified to conform with current year's presentation.

Nisichawayasi Nehetho Culture and Education Authority Inc.
Schedule 2 - Schedule of Consolidated Expenses by Object

*For the year ended March 31, 2021
(Unaudited - see Notice to Reader)*

	2021	2020
Consolidated expenses by object		
Administration fees	26,000	67,760
Advertising and donations	59,336	170,430
Amortization	271,851	233,071
Aski Apuchetuwin fee	1,780,000	1,582,217
Audit and legal	91,246	46,897
Bad debts	(7,796)	45,420
Bank charges and interest	15,938	180,166
Capital repairs	543,987	-
Classroom supplies - instructional	382,953	343,904
Consulting fees	22,705	235,753
Culture camps	498,090	-
Employee benefits - employer share	700,614	739,537
Equipment rental	142,176	320,296
General and other administration	10,066	35,868
Graduation and student awards	106,711	82,945
Honoraria - board	67,800	78,300
Insurance	76,849	67,748
Janitorial supplies and small tools	46,791	50,071
Life skills program	7,812	14,580
Meetings - administration	9,416	23,999
Meetings - board	8,499	12,195
Nutrition programs	29,982	16,076
Office supplies	74,013	69,116
Pandemic expenses	823,732	63
Professional development	61,899	65,955
Rent - portable class rooms	192,794	144,733
Repairs and maintenance	943,323	1,723,942
Salaries	8,338,839	8,066,486
Security	11,368	11,589
Staff awards	15,950	33,460
Student activities	1,397	45,048
Student living allowances and expenses	930,672	793,134
Support services	253,553	341,917
Telephone and internet	87,818	53,011
Travel - administration	1,134	82,905
Travel and transportation	328,198	437,874
Tuition	436,015	646,487
Utilities	259,761	225,409
Vehicle operations and maintenance	63,083	75,803
	17,714,575	17,164,165

Nisichawayasi Nehetho Culture and Education Authority Inc.
Schedule 3 - Schedule of Revenue and Expenses and Accumulated Operating Surplus (Deficit)
For the year ended March 31, 2021
(Unaudited - see Notice to Reader)

	Schedule #	Indigenous Services Canada	Other Revenue	Deferred Revenue	Total Revenue	Total Expenses	Current Operating Surplus (Deficit)	Prior Year Operating Surplus (Deficit)
Band Operated School	4	10,896,382	1,134,083	(274,198)	11,756,267	10,394,963	1,361,304	740,381
Post Secondary	5	2,583,480	-	-	2,583,480	2,093,396	490,084	623,435
Operations and Maintenance - Teacherages	6	50,013	259,508	-	309,521	291,734	17,787	(467,378)
Special Education	7	3,268,163	288,069	-	3,556,232	2,473,471	1,082,761	726,683
Community Approval Process	8	-	145,532	-	145,532	128,185	17,347	177,713
New Paths - Language & Culture	9	1,742,974	332,408	-	2,075,382	1,625,674	449,708	673,927
Capital Contributions	10	800,000	-	(256,013)	543,987	707,152	(163,165)	(141,387)
Total		19,341,012	2,159,600	(530,211)	20,970,401	17,714,575	3,255,826	2,333,374

Congratulations

The Class of  
2022

To all NNCEA Graduates from

Kindergarten

Grade 6

Grade 12 &

Post-Secondary



YEARS OF CONTINUOUS SERVICE AWARDS FOR NNCEA



ACKNOWLEDGEMENTS AT YEAR-END EVENT BY SAT., JUNE 25TH, 2022

Two years ago, NNCEA revived its employment appreciation program & is continuing with the practice. Monetary awards will be deposited on the last payday in June. A HUGE THANK YOU TO THOSE WITH VARIOUS YEARS OF SERVICE AND CONTINUOUS SERVICE! If errors exist on the list, it was not intentional and will be revised.

\$50. to Staff with Under 5 Years of Service (99 x \$50.)

- ◆ Anne Baker (Apr/22, 2 mo.)
- ◆ Jayna Baker
- ◆ Dylan Bailey – Aug/19, 3 yrs
- ◆ Andrew Beardy ()
- ◆ Bria Beardy (.5)
- ◆ Eric Billard – Aug/20, 2 yrs
- ◆ Cheryl Blacksmith
- ◆ Lorette Bonner (Aug/19, 3 yrs)
- ◆ Ashley Boutin – 2019, 3 yrs
- ◆ Eulin Brown (Sept/21, 1 yr)
- ◆ Fiona Brown-Harmer (Aug/20, 2 yrs)
- ◆ April Buck (Sept/19 – 2 yrs)
- ◆ Ashley Buck (Aug/20-2 yrs)
- ◆ Jamila Butt (Aug/20-2 yrs)
- ◆ Zachary Castel (2022-2 mo.)
- ◆ Eric Champagne-Bisson (Aug, 2018 – 4 yrs)
- ◆ Sukhbir Dherdi (Aug/19, 3 yrs)
- ◆ Candace Dumas
- ◆ Jimmy Dumas (1)
- ◆ Larson Dumas (Sept, 2019 – 3 yrs)
- ◆ Jonus Duvall
- ◆ Juliette Flett (Aug/20-2 yrs)
- ◆ Quentin Francois (1)
- ◆ Marsha Gabriel (6 mo.)
- ◆ Mathew Garrick (Aug/19, 3 yrs)
- ◆ Priscilla Ruth Gibeault (Aug/20 – 2 yrs)
- ◆ Cheryl Gossfeld (2020-2 yr)
- ◆ Alex Hart (2 yrs)
- ◆ Brian Hart (1 yr)
- ◆ Chantelle Hart
- ◆ Clairette Hart
- ◆ Corrine Hart-Dumas (1 yr)
- ◆ Leah Hart (1 yr)
- ◆ Lorna Hart (June 10, 2019-3 yrs)
- ◆ Theresa Hart (2019, 3 yrs)
- ◆ Chelsea Hunter
- ◆ Randy Hunter (Aug 2019-3 yrs)
- ◆ Craig Hunter-Moore (Aug.11/21-1 yr)
- ◆ David Kobliski (1)
- ◆ Joshua Ben Kobliski
- ◆ Susan Kobliski (March 2021-1 yr)
- ◆ Bobbi Linklater
- ◆ Caydan Linklater
- ◆ Connor Linklater, Mar/22-3 mo.)
- ◆ Craig Linklater (Nov. 2019)
- ◆ Francis D. Linklater (1)
- ◆ Jenny Linklater (4)
- ◆ Payton Linklater
- ◆ Sarah Linklater
- ◆ Tanya Linklater
- ◆ Wally Linklater
- ◆ Pierre Lirette (2019-3 yrs)
- ◆ Tracey Livesey (Aug/19-3 yrs)
- ◆ Felicia Lobster-2022 (2 mo.)
- ◆ Nicole Lundrigan-2021-1 yr
- ◆ Anna Lysohirka
- ◆ Priscilla Maud (2021-1 yr)
- ◆ Alyssa Maunula-2020-2 yrs
- ◆ Charmaine McDonald
- ◆ Darlene McDonald (1 mo.)
- ◆ Natasha McDonald (1 mo.)
- ◆ Sage McKay (2020-2 yrs)
- ◆ Patrick Miller (2020-2 yrs)
- ◆ Margaret Monias-2019-3 yrs
- ◆ Barb Moody-2021 – 1 yr
- ◆ Vernon Moody (1)
- ◆ Ashley Moore
- ◆ Lynette Moore
- ◆ Shae Moore (1)
- ◆ Brian Moose
- ◆ Tyson Muskego-2020-2 yrs
- ◆ Claudia Neumann-2020-1yr
- ◆ Tony Nozicka-Spence
- ◆ David O’Handley
- ◆ Eldon Okanee (2021-1 yr)
- ◆ Deborah Onagorawa-2 yrs)
- ◆ Carli Pitchenese-2020-2 yrs
- ◆ Hilda Primrose
- ◆ Sukpreet Kaur Rattan (2019-3 yrs)
- ◆ Norman Sam Rothwell-2 yrs
- ◆ Albertine Sinclair-2020,2 yr
- ◆ Arlene Smears (1)
- ◆ Candisha Spence
- ◆ Chantelle Spence
- ◆ Christa Spence
- ◆ Dorothy L. Spence
- ◆ Durmond Spence-2019-3 yr
- ◆ Francine Spence (2019 – 3 yrs)
- ◆ George Spence
- ◆ Rena Spence (2019-3 yrs)
- ◆ Tyson Spence (1)
- ◆ Victor Spence
- ◆ Vincent Spence (1)
- ◆ Nick Szabunio (2 yrs)
- ◆ Richard Tait (2018-4 yrs)
- ◆ Lisa Tracanelli (1)
- ◆ Sherene Whyte (Sept 2021, 1 yr)
- ◆ Michael Wood (1.5)
- ◆ Myrtle V. Young-2020-2 yr

**Language & Culture Elders/
Knowledge Keepers/JMTP
Team/Culture Camp (21 x \$50.)**

Lamont Bonner, Lena Dysart, Sam Dysart, Joseph Flett, Leroy Francois, Rena Gossfeld (on leave), Clifford Hart, Mona Hart, George A. Linklater, Jeromia McDonald, Pison Moose (Feb. 14, 2022), Alma Spence, Christie Spence, Harry Spence, Hilda Spence, Hughie Tait, Larry Tait, Andrew Wood, Henry Wood, Joyce Wood, Matthew Wood

**5 Years of Continuous Service
with NNCEA (22 @ \$100.)**

- ♦ Josephine Baker (Sept 2017-5 yrs)
- ♦ Nicholas Campbell (Aug. 1, 2015, 7 yrs)
- ♦ Gail Gossfeld-McDonald (2016, 6 yrs)
- ♦ Marissa Hart (Aug. 2017, 5 yrs)
- ♦ Marshall Hart (Sept. 26/16, 6 yrs)
- ♦ Rose-Anne Lambert (Sept 2016-6 yrs)
- ♦ Debra Linklater (Aug. 2017, nearly 5 yrs)
- ♦ Dennis Linklater (Sept 2015-7 yrs)
- ♦ Tammy Long (Jan. 18/11, 11 yrs)
- ♦ Darryl Moore (5 yrs)
- ♦ Tammy Nozicka-Spence (Oct. 31., 2015, 7 yrs.)
- ♦ Samantha Pike (Sept 2016 – 6 yrs)

- ♦ Justin Rupert (Sept. 201-6 yrs)
- ♦ Joslyn Ryan (Oct.1/14, 8 yrs)
- ♦ Chantelle Spence (Apr. 4/16, 6 yrs.)
- ♦ Ronel Spence (Sept. 28, 2015 – 7 yrs)
- ♦ Shirley Swanson (Sept. 8/14, 8 yrs)
- ♦ Bailey Tays (Sept. 26, 2016 – 6 yrs)
- ♦ Wm. Elvis Thomas (Dec, 2016 – 6 yrs)
- ♦ Tara Van Segbrooke (Sept, 2016-6 yrs)
- ♦ Shannon Yetman (Nov. 24/14, 7.5 yrs)
- ♦ Jack Young (Aug. 2017 – 5 yrs)

**10 Years of Continuous Service
with NNCEA, (9 @ \$150.)**

- ♦ Debra Duvall (11 yrs)
- ♦ Loretta Francois (12 yrs)
- ♦ Susan Francois (12 yrs)
- ♦ Angeline Linklater (14 yrs)
- ♦ Fred Prince (Apr 2/12, 10 yrs)
- ♦ Frederica Prince (Aug/10-12 yrs)
- ♦ Arnold Spence (Sept., 2008, 14 yrs)
- ♦ Brenda Spence (Apr. 2/12, 10 yrs.)
- ♦ Tia Spence (Sept. 4/12, 10 yrs)

**15 Years of Continuous Service
with NNCEA (3 @ \$200.)**

- ♦ Margaret Bird (Aug.1,2008-14 yrs)
- ♦ Rhonda Spence (Dec. 7, 2007-15 yrs)
- ♦ Bernice Wrightson (Sept. 10/03, 19

yrs)

20 Years of Continuous Service (4 @ \$250.)

- ♦ Fay Flett (July 26, 1999, 23 yrs)
- ♦ Carol Linklater (Mar. 19/01, 21 yrs)
- ♦ Linda Linklater (Aug. 8, 2000, 22 yrs)
- ♦ Rosie Moore (2000-22 yrs)
- ♦ William (Bill) Gamblin (Nov. 1, 1997 – 24.5 years, RETIRED APRIL 29TH, 2022

25 Years of Continuous Service (1 @ \$300.)

- ♦ Natalie Tays (Aug. 8/96, 26 yrs)

30 Years of Continuous Service (2 @ \$350.)

- ♦ Deborah Muskego (Sept. 4, 1990, 32 yrs)
- ♦ Donald Thomas (Aug. 29/89, 33 yrs)

35 + Years of Continuous Service (3 @ \$400.)

- ♦ Sally Gamblin (Feb. 1/83, 39 yrs)
- ♦ Sharon Linklater (June 15/87, 35 yrs)
- ♦ Shirley Spence (Apr. 1, 1986, 36 yrs)

40 + Years of Continuous Service (1 @ \$450.)

- ♦ Phyllis Hart (Aug. 26, 1981, 41 yrs)

**Retirement Blessings to Mr. William (Bill) Gamblin,
retired NNCEA Post-Secondary Counsellor from
NNCEA and all PSE Students**

**Thank you for 24.5 years of service.
November 1, 1997 – April 29, 2022**



The Continued development of our NNCEA PSE Program was made possible by your efforts. NNCEA Thanks you and wishes you many happy years of retirement.





2022-2023 SCHOOL YEAR CALENDAR



Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Aug 2022	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
Sep 2022	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	1
Oct 2022	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
Nov 2022	23	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
Dec 2022	27	28	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
Jan 2023	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
Feb 2023	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
Mar 2023	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
	2	3	4	5	6	7	8
Apr 2023	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
May 2023	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	3
Jun 2023	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	1
	2	3	4	5	6	7	8

DATE	SCHOOL CLOSURE
August 29-31, 2022	New Teacher Orientation
September 1 and 2, 2022	PD Days for Staff Orientation
Monday, September 5, 2022	Labour Day Holiday
Tuesday, September 6, 2022	First Day of Classes
Friday, September 30, 2022	Truth and Reconciliation Day
Monday, October 10, 2022	Thanksgiving Day
October 11-14, 2022	Flex Days (4)
Friday, November 11, 2022	Remembrance Day
Monday, November 14, 2022	Flex Day (1)
Friday, December 16, 2022	Last Day Before Break
December 19-20, 2022	Flex Days (2)
December 21/22 – January 3/23	Christmas Break
Wednesday, January 4, 2023	Classes Resume
Friday, February 17, 2023	Flex Day (1)
Monday, February 20, 2023	Louis Riel Day
March 27-31, 2023	Spring Break
April 3-6, 2023	Flex Days (4)
Friday, April 7, 2023	Good Friday
Friday, May 19, 2023	Flex Days (1)
Monday, May 22, 2023	Victoria Day
Wednesday, June 28, 2023	Last Day of School Year
Thursday, June 29, 2023	Flex Days (1)

OK School Term Dates

Term 1	September 6, 2021 – December 2, 2022
Term 2	December 5, 2022 – March 17, 2023
Term 3	March 20, 2023 – June 29, 2023

OK School Report Card Writing Day

1	December 2, 2022
2	March 13, 2023
3	June 19, 2023

OK School Report Card Night

Term 1	December 8, 2022
Term 2	March 21, 2023
Term 3	June 28, 2023

NNOC Term Dates

Term 1	September 6, 2022 – February 3, 2023
Term 2	February 6, 2023 – June 29, 2023

NNOC Report Card Writing Day

1	November 21, 2022
2	April 14, 2023

NNOC Report Card Night

Term 1 – Part 1	November 28, 2022
Term 1 – Part 2	February 15, 2023
Term 2 – Part 1	April 19, 2023
Term 2 – Part 2	June 28, 2023

Kindergarten Graduation	June 23, 2023
Grade 6 Farewell	June 26, 2023
Grade 12 Graduation	June 27, 2023

194 School Days for 22-23
194 x 330 minutes = 64,020
180 x 360 minutes = 64,800

Motion #2022-04-28-15: NNCEA School Board of Trustees approve the 2022-2023 Academic Calendar



Talking about School Boards and Communities



Overview

School boards are a long-standing North American institution. They give local communities a say in one of their most important assets: their children's futures. In Manitoba, school boards date back more than a century. In their earliest years, most school boards governed an individual school that served a small geographic area. Consolidations over the years have resulted in fewer school boards, each serving more students over a larger geographic area. Today, the largest of Manitoba's 37 public school boards serves over 30,000 students, while the smallest serves fewer than 1,000.

Each school board governs a specific segment of the public school system. Those segments are called **school divisions** or, less commonly, **school districts**. In most cases, school divisions are geographic regions with discrete physical boundaries. In the case of the Division scolaire franco manitobaine, the school board governs all schools that serve a specific linguistic segment of the population, in all regions of the province.

School trustees are the individuals elected to serve on school boards. School trustees must be Canadian citizens, aged 18 years or older, and actual residents of the division they wish to serve. Elections are held every four years, at the same time as elections for municipal office. Individual trustees have no authority to act on their own; all decisions must be made in open public meetings by way of a motion adopted by a majority of the school trustees voting on the matter. The power of individual trustees lies in their ability to engage in debate, influence opinion, and ultimately vote on the matter.

Key Points

- School trustees are members of the communities they serve.
- School board governance is responsive and accountable, with regular elections, legally required consultations (e.g. on proposed budgets), standardized, transparent and accessible financial management and reporting (e.g. FRAME reports), and regularly scheduled, open meetings.
- School boards are grassroots, democratic institutions that spring from local communities. They give those communities the ability to shape schools in ways that respond to local needs and wishes concerning their children's education.
- All schools in Manitoba offer their students a solid core education that is based on minimum requirements identified by the province. Beyond this core, programming from school to school and division to division varies widely because of decisions made by school boards (e.g. optional courses of study, enhanced early years programming, etc.).

MANITOBA
School Boards
ASSOCIATION

mbschoolboards.ca



Talking about Becoming a School Trustee



Overview

In Manitoba, **310 school trustees** serve on **37 school boards**. School trustees are elected officials, comparable in many ways to municipal councillors. School board elections are held **every four years**, at the same time as municipal elections. The next scheduled election will be held in Nov. 2022. In addition to regularly scheduled elections which are held province-wide, a school division may hold a **by-election** to fill any vacancy which arises on the board between elections.

In order to run for the position of school trustee, an individual must be at least 18 years of age, a Canadian citizen, and actually live within the geographic boundaries of the school division. He or she must be **nominated** by having a certain number of electors (a maximum of 25) sign nomination papers. These nomination papers must then be returned to the designated place (usually the school board or a municipal office) by the deadline indicated (which will be several weeks before the actual election date).

From time to time, only one individual is nominated for a particular seat on a school board. When that happens, that individual is **acclaimed** to the position. In rare instances, there are no nominations for a seat. When that happens, one of the first responsibilities of the new school board is to **appoint** someone to fill the vacancy. Whether elected, acclaimed or appointed, all trustees are equals at the school board table.

Key Points

- School trustees are members and representatives of the communities in which they live. School trustees are not professional educators.
- Almost without exception, anyone who is a Canadian citizen, 18 years of age or older, and actually residing within the geographic boundaries of the school division, can serve as a school trustee. The few exceptions that do exist include elected officials of another level of government, and students in regular attendance at a school within the same division.
- School trustees must be able to commit a significant amount of time to fulfill their responsibilities, which go far beyond regular monthly or bi-monthly meetings, and must be prepared to invest the time required to learn about their new responsibilities.
- School board election procedures and aspects of school trustee conduct (such as provisions for dealing with conflict of interest situations) are covered in provincial legislation.

Becoming a School Trustee



Q&A

Do I have to know a lot about education to serve as a school trustee?

No, but you do need to have a genuine interest in children and education. As a school board member, your job is not to run the schools or teach the children, any more than it is to drive the school bus or tend the boiler. The school board employs highly qualified individuals to fulfill each of those roles. Your job is to engage and understand the community that you represent so that you can make policy decisions and set a budget that enables all employees to do their jobs in a manner that responds to student needs and community priorities.

I know I have to live in the school division to run for trustee, but I want to run in a different ward from where I live. Can I do that?

The residency requirement for school trustee is that you live within the geographic boundaries of the *school division*. This means that you can run in any ward, not just the one where you live. But be careful! In order to run, you need to have nomination papers signed by a certain number of electors (either 25 individuals or 1% of the electorate of the ward, whichever is less). For your nomination to be valid, the people that sign your nomination papers must reside in the ward in which you intend to run.

I'm an employee in the same school division where I live. Can I still run for school trustee?

Working for a school division doesn't prevent you from serving as a school trustee in that same division, but you do have to make some special arrangements. Before you can assume your seat, you have to take a leave of absence from your job. The leave is unpaid, must be granted by the division upon request, and will last for a period of time not exceeding five years. To learn more, contact your school board office.

I'm worried about the time commitment that comes with serving on a school board. Exactly how big a job would I be taking on?

The workload varies with the time of the year, and it can be very demanding. As well as regular board meetings (usually once or twice each month), there will be committee meetings, meetings with other organizations or other levels of government, and school and community events that you are expected to attend. Most of these meetings require a significant amount of preparation to enable you to participate actively, so you also need to factor in time taken to read and understand agendas and supplementary material. If you have serious concerns about your ability to dedicate the necessary time to the position, you may want to reconsider your decision to run. If you are elected trustee and are subsequently unable to attend three consecutive meetings, you may be forced to resign, which may mean that the division will be required to conduct a by-election.

Becoming a School Trustee



Q&A

From time to time, I hear about conflict of interest on school boards. What is conflict of interest, and could a conflict of interest stop me from running for school trustee?

A conflict of interest situation can arise when a trustee's personal life and public life overlap. For example, a trustee may own a business that sells something that the school division wants to buy. That trustee would stand to benefit personally if the school division decided to make its purchase from the trustee's business. In order to avoid a conflict of interest, the trustee must not participate in any discussions or vote on this matter, and must not even be present when those discussions take place. This is an example of a pecuniary (or financial) conflict of interest, and provincial legislation clearly outlines procedures for avoiding such conflicts at the board table, as well as remedies in law should conflict of interest provisions be ignored.

But there are other types of conflict of interest, ones that don't involve pecuniary interests, that aren't covered by legislation. Employment decisions that affect family members and disciplinary actions involving students are two of the most common areas of potential non-pecuniary conflict of interest. All school boards are required to have formal codes of conduct that provide direction, should trustees find themselves in these types of situations. The underlying principle is always the same: where trustees' personal interests or affiliations have the potential to bias their judgement about an issue, they must remove themselves from all related decision-making processes.

So, while conflict of interest would not normally prevent you from becoming a school trustee, it may impact your ability to participate in certain board deliberations and decisions.

How can I learn more about school board elections?

For an overview of school board elections (as well as information about school boards and school trustees in general), visit the website of The Manitoba School Boards Association (www.mbschoolboards.ca), where you will find the publication *School Boards and Trusteeship in Manitoba*. Detailed information about the conduct of school board elections is contained in provincial legislation (*The Public Schools Act* and *The Municipal Councils and School Boards Elections Act*).

If I'm elected as school trustee, how will I learn about the job?

After each election, school divisions work with newly elected school trustees to orientate them to their new role. As well, in the weeks following each election, The Manitoba School Boards Association offers training sessions designed to immerse new trustees in their role.



mbschoolboards.ca

Questions for School Board Candidates

- Why are you interested in serving on a school board?
- What do you perceive to be the responsibilities of the local school board?
- What would you find most difficult about being a member of the school board?
- What do you see as the two or three greatest challenges facing public education today?
- What are the specific challenges facing our local school system?
- If elected, how would you address these challenges?
- How do you see yourself working with the other members of the board and the superintendent?
- How do you see yourself working with various groups such as the teachers' association, parent groups, and municipal officials?
- What qualities, skills, and experience would you bring to the school board?

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CHIEFS ASSEMBLY ON EDUCATION

Palais des Congrès de Gatineau
Gatineau, Quebec
October 1 - 3, 2012



Federal Funding for First Nations Schools

Funding for First Nations schools is determined by Aboriginal Affairs and Northern Development Canada (AANDC) using an outdated national funding formula that was developed in 1987 and last updated in 1996 for appropriate population and living costs.

Since 1996, AANDC's national education funding formula has been capped at 2% per year. This is despite a steady growth in both inflation and the First Nations population over the same period – requiring an annual increase of at least 6.3% since 1996 for First Nations education.

Chronic underfunding of First Nations schools has created a First Nations education funding shortfall of \$747 million in 2010-2011, and a cumulative funding shortfall of over \$3 billion since 1996.

This funding shortfall does not include costs needed to support the educational components of a 21st century school system that are currently missing from INAC's funding. This includes such basic services as:

- School libraries
- Technology (computers, connectivity, data systems);
- Sports and recreation;
- Vocational training;
- First Nations languages; and
- School board-like services.

Funding agreements are based on the corporate business cycle rather than the school year. To satisfy the terms of this funding regime, needless reporting is required for the release of funds at the start of a new fiscal cycle.

In 1996, AANDC provided, on average, \$5,544 per-student to First Nation schools. This was up to 15% less than what INAC provided to First Nations attending Provincial or Private schools. Since 1996, the funding discrepancy has grown to an average of nearly \$3,500 less per-student. This means that AANDC now provides nearly 50% more funding to First Nations attending Provincial or Private schools than to those attending First Nation schools.

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AANDC New Funding Approaches – Funding Authorities

New funding approaches apply to agreements beginning April 1, 2011.

1. **Grant** – a transfer payment, not subject to be accounted for or normally subject to audit but require specific Cabinet policy and Treasury Board of Canada Secretariat program spending authorities; recipient may need to meet pre-conditions for eligibility and entitlement; may be required to report on results achieved. Grants can be used for any duration of time necessary to achieve program results.
2. **Set Contribution approach** – a transfer payment that is subject to performance conditions outlined in a funding agreement; must be accounted for and are subject to audits; set contribution funding is the basic type of contribution used in the past and where unspent funding is returned to the department annually.
3. **Fixed Contribution approach** – Formerly called the *Flexible Transfer Payment (FTP)*; annual funding amounts established by formula or the total expenditure is based on “fixed-cost approach.” Fixed funding is distributed on a program basis; possible to allow recipients to keep any unspent funding based on: meeting program requirements, use unspent funding on the program objects or any other purpose agreed to by DIAND.
4. **Flexible Contribution approach** – FCA is multi-year funding to may moved within cost categories of a single program during the lifetime of the project/agreement and is used when a program requires a two or more year relationship with a recipient to achieve objects and can be funded under a multi-year funding agreement; unspent funding must be returned to DIAND at the end of the project. The recipient must meet certain assessment criteria to be approved of FCA funding.
5. **Block Contribution approach** – Formerly known by DIAND’s previous *Alternative Funding Arrangement (AFA)*, BCA is multi-year funding managed in a similar way to AFA. Block funding allows funds to be reallocated within the block of programs as long as progress of program objectives is being achieved. Unspent funding can be kept by the recipient. Block funding applies to: *land and estates management; registration administration; elementary/secondary education programs and services; post-secondary; income assistance and assisted living; National Child Benefits Reinvestment, capital facilities and maintenance; band support and tribal council funding; economic development.*

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However, the policy direction for Indian and Inuit students is still based on requiring First Nations to align with provincial standards. The current objectives of the Elementary/ Secondary Education (ESE) Program on Reserve have been changed to reflect provincial comparability:

The overall objective of ESE programming is to provide eligible students living on reserve with education programs **comparable to those that are required in provincial schools by the statutes, regulations or policies of the province in which the reserve is located.** The objective is that eligible students will receive a comparable education to other Canadians within the same province of residence, and achieve similar educational outcomes to other Canadians and with attendant socio-economic benefits to themselves, their communities and Canada.

The objective for Councils signing Funding Agreements contains the following "Delivery Standard:"

The Council shall ensure that registered Indian students ordinarily resident on reserve or on lands belonging to Her Majesty in Right of Canada and other students for whose education the Minister accepts funding responsibility have access to kindergarten, elementary and secondary level education programs and services comparable to the programs and services required to be provided in public schools generally in the province in which the service is being provided and ensure that the service is delivered to a standard sufficient to enable students to transfer within the school systems of the Province without academic disadvantage.⁵

The Government of Canada has explicitly noted in their Reports on Plans and Priorities to Treasury Board and Parliament (2010-11 to 2014-2015):

That Indian Affairs and Northern Development (INAC) Program Activity for **First Nations and Inuit education** is aligned to the Government of Canada's Strategic Outcomes, that states "A diverse society that promotes **linguistic duality** and social inclusion" and is reflected as a performance indicator for Community Well-Being Index (CWB) for First Nations and Inuit.

This omits Indigenous languages and cultures as necessary priorities and strategic outcomes for First Nations and Inuit education.

⁵ Aboriginal Affairs and Northern Development Canada. Funding Agreement National Model For Use With Aboriginal Recipients Version For First Nations And Tribal Councils For 2011-2012.

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What is BOFF?

The Band Operated Funding Formula (BOFF) is a national formula that was developed by INAC in 1987, and last updated in 1996. Since that time, there have been several reviews of First Nations education funding, such as the joint National Working Group on BOFF in 2003 through the development of a Joint National Working Group on Band Operated School Funding, the FNEC (2009) and others.

Targeted Programs

Proposal based education programs are also referred to as "targeted funding." This means that the funding provided is meant specifically for "eligible" program areas or for eligible students. The Special Education Program (SEP) is a targeted funding program that funds only High Cost Special Education students; funding cannot be used for any other purpose other than for which it is intended; reporting for SEP is twice yearly.



Talking about Student Assessment and Achievement



Overview

The progress of students in Manitoba's K-12 schools is monitored on an ongoing basis. Monitoring falls into two broad categories. **Formative assessments** reveals a student's individual strengths and weaknesses, and helps educators develop a roadmap to improved learning outcomes. **Summative assessments** focus on how well a student has mastered particular skills or knowledge at a given moment of time. Simply put, formative assessment is forward looking, while summative assessment is backwards looking. Both are important.

In Manitoba, **teachers** administer regular tests to determine how well students understand the material they have covered. Test results are shared with parents, and teachers use the results to assess their own teaching practices. Some divisions also require that students write **divisional exams** in particular subjects or grades. Students also take part in **provincial assessments**. These include Grade 3 reading and numeracy assessments, middle years assessments of math, reading comprehension, writing and engagement, and Grade 12 provincial exams in language arts and math. The Grade 12 provincial tests count towards 20 to 30% of a student's final grade.

Students may also participate in national or international assessment programs. The primary national program is the **Pan-Canadian Assessment Program (PCAP)**. The **Program for International Student Assessment (PISA)** is sponsored by the Organization for Educational Cooperation and Development (OECD). Both PCAP and PISA assessments test a small sample of students in specific subjects and specific grades. These assessments are not conducted annually, but on a multi-year cycle.

Key Points

- The progress of students at all levels in Manitoba's K-12 classrooms is assessed continually, to determine how well students have mastered material covered, and to develop a roadmap to improved future learning outcomes.
- Assessment in Manitoba schools is largely teacher and classroom based. Teachers are in the best position to understand their individual students and their learning needs.
- Standardized provincial assessment programs determine student progress towards required learning outcomes at key junctures. The results of standardized provincial assessments may also shape revisions to provincial curricula and learning resources.
- Provincial, national and international assessment results show that Manitoba students are achieving at a high level, and that their level of achievement is rising year over year.
- School boards monitor student achievement, and allocate resources in accordance with identified goals and needs. Research shows that effective school boards can lead to improved student achievement.

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Trauma-informed Classrooms: Quick Guide

Trauma affects everyone differently. The purpose of this resource is to give you some ideas on how to structure the learning in your classroom to afford students living with trauma opportunities for success. Remember to **'think trauma first'** when dealing with difficult behavior. This will help you to approach the situation from a helping lens rather than a punitive lens.

Students living with trauma may:

FEEL	DEMONSTRATE	REACT TO
<ul style="list-style-type: none">• Out of control• Self-loathing• Self-blame• Unable to trust• Incapable• Vulnerable• Depressed	<ul style="list-style-type: none">• Memory problems• Emotional dysregulation<ul style="list-style-type: none">▪ Anger▪ Aggression▪ Disproportionate responses• Irritability• Jumpiness• Attachment challenges	<ul style="list-style-type: none">• Unpredictability• Sensory stimulus (too much or too little)• Confrontation• New routines/transitions

A teacher who doesn't consider trauma might:

- Misidentify a trauma response as a deliberate behavior choice
 - E.g. Interpreting a student sleeping in class as being disinterested or defiant
 - E.g. Viewing aggressive behavior as requiring punishment
- Contribute to the impact of the trauma
 - E.g. Adding stress to a student who is already at their limit
 - E.g. Punishing students for something they can't control
 - E.g. Removing safe spaces for students in an attempt to control behaviours



Trauma-informed practice is:

- Strengths based
- Relationship focused
- Proactive (not reactive)
- A lens for understanding student behaviours



Dos and Don'ts of Trauma-informed Practice

DO	DON'T
<ul style="list-style-type: none"> • Keep your voice calm and low • Be consistent and predictable • Model self-regulation techniques • Recognize that trauma offers an explanation for a child's behavior, not an excuse • Watch for non-verbal clues that demonstrate the child is uncomfortable • Set and maintain clear boundaries • Maintain high expectations • Offer choices • Offer a quiet space with sensory options for students to calm down 	<ul style="list-style-type: none"> • Allow the child's emotions to escalate your emotions • Make assumptions (other than assuming trauma) • Give long lessons or convoluted instructions • Remove the student unless removal is a strategy to maintain safety • Stand over children; instead, try to get down to their level • Give instructions or ask questions while the child is in a heightened state

What to do when a student loses control:

1. Deescalate

Youth in a triggered state need help to calm down to become present in reality. Try these strategies to help:

- Notice signs of distress
- Redirect behavior by providing reasonable choices/options for alternative
- Connect with the young person
- After individual is calm, have a discussion about what happened and, if necessary, determine consequences

2. Implement trauma informed consequences

- Make an effort not to exclude the individual
- Shape behavior by helping individuals recognize the impact of their actions on themselves and their community (e.g. restorative justice)
- Build an individual's capacity to manage strong emotions
- Invest great energy, creativity, and resources up-front in order to support a person's long-term success
- Take the long view and understand that behaviour change is slow and incremental

Further Resources

1. Watch this [video](#) to get a clearer understanding of **how a brain with trauma thinks**.
2. Read the [Trauma-informed Schools Report](#) to learn more about trauma-informed classrooms in an **Indigenous context**.
3. Look through this [Trauma-informed Classroom Strategies](#) resource for **specific strategies** you can implement in your classroom.

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RESIDENTIAL SCHOOL

Survivors

*And in Memory of
Those That Did Not.*



Orange Shirt Day is an event, created in 2013, designed to educate people and promote awareness in Canada about the Indian residential school system and the impact it has had on Indigenous communities for over a century – an impact recognized as a cultural genocide, and an impact that continues today.



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