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SAGAMOK ANISHNAWBEK
EDUCATION
NEWSLETTER



January 2026 Periodical
Niibaa-Namaang | December Summary



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Shki Waase-Aaban Binoojiin Gamik - Daycare
Biidaaban Kinoomaagegamik - Elementary
Lifelong Learning Centre
Education Supports





Aanii, boozhoo!

Welcome to our compilation of stories and events from the Education Department in December.

Gsinaa, biiskan kbiiskwaagan! Biiskan wiikwan! With the region blanketed in thick layers of snow, the bush and landscape are insulated in deep silence. The conifers stand decorated and sparkling against the blue-gray sky. The trees 'crack' as ice crystal-laden branches clack together, their trunks 'snapping' in explosive bursts as the sap within freezes in the plummeting temperatures. Daylight has increased at day's beginning and end ever so subtly. The continual shift from heavy snowfall to thaw, opens the river to once again reflect the beauty of the sky within it, then returns to snow and frozen conditions once again. Nature's abundant displays of resilience inspire us to also shift and adapt – to acknowledge that progress happens day by day, and we can continue to learn from the land year by year.

Mino Nimkoodaading, everyone, as we embark together on our journey into 2026. May the reminders of the Seven Grandfather Teachings be ever present on our paths. May you find delight, interest, and a 'warm blanket' feeling within the pages of this periodical, as stories of students, schools, and Sagamok Education are shared with you. Miigwech.

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Director's Reflections

Vance McPherson, Director of Education

In Education, we celebrate three separate New Years.

The first and most tangible is Back-to-School in September. As summer's breath chills and maples hint their fatigue with tinges of red, students anticipate new teachers, new classrooms, and a fresh go-round on the academic cycle.

The second is the one we celebrate with the whole world on January 1st, although I must confess, I have not found it within myself to stay up till midnight since my first child was born. The generous Solstice break is crucial for the marathon that is the academic year; educators and learners alike catch our breath, regroup and reset systems, and get ready for the long charge to June.

The third is the new fiscal year, which starts April 1. This is the culmination of planning that happens throughout the year but, for me at least, picks up pace in these first few months of the calendar year. By mid-March, Chief and Council, on the advice of the Education Committee, will approve a plan and a budget that will further enhance the experience of education for all learners. I am looking forward to my conversations within community to help envision an awesome 2026-2027.

Happy New Year, everyone! I deeply believe that Sagamok Education is positioned to become the best education system in the world, and I am grateful for all of your ideas and help that are making that happen.

Shki Waase-Aaban Binoojiinh Gamik Daycare



2026

Mino Nimkoodaading - Happy New Year
from the staff at Shki Waase-Aaban Binoojiinh Gamik



Shki Waase-aaban Binoojiinh Gamik Daycare

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Co-op Student Placements

Chloe Southwind & Cocoa-Chanel Linklater

The Daycare has hosted two Co-operative Education (Co-op) students from Espanola High School (EHS) since September, with the placements ending as the first semester concludes the end of January.

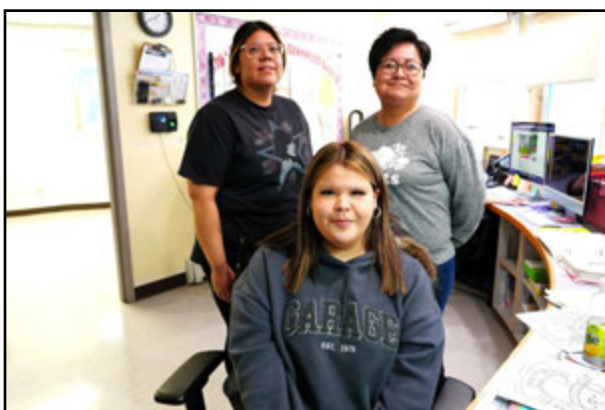
Daycare Manager, Rachel Toulouse, expressed how much they appreciated the opportunity to train and support them at the Daycare, which included a healthy mix of both childcare and administrative duties. The young ladies were easy to get along with and fit in quickly with the staff and their new environment. They brought a level of support and a fresh perspective to the facility as well, Rachel added.

Chloe Southwind is completing a 2-credit, half-day co-op placement as part of her journey to graduation from Grade 12 in June. She is pictured with her supervisors Tiffany Bell and Heidi Southwind. “I love being around the kids,” said Chloe warmly. When asked if the placement helped her to determine if this career path was one she wished to pursue post-secondarily, she said she is leaning more so towards the Paramedic program. “Co-op gives you an experience of the environment, which is helpful,” Chloe determined.

Cocoa-Chanel Linklater is completing a 4-credit, full-day placement on her education journey and is pictured here with her supervisors, Cassandra Toulouse and Charmaine Abitong. Cocoa-Chanel’s supervisors remarked positively about her contributions as well, sharing that “the kids love having her in the classroom and look forward to having her here – which started already in the first week of placement. Daycare friends formed a relationship quickly with Cocoa.” Cassandra and Charmaine both added remorsefully, “Too bad [the placement] wasn’t longer, but it has been really nice.”



For both Chloe and Cocoa-Chanel, much of their learning within the Co-op placement included working with the children during play time, outdoor activities, assisting students putting on their shoes or coats, feeding/snack time, and observing the techniques the Registered Early Childhood Educators utilize to offer a nurturing and supportive environment to the young friends. They were also given an opportunity to perform and observe administrative tasks crucial to the facility’s operations.



Miigwech to both students for their positive contributions to the Daycare these past four months.

If a Co-operative Education program sounds like something you are interested in doing in High School, reach out to the school administration for direction, or contact our Guidance & Career Coach, Josephine Toulouse, to help guide you on that path: Toulouse_josephine@sagamok.ca or 705-865-1590 ext. 6221. There are many career placement options to choose from, including exciting and interesting opportunities here in Sagamok.



Cookie Decorating at the Elders Eagle Lodge

On December 11, Shki Waase-Aaban Binoojiinh Gamik (Daycare) and the Early Learning 1 & 2 classes from Biidaaban Kinoomaagegamik joined together with Elders at the Eagle Lodge for some Christmas Cookie Decorating fun. Lots of sprinkles, icing, coloured fingers, faces and tongues, and smiles bigger and brighter than the ones you see on the Tim Horton's smile cookies! It was a busy beehive of activity in the Lodge dining room and entrance area, where tables and chairs were set up to accommodate all the students, supporting caregivers, staff, and, of course, Elders. Miigwech to the team at Elders Eagle Lodge in the kitchen and administration, who collaborated with the two schools to arrange and provide this enjoyable, interactive experience.

With bowls of sprinkles in every colour and shape, and tubes of icing ready to decorate the cookie creations, our cookie designing masters had their hands and hearts full of sweetness. Everyone mingled, and both students and Elders were interspersed throughout the gathering area. The dining room television displayed a welcoming Christmas scene of a warm fire in the hearth, and a beautifully decorated Christmas tree, along with paper chain decorations adding to the beauty of the environment. Everyone gathered in peace and fellowship in anticipation of the holiday. Education staff mingled with attendees, offering support to students

and Elders who needed a hand getting the cap off the icing tube but, once everyone was underway, the joy just kept on escalating. And so did the creativity! Some cookies were decorated with fancy bows, others outlined in scalloped trim, and many featured splotches of sparkly sprinkles glued in place with mountains of icing that would send anyone's blood sugar soaring! Happy faces hand-drawn on, indeterminate objects, polka dots and blobs, edge-to-edge sugar crystals showcased the talents of this creative crew. Once the cookies were decorated, well, it was up to the creators to decide their outcome – immediately licked clean of the icing (this was done by littles and Elders alike!) and devoured, or placed on a plate and wrapped to take home or share with someone who hadn't been able to attend the festivities. There was a good balance of both, it seemed!

The morning together was one of 'borderline chaos', with small hands decorating not only the cookies but themselves, their neighbours, and the lodge's walls too. But with that aside and taken in stride, the time was meaningful and appreciated. Elders had been looking forward to this for weeks, patiently asking, 'When are the school kids coming?' The early learners had the opportunity to travel to the Lodge by bus/van, explore a new environment, change up their daily routine, and interact with each other creatively. It was certainly a time for personal wellness, as creativity helps us focus on what's in front of us, and reflection helps us witness what is meaningful and precious in life. The gifts of time, togetherness, tasty treats, and talking about our life stories are of the sweetest kind.



Sweet

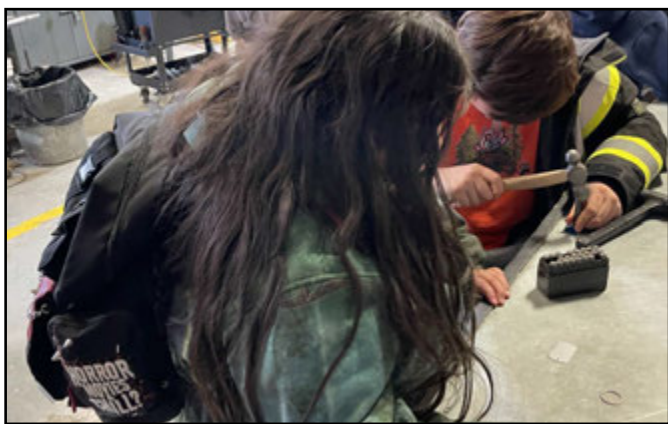


Biidaaban Kinoomaagegamik



2026 Mino Ninkoodaading - Happy New Year
from the staff at Biidaaban Kinoomaagegamik





Spartan for a Day! *Grade 8 Transition to EHS*

Grade 8 students spent the day at Espanola High School taking part in the annual “Spartan for a Day” experience. Throughout the visit, students rotated through a variety of classrooms, including Food Studies where they made their own smoothies, participated in a hands-on activity in the Welding/ Auto shop and the English classroom, where they worked together to solve riddles. They also visited five additional classrooms, each offering hands-on activities that gave students an idea of what EHS has to offer.

The students enjoyed a delicious pizza lunch break provided to all visiting students courtesy of EHS. Students also toured the Student Support and Guidance area to learn about the range of services available to them once they transition to high school.

This visit marks one of the first transition activities for the Grade 8 class as they begin preparing for their advancement to Espanola High School in September 2026.

*Article and Photos
submitted by Charlene
Morrison, Biidaaban
Student Support Worker*





Land Use Planning with LRE

Mr. Maracle's Grade 8 class was invited to provide a youth voice and perspective for Sagamok's Land Use Planning. On December 3, Miss Britt and Mr. Chirag, consultants from Shared Value Solutions – the group supporting Sagamok with developing its Land Use Plan – visited the Biidaaban classroom as part of their two-day community engagement. They were joined by several members of the Lands, Resources, and Environment (LRE) team – Samantha Keysis, Allen Toulouse, and Mitchell Eshkakogan. Students provided unique and thoughtful points to the discussion!

With fresh, large-scale maps of Sagamok's territory printed by Mitchell and laid out for all to see, Samantha and Allen assisted with gathering feedback and encouraging students to discuss and consider their priorities and visions for the future of Sagamok. The Consultants and LRE Staff, supported by Mr. Maracle, Ms. Jeanette (Educational Assistant), and

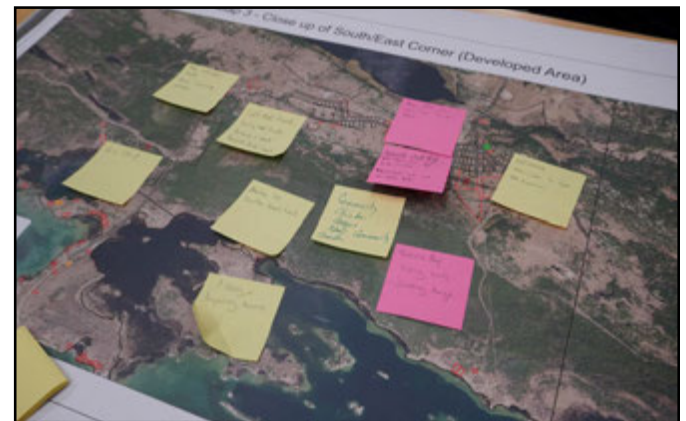
Mr. Lester (Physical Education Teacher), conducted an informal discussion with all the students. It was crucial to have the voice of Sagamok's youth heard and applied to the Land Use Plan, since they are the future citizens and stewards of the land, and offered valuable insights as only someone in their age demographic could. Miigwech to the students for taking a serious approach and interest in the future of Sagamok.

Students openly expressed thoughts, solutions, and provided explanations as to why they valued some things over others, collectively assigning priority to ideas that surfaced, and respectfully listening to ideas shared by peers. They gave careful consideration to placement of their proposed new amenities within Sagamok's zones based on populated areas [some more recently inhabited/constructed housing zones], a lack of amenities currently available in certain places, improvement models for existing structures

to better utilize the resources, the historical value of things in existence such as quad trails and fishing holes, and unanimously choosing to protect/maintain those for future generations to also enjoy! Students courageously suggested some very creative 'wish list' ideas as well, which included these interesting things:

- Indoor swimming pool!
- An onsite High School - "so they don't have to leave community for secondary education"
- Skate/bike park and playgrounds in areas where there currently aren't any
- A movie theatre, arcade/games hall such as billiards, darts, shuffleboard
- More shops or a Marketplace to display and sell handmade items/arts/crafts
- Museum or Art Gallery to further tell the story of this community and share local talent

Samantha explained to students that this was the first stage of the planning process, and that she would keep the class 'in the know' about how things are unfolding as the process will be ongoing. Allen mentioned that the data gathered from this initial round of planning will be compiled into a report to outline the vision of Sagamok for Elders, youth, and the greater community. "When creating a land use plan as we think about Sagamok growing; new infrastructure, housing, buildings, etc., we want to take into account what members want, need, and how to best use the land to meet the desires of the community," Allen stated. Both he and Samantha encouraged youth to attend the evening session being held the same day at 5pm at the MEC as an opportunity to offer further input and to hear what community members were also offering as feedback. Miigwech to Biidaaban Kinoomaagegamik for collaborating with the LRE to support the students' involvement in this project to understand and gather their unique perspective and essential input.

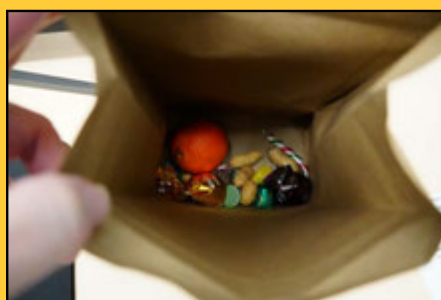




Mino Nimkoodaading!

A celebration of the new year was held on January 12 at Biidaaban. Staff and students greeted each other, and 2026, celebrating the cultural tradition of Mino Nimkoodaading, through a handshake or a hug, and a goodie bag including peanuts, apples, oranges, hard ribbon candy, and chocolates.

All staff and students gathered in the gymnasium by grade, arranging themselves around the gym in succession. Ms. Becky announced the reason for the gathering, providing some cultural history and meaning to gatherers, as well as started the receiving line, directing Early Learners on how to begin navigating the ring of students, greeting everyone as they went along. Once all staff and students had gone through the procession, they each received a bag of goodies before heading back to class to enjoy them.



Volleyball Update

Biidaaban recently concluded its Volleyball season and is now moving into Basketball and Hockey. Mr. Kevin Lester, Physical Education Teacher, excitedly shared that Biidaaban's Eagles Primary Team won the Nuke'em Tournament held in Elliot Lake, and that the Junior Team also did very well! Students were selected according to skill, dedication to the sport, and who would best represent the school. Kevin added proudly that, "other teachers from participating schools commented openly to him about the kids' behaviour; how respectful and well-behaved the Biidaaban students were." Kudos to the kids! Overall, he feels the tournament was a lot of fun and is happy with the outcome.



Basketball season starts the week of January 12, with practices taking place during recess and after school. Mr. Mark and Ms. Laura will be coaching the Intermediate Team (Grades 7-8), and Mr. Kevin will be coaching the Junior Team (Grades 4-6). Also, a healthy game of dodgeball has been happening during the morning recess break which has proven to be very popular with some 50+ students attending and playing together!

And....coming February 11 is the annual *Biidaaban Classic* Hockey Tournament. Area schools will be invited to participate in the all-day event held at the Massey Arena. Everyone is welcome to attend and cheer on players during this fun, engaging day of rivalry to support the students. As a fundraising effort towards their Graduation trip, the Grade 8s will be operating a canteen on-site, offering a variety of drinks, snacks, and energy boosting options. A Raffle Table will also be available in the upstairs hall with some cool prizes available to be won! Most have been donated by local businesses, Sagamok departments, and community members, for which the students say miigwech. If you have prizes you would like to contribute towards this Grade 8 fundraiser, please drop off or contact Mr. Lester at Biidaaban for more information. Hope to see you there!





Going Green! *Grade 8's Fundraise for Graduation Trip*

For the entire month of November, Grade 8 students and their teaching staff, Mr. Kevin Maracle and Ms. Jeanette Steinke, put in a lot of effort to raise funds for their Graduation Trip. This was the 2nd Annual Fundraiser of its kind. Posters were developed to advertise their enthusiastic fund-raising venture of earning \$4,000 -- \$1,000 for each of the four teachers volunteering to dye their hair! A month-long advertising campaign ensued with community-wide notices generated, and Grade 8 students took turns daily manning the donation box table located in the school's entrance. They canvassed family, friends, community members, sponsors, businesses, and departments -- challenging themselves to successfully generate this handsome amount of zhooniyaa.

Last year for the hair dying fundraiser, the students chose hot pink as the dye colour for their teacher, Mr. Kevin Maracle. He was the sole volunteer and

whole-heartedly supported the students' idea. Recall him saying last year, "it's only hair, and I'm doing it for the kids." This year, more volunteers came forward to hopefully increase the donations received. Mr. Maracle once again volunteered his locks, joined by Mr. Kevin Lester (Physical Education Teacher), Mr. Dwayne Toulouse (Educational Assistant), and Ms. Jeanette Steinke (Educational Assistant). These four brave individuals stepped up to support the fundraising efforts, bleaching their natural hair colour to a lovely tint of orange in preparation for the green dye, weeks ahead of the fundraising deadline. They were confident the students would meet their \$4000 target! Kudos to all of you for this level of dedication and support as Educators!

This year's graduating class chose green as the dye colour of choice! We're not talking a tame moss, sage, or leaf green – think highlighter green, Grinch green, or 80s fluorescent green laces! (look it up!)

The timing was good as Christmas season was on the horizon, and their good nature and 'spirit' lent itself well to the festivities, as much as their bright green hair would. As the month was coming to a close, the welded cash boxes didn't seem to carry a lot of weight or jingle when they were shaken. Students were beginning to wonder if they would see their teachers forced to fulfill the green hair-dye challenge after all. With only days to go, the Director of Family and Community Support Services (FCSS), Juanita Skruibis, and team, pledged to match all funds raised, if Biidaaban's Principal, Becky Toulouse, also agreed to dye her hair green! This caused tremendous excitement and a flurry of cash flowing in from all over the community. This was getting exciting! And real! Ms. Becky accepted the challenge and the crowd went wild! A new set of advertisements went out; "Breaking News..."; to generate enthusiasm and earnings.



the fun and excitement continued. The Grade 8's assembled around the dye station to watch the transformation take place. Gloves were donned by the dye applicators, and spectators stood with cell phones ready for Instagram worthy pics. Allowing the proper amount of time to pass to ensure the dye set to its full colour potential, staff, students, and visitors watched as each educator was treated to a new hair style, laughing and cheering the group in support of their bravery. The smiles were big and the generosity of everyone who volunteered their hair and their funds was even bigger. Chi miigwech to the educators who volunteered, and to the community for their donations to making the Green Hair Dye Challenge a success as well as the upcoming Graduation adventure.



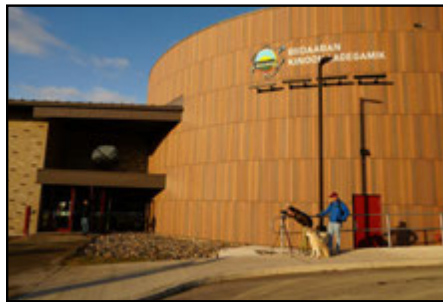
At precisely noon on November 28, the fundraising challenge closed, and Mr. Maracle, along with several Grade 8 students, went outside to grind the locks off and reveal the contents of the cashboxes. Students all gathered back inside their classroom to begin the process of counting the coins and bills, overseen by several staff members to ensure accuracy. After several counts, the amount fundraised totalled \$4,682.25! The students were ecstatic! The hair dying was set to take place that afternoon at 2:00pm in the gym. Once tables and chairs [with garbage bags securely in place below to catch any bright green dye] were set up for the Fab 5 Educators,

On December 17, FCSS members, Juanita Skruibis, Christine Toulouse, Jasmine Abitong, and Gail Trudeau, along with Principal Becky Toulouse, attended the Grade 8 classroom, carrying an enormous cheque (literally) through the halls of Biidaaban. Dressed in festive, seasonal attire and 'dye'd hair-dos' of their own version, they excitedly greeted the students and presented the donation cheque to the class. Family and Community Support Services matched funds for a grand total of \$9,364.50 to be put toward the graduates' year end trip! Chi miigwech to Family & Community Support Services for this amazing level of support towards both the fundraising efforts, and the students' opportunity to gain lasting memories from their year-end trip and celebrate the students' efforts throughout the year.

JL Richards Filming

November 14, 2025 - You may recall JL Richards (JLR), an architectural, engineering, and planning company (Sudbury office), was the company responsible for designing and constructing the 'new' Biidaaban Kinooaagegamik. Stephanie Campbell, Architect and Manager, Sudbury Architectural & Structural Department, was a Lead Architect on the project, but as Stephanie humbly commented, their whole team was involved in the loving creation and vision of the Biidaaban that we see and enjoy today. The project was a success due to vested input from community members, cultural advisors, and Sagamok leadership, all of whom were proactively engaged in consultation ahead of the project starting.

On November 14, Stephanie, along with videographers Jenni and Stephanie, and Brendan and Kevin from Brendan Burden Photography attended Biidaaban for a unique reason. According to Stephanie, every year she sees the Royal Architectural Institute of Canada call for nominations of architectural projects for a variety of awards. The top, most coveted award, is the Governor General's Award. "So it is for this award that we are submitting our Biidaaban Kinooaagegamik project," Stephanie relayed excitedly. "It had a really big



impact on our team at the office and we learned a lot throughout it. We had a great experience working with the community and admittedly (there are a few bumps with the build) but, you know, we're really happy with everything. I'm proud of it," Stephanie beamed. "It is like nothing I have ever seen before, anywhere."

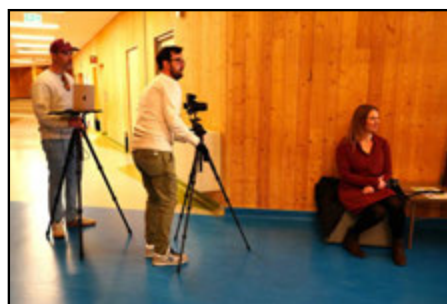
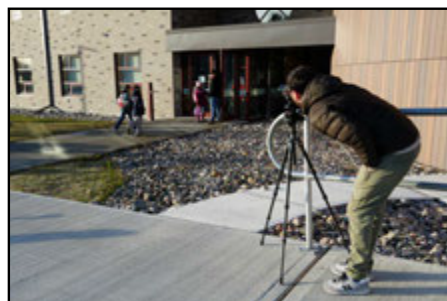
Stephanie went on to explain some of the details such as the construction phases, unique building materials, preparation of the site through ceremony, placement of the structure based on the four directions, cultural practices respected throughout, extensive site clearing efforts, plumbing, foundation concrete; hoppers were here continuously for months and months....and she rattled off a whole host of 'shop-talk' that added to the one-of-a-kind nature of Biidaaban Kinooaagegamik. The impressiveness of the structure is evident upon a walk-through, and the professional filming and photography teams captured this for the purpose of entering the prestigious award nominations.

The only criteria to enter the award contest, was that you were a Canadian Architect. "Submissions would

be entered from around the world', Stephanie said. Stiff competition!" Their submission would include the aesthetic beauty of the Biidaaban school, the natural aspects like wood walls, stone, the look and feel of the material used on the round section (gym) and the brick, resembling the LaCloche Foothills, the Cultural Space, and more. Stephanie shared the application would then shift to the importance of sustainability, community involvement and impact, and the environmentally conscious considerations that were employed. Stephanie also emphasized the uniqueness of working with a First Nation community to construct a project of this magnitude, including the groundbreaking ceremony at sunrise (2022) where four pouches of medicine were placed in each of the four directions and indicated these cultural aspects were the things that she and her team found especially sacred and meaningful and would highlight in their application. Receiving this knowledge and first-hand engagement with the Sagamok community has helped them carry it forward in a special way to subsequent projects. "Everyone on the team gets credit!" Stephanie said, "JLR is a multi-disciplinary company – all trades are all done in house. This is the most prestigious award," she went on to say, and "the first time JLR is submitting for it. We are all excited to see how it (the nomination application) unfolds."

The film and photo crews received permission to capture footage of Biidaaban's exterior, interior, materials utilized, placement and effectiveness for practical application, specific classrooms, students utilizing the space (no facial images were used unless explicit consent was confirmed), the playground, and the scenic area along the North Shore where it proudly stands serving the future of this community. Early Learning teacher, Ms. Thereasa (Terri), along with select staff, were interviewed and recorded on film, giving their feedback regarding the new Biidaaban. Terri's interview was unique, in that she had worked many years at the former Biidaaban school and was also a student there! Her perspective on the 'new' Biidaaban was meaningful; incorporating historical and generational aspects and reflection on the unique opportunities and inclusivity that this new school offers students. Chi miigwech to staff and students for their support, cooperation, and respectful input during the filming day.

Check out the Royal Architectural Institute of Canada (RAIC) website: <https://raic.org> for previous contest winners and applicants. We wish JL Richards luck in their submission for the Governor General's award and are excited to hear about their experiences and placement on behalf of Biidaaban Kinoomaagegamik.



Science Fair!

On December 11, Grades 6 through 8 hosted a Science Fair, inviting students from the other grades, as well as family and caregivers to attend. Visiting the Biidaaban senior classrooms, guests had an opportunity to check out the students' displays that were created to showcase their knowledge and research. Students chose to explore a wide range of topics and displayed their findings in a number of creative ways!

The Fair was well attended by family members, including parents, grandparents, aunts and uncles, siblings, and fellow students, making the event both successful and rewarding for participants. As Fair attendees meandered through the three classrooms in the school's senior wing, presenters had ample opportunity to discuss and share their projects on a personal level. Each participating student was very enthusiastic about their project; the elaborate and colourfully creative displays showed that a great deal of thought and effort went into them.

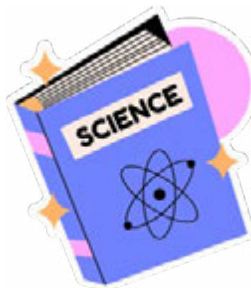
Designated staff members were responsible for interviewing each student about their Science Fair project and consulting with the presenter on a variety of key components, including grading the display, content, and knowledge of the subject. The following students are the winners of the 2025 Biidaaban Science Fair:

In Tia's Grade 6/7 Class

- 1st place Taryn and Robina - PEEPS
- 2nd place Charlize and Aurora - Cookie Chemistry
- 3rd place Trinity and Kamryn - How to Blow a Balloon without Mouth

In Laura's Grade 6/7 Class

- 1st place Avery and Kerenza - Taste
- 2nd place Zebulon - Power Plants
- 3rd place Ocean and Pixie - Popcorn



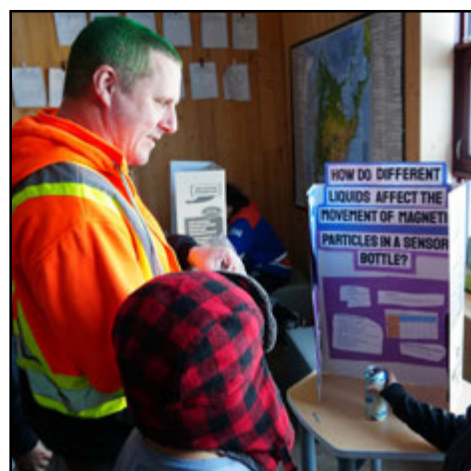
In Kevin's Grade 8 Class

- 1st place Ryder - The Axolotl
- 2nd place Easton - Sarcosuchus Flesh Crocodile
- 3rd place Tierny - If Humans Disappeared

Congratulations to each of you! Miigwech and congratulations to all the students who participated in the Science Fair this year; the information you gathered and shared is beneficial to everyone.

Understanding the world we live in by asking questions, seeking answers, evaluating sources, using critical thinking to understand the information we find, discovering new ideas, and drawing relevance to our own lives is truly what Science Fairs are all about!

Displaying these facts and sharing this knowledge with others helps build awareness, capacity to understand, and ultimately our relationships with other people and earth's inhabitants through our personal interactions.



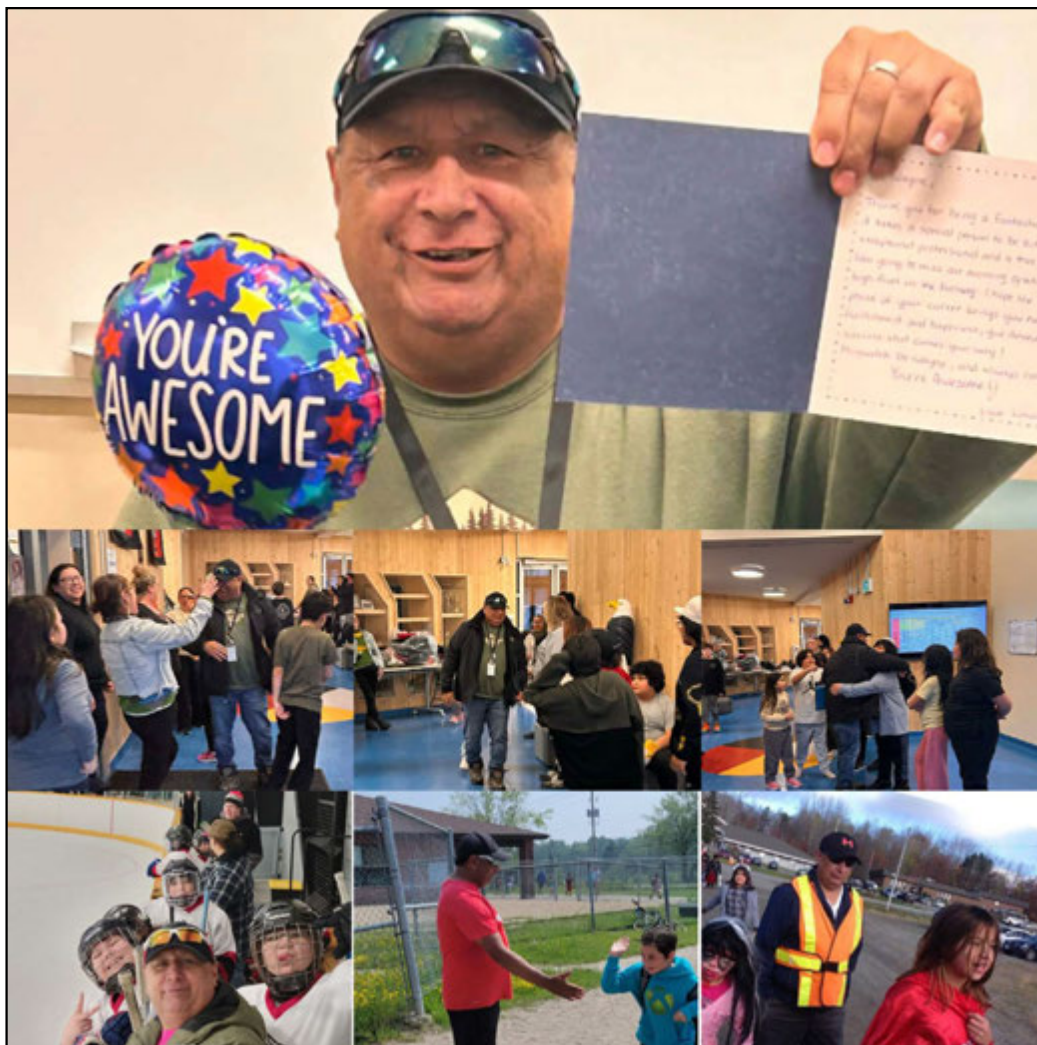
Happy Retirement, Dwayne!

January 9, 2026, marked the last day of work for Dwayne Toulouse as an Educational Assistant at Biidaaban Kinoomaagegamik. Dwayne welcomes retirement from his profession, having worked “oh, over 20 years at least” he commented humbly and with a chuckle. He enjoyed working with the students.

Dwayne’s calm and friendly nature served the students well, as every staff member who was interviewed about his contributions to Education over the years expressed the same theme: Dwayne was easy-going, funny, fit-in well with staff and students alike with his gentle disposition, comedic nature, and team oriented personality offering his support and service towards any/all school activities and events. Dwayne good-naturedly supported the recent Grade 8 Graduation trip Hair Dying Fundraiser by offering students to dye his curly locks green to generate funds.

Principal Becky Toulouse shared the following sentiment on the Biidaaban FaceBook page, “Today students and staff sent heartfelt farewell wishes to Dwayne Toulouse, who spent almost twenty years in a number of roles working with students at the school. His dedication, commitment, and good nature will most certainly be missed by all. We wish Dwayne all the best in his future endeavors. Chi Miigwech Dwayne!!”

Congratulations on achieving your retirement, Dwayne, and for your successful career in Education at Sagamok! Your contributions were meaningful and appreciated by many. Chi miigwech.



Lifelong Learning Centre



Mino Ninkoodaading – Happy New Year
from the staff at the Lifelong Learning Center

2026



POST SECONDARY STUDENT SUPPORT APPLICATIONS **DUE BY JUNE 8TH**

Meet with a Guidance & Career Coach for assistance with Post Secondary Support Applications.

Contact the Lifelong Learning Centre at **705-865-2421 X 928** to speak with a Guidance & Career Coach today.

717 Sagamok Road



EHS Winter Solstice

Espanola High School held their annual Winter Solstice Feast and celebration on December 16th. A community feast was brought to life by staff and students to celebrate the season. Following the feast, students heard teachings from Darren McGregor Ekinoomagejig (Knowledge Keeper) for Nogdawindamin, about the importance of taking care of mother earth for the next seven generations, as well as round dance teachings. Students and staff all joined in for a fun afternoon of round dancing.

Submitted by Karen Boyer; Indigenous Student Support Worker, EHS



Post-Secondary Meet & Greet

The Lifelong Learning Centre (LLC) Guidance & Career Coaches hosted a Meet & Greet with local Post Secondary Schools, which took place on-site on January 22, from 1-6pm. Educational Institutions in attendance were:

- Cambrian College, Sudbury
- Sault College, Sault Ste. Marie
- Canadore College, North Bay
- Laurentian University, Sudbury
- Algoma University, Sault Ste. Marie (regrets)
- Nipissing University, North Bay (regrets)

The purpose of this Meet & Greet was to allow community members access to several post-secondary schools [under one roof; the LLC's] to ask questions, receive information, gain insights into programs and services, deadlines for program and housing application, as well as bursaries, funding, and Indigenous Student Support Services available at all of these institutions.



Visitors to the Meet & Greet were plentiful and included a variety of individuals in all walks of life: high school students, parents, youth, adults, those looking to return to school for upgrading, pursuing degrees, certifications, or for personal growth. An Alumni member of Sault College was in attendance too, proudly and fittingly sporting her Sault merch. She was too shy for the camera.

An intensive conversation with Gerard Peltier, Recruitment and Retention Officer with Canadore College, and his cousin Melvin Peltier, Recruitment designate with Sault College, brought to light a



flurry of information regarding the increase in First Nations students over the past number of years. They spoke about their own family members located locally and within the region who played a significant role in development of education opportunities, partnerships, the creation of First Nations Student Support Centres being accessible at all Post-Secondary institutions, and providing leadership, encouragement, and support at a local level to help community members envision themselves on the road to higher education; unlocking their life dreams and full potential. Gerard spoke proudly about his mother's, Sara Peltier, role as the Director of Education, and his father's, Hardy Peltier, who was involved at the grass roots level as a land claim specialist. Hailing from Wikwemikoong, both were extremely devoted to their community, working tirelessly for the development of programs and services -- "you can ask anyone around, and they will know who Hardy and Sara Peltier are," shared Gerard. He added that "what you see now in First Nations' education promoting accessibility, cultural foundations, funding options, quality education on a level playing field for First Nations students," that's

what his parents helped achieve in the North Shore region. Boasting four children of his own, Gerard spoke about he and his wife's decision to relocate to North Bay to give their kids more access to high level sports, more diverse programs, and a whole world of opportunities they would not have accessed had they remained in Wiki. He spoke encouragingly about young people who are considering post-secondary education, to just "go and get out there, there are tons of opportunities, and you can become whatever you want to be if you take the steps. Get those opportunities by venturing out to other small towns, not just remaining in your little bubble." Success stories of his children include one currently completing a PhD, two sons who played major roles in the film *Indian Horse*, one gainfully employed, all of them playing high level sports such as hockey, with his one son making the Iroquois Nationals Lacrosse Team and winning the championship! "Myself, I played sports in Sweden and the States, all over the place, and that never would have happened if I had stayed home. When I was 14/15 years old, I had big plans," Gerard spoke openly with the hopes that by



sharing his story he could inspire young people to seek opportunities beyond their current community. Demonstrating through his, and his children's success stories, that dreams can become reality if you make the choice to go explore what's out there and pursue the interests that lay within you.

The recruitment members present from each college and university, belong to an organization called

Aboriginal Post Secondary Information Program (APSIP). Members of this committee all support one another, they are not competing to recruit students, but rather to offer knowledge and support towards all of the programs that are available across the region, to provide support for First Nations students on their journey. Some members having served for 3 years and others for 18+ years, all completely



dedicated and loving their roles which sees them travel all throughout Ontario and into Quebec, reaching remote locations like Kahnawake, Quebec and places like Moosonee and Moose Factory in the winter season! Attending these remote communities, they can provide information about their schools, trades programs, how, where, and when to enroll, etc., so that residents there may also receive firsthand knowledge and be offered personal support when their questions, concerns, or desire to advance educationally surfaces.

Peltier went on to talk about "the Ontario Native Education Counselling Association (ONECA) and how, since the 1990s, shortly after its founding, you could see the landscape of the Indigenous Education sector grow and climb." Melvin Peltier concurred with Gerard; since becoming a Recruitment Officer in 2015, he has seen the schedule for where they go to visit and provide Meet & Greets such as today's, just keep growing. Recently in Peel Region in Southern Ontario, they bussed in kids from the area – upwards of 50-60 students – and 20-30 Educational Institutions, Trades representatives, Specialists,

Professionals, etc. represented there. Things are happening regarding education for Indigenous people -- the need has been heard, identified, and actions are building towards education parity and placement priorities allocated to local First Nation students who will remain in their home region and continue to make their locale prosper and progress. There is a significant Indigenous Culture, History, and Language component being incorporated into every educational institution and curriculum development with a view towards becoming mainstream.



Lifelong Learning Centre's Guidance & Career Coaches, Lorna Sinobert, Tracey Stoneypoint, Edie Fairburn, (regrets Lorrie-Anne Linklater and Josephine Toulouse), welcomed students, parents, caregivers, family members, upon their arrival at the LLC, directing them to the various classrooms designated by Institution. Charcuterie snack boxes

and refreshments were catered by Gordo's Catering Cuisine, followed by supper later in the afternoon, consisting of homemade scone pizza, scone dogs, and cheesecake - all made by Allen Groulx. Everything was delicious and proved popular with attendees. In addition to the Meet & Greet, the Coaches offered their services for this, their second OCAS/OUAC College/University Application Assistance Session, the previous one held on December 9. In addition, coaches dedicated time for anyone who needed support to fill out application forms, or had questions regarding funding, bursaries, housing, what to expect, what programs would be best based on their interests, etc.

The event was successful and informative for all parties involved. If you were unable to attend the Meet & Greet, contact the Lifelong Learning Centre at 705-865-2421 and ask to be directed to a Guidance & Career Coach, or drop in! They can put you in contact with any of the colleges and universities that were present and help you with post-secondary applications and funding options. Check the deadline for applications as each institution is different and many close early in the year for a September start. Check out the following links for bursary information including the Indigenous Student Bursary on the Government of Ontario website and IndSpire Bursary. Ask for assistance from the LLC Coaches who are whole-heartedly committed to helping you succeed and reach your full potential! They are right here in the community, at 717 Sagamok Road. Chi miigwech to the Lifelong Learning Centre staff for bringing local colleges and universities together here at Sagamok, to support members on their personal education journey.



Waawaasnoode

ADULT LEARNING CENTRE

HOURS

Monday	9:00AM - 3:00PM
Tuesday	9:00AM - 3:00PM
Wednesday	1:00PM - 8:00PM
Thursday	9:00AM - 3:00PM
Friday	9:00AM - 3:00PM

PROGRAMS & SERVICES

- Quiet learning space
- Access to computers
- Support from an OCT-certified teacher (Anna)
- Re-engagement opportunities for adult learners to earn OSS Diploma credits
- Guidance on education requirements
- Support for job readiness and employment opportunities through the LLC



SAGAMOK ANISHNAWBEK
EDUCATION



Lifelong
Learning Centre



Contact Anna Bourcier:
705-865-2421
bourcier_anna@sagamok.ca

Sagamok Member Dean Assinewe Appointed President of the Canadian Institute of Forestry



Sagamok Member, Dean Assinewe, was recently appointed President of the Canadian Institute of Forestry (CIF), Canada's oldest professional forestry organization. Founded in 1908, CIF has been the voice of forestry professionals for more than 117 years and continues to play an important role in shaping the future of forestry in Canada.

CIF represents forest practitioners from across the country, including foresters, educators, researchers, and students. It is a membership-based organization with just under 1,000 members. The Institute is largely run by volunteers, supported by a small national office led by an Executive Director and staff who manage daily operations. Dean was a member of the CIF's Algonquin chapter for over 10 years before taking on a leadership role. "It's a great organization for continuing education," shares Dean. "There have been a lot of opportunities for networking and meeting people."

As President, Dean provides leadership to the organization and works closely with the Executive Committee and regional sections across Canada. One of his main priorities is increasing Indigenous inclusion within CIF and the forestry profession. Dean believes forestry is about people as much as it is about trees. Indigenous peoples have lived on and cared for these lands for thousands of years, and their cultures and traditions are closely connected to forests and water. "We are people of the forest," he shares. Dean sees forestry as a natural fit for Indigenous communities and believes they should be meaningfully involved in forest management planning, economic development, and governance.

During his time as Vice-President, Dean identified a gap in CIF's governance: the organization did not have an Indigenous Relations policy. He brought this to the Executive Committee, where there was strong support for addressing the issue. Developing a respectful and clear approach to Indigenous engagement is now a priority under his leadership. While CIF does not carry out forestry operations, it plays an important role in promoting forestry science, technology, innovation, and education. This includes addressing major issues such as climate change and sustainability, which Indigenous communities are both experts and stakeholders in. Dean also promotes "Two-Eyed Seeing," which brings together Indigenous knowledge and Western science to improve decision-making in forestry.

Dean's career path was not a straight line. "I thought I wanted to be in business," he shares. "I fell off the track with my education on my first attempt." He found himself stuck and struggling to learn, describing it as "hitting his head against the wall" until it finally started to hurt. After an unsuccessful first experience at Algonquin College and moving from job to job in Ottawa, he realized the only way forward was to return to school and take his education seriously. By chance, Dean had participated

in a small business development placement with the National Aboriginal Forestry Association, which had noticed his keen interest in forestry and wildlife and encouraged him to pursue it.

With the support of Sagamok Education, Dean attended Sault College, starting in the Fish and Wildlife program, and eventually transferring to the Forestry Technician program. He buckled down, developed strong study habits, leaned on his teachers for support, and built a solid work ethic. This renewed commitment led to success at Sault College, where he earned the CIF Gold Medal for his academic achievement. More than any degree, that success represented overcoming failure, learning from setbacks, and proving to himself that persistence and effort could change the course of his life. Then, a Research Scientist at his summer job encouraged Dean to attend university. With more support from Sagamok, Dean earned a Forestry degree from Lakehead.

Dean encourages Sagamok youth to continue to have faith in themselves when things get challenging. “You may need to reinvent yourself!” he shares. The important part is that you do have the support of your community standing behind you. Forestry offers many career paths, including trades, technical roles, research, and leadership. Dean also supports mentorship programs such as the Green Mentor Program through Project Learning Tree Canada, which helps connect youth with careers in forestry and environmental fields.

Dean believes forestry has a key role to play in building circular bio-economies. Forests provide renewable resources that can support local economies while protecting forest health. Beyond timber, forests offer opportunities in eco-tourism, medicines, crafts, maple syrup production, and cultural practices. Dean supports Indigenous-led forestry initiatives that balance economic development with environmental and cultural values.

Now residing in Bonfield, a former railroad town outside of North Bay, Dean was born in Espanola and raised spending time in Sagamok with many relatives during his childhood and high school years. Dean comes by forestry naturally; he grew up on a farm, with formative memories of maple syrup season and working to clear the land. He also remembers the Sagamok sawmill, an important part of the community’s livelihood at that time. Today, Dean operates a small woodlot and participates in the Ontario Woodlot Association, promoting Indigenous knowledge there too. “First Nations are the original managers of this land,” shares Dean. “We took care and worked in harmony with the land – trapping, using fire technology, cultural burning...[these are all examples of how we] managed these areas and survived.”

Dean continues to visit home, though it is usually the passing of an Elder or the death of a young community member that brings him here. He’s a family man, focusing on his children-- a 16-year-old son thinking about a career in the trades, and a 20-year-old daughter taking Environmental Studies at the University of Ottawa.

Congratulations, Dean, on your recent appointment to the role of President with the Canadian Institute of Forestry. Your story of the trials and tribulations of young adulthood, learning some things the hard way, and then buckling down and excelling in school and in your career are an inspiration to us all and a wonderful model for Sagamok youth to follow. Miigwech for taking the time to meet with us and share this inspiring series of life experiences that led you to achieving such an honourable designation.

A Sagamok Education success story like this could be yours! Connect with the Lifelong Learning Centre to learn about the supports and services available.



EHS Lunch & Learn with Darren McGregor *Memorial Round Dance*

On Tuesday, December 2, 2025, during a one-hour Lunch 'n Learn session at Espanola High School (EHS) Auditorium, Darren McGregor, Ekinoomagejig (Knowledge Keeper) with Nogdawindamin, provided students with an opportunity to gain knowledge about the Memorial Round Dance. The session was very well attended, with both Indigenous and non-Indigenous students present to learn. Miigwech to Guidance & Career Coach, Josephine Toulouse, and Karen Boyer, Indigenous Support Worker at EHS, for organizing this learning opportunity and the 'traditional' Subway lunch. All students of EHS are welcome to attend any Lunch 'n Learn sessions offered throughout the school year. Contact Josephine Toulouse at: Toulouse_josephine@sagamok.ca if you or your student would like more information.

Darren began by giving a background history about the traditional purpose of the Memorial Round Dance and where it originated from -- Sweetgrass, Saskatchewan. He added that because it originated

in the West, people didn't initially hear about the tradition here in Sagamok; or the Eastern provinces in Canada. There was no means of extensive communication like we have available to us today. Through word of mouth and the continual sharing of information reaching further beyond single territories, knowledge about the Memorial Round Dance became more available, familiar, and eventually embraced by First Nations communities in Canada's Eastern provinces, and worldwide. Darren clarified that there are Round Dance's performed for weddings or birthdays, different from today's discussion, but traditionally most were performed specifically for and called Memorial Round Dance.

A traditional Indigenous ceremony honouring and remembering family, friends, and community members who have passed into the Spirit World, the Memorial Round Dance is a gathering meant to be an inclusive and healing celebration of life. It offers connection, respect, and unity in a cultural setting. During the dance, participants join hands

to form a circle and move in a side-step rhythm to the beat of the drum. Traditional practices included in the ceremony such as feasting, songs, stories, and sharing experiences or knowledge, help to provide comfort, healing, and hope to everyone in attendance.

Darren shared a story with the group which went like this: When we go through the Western door, we experience grief, and that is how the Round Dance started. There was a girl who lived with her grandmother, but when her grandmother passed on to spirit world, it was too much for the girl to bear. She went out into the woods to gather medicine and saw an entity that resembled her grandmother. Her grandmother called her in, beckoning her towards her to tell her it was okay to be sad but not okay to be sad all the time. Her grandmother told her the men of the community are going to join in a circle and sing/drum and when you enter the circle to dance with family and friends, it will help you overcome those feelings of grief and loss. This message came to her from the Spirit realm. So, this style of dance has a healing power that we ought to believe in. When we believe in these spiritual properties, it makes them that much more amplified, and healing and community is strengthened.



Darren then drew a picture on the whiteboard at the front of the room to demonstrate to students how a Round Dance is assembled. There are traditional practices that are followed for very special reasons;

“everything has intention, purpose -- just like each of us,” Darren expressed. He emphasized how important it is that this generation continues to keep these traditions alive. He drew a square in the center



of the board with people sitting all around it. He went on to draw people seated in a square all around the outermost section of the room. “Everyone dances in a circle around the center middle square,” he demonstrated. Darren was sharing this knowledge to help inform students how a Round Dance proceeds, to help prepare them for the upcoming Memorial Round Dance taking place in Sagamok just weeks away, on December 13. It was the first ever Memorial Round Dance to be held in Sagamok!

Darren continued describing various traditional components of the Memorial Round Dance, including that there is semaa (tobacco) present for people to make an offering or an intention with. It is wrapped in white cloth as a spiritual offering. The pipe is used during the ceremony; it is not used at every gathering. There is song, prayer, and dance. It is a time for people to dance with their loved ones who have journeyed on, by inviting them to be with them [in spirit] at the Round Dance. For the memorial aspect, he explained how attendees bring a photo of their loved one(s) who have journeyed on to the spirit world. This photo is placed face down on a memorial table. After one full completion of the Round Dance, the photo image is then turned face up within the circle for all to see, welcome, and celebrate with

another full round of dancing. Darren also shared that one full year; four seasons; must have passed before you bring out those pictures and stories of the loved ones you are calling to the dance. One year is the time needed for our loved ones to journey from here; Turtle Island; to the spirit realm. This period of time also helps people to grieve and heal from their loss, so this is why it takes a full year before we attend a Memorial Round Dance in memory of our loved ones. Ribbon skirts and shirts can be worn to a Memorial Round Dance, but powwow regalia is not appropriate.

Adult Night School at Espanola High School

Are you interested in obtaining credits towards an Ontario Secondary School Diploma?

Mondays from 6:00PM - 8:00PM
Espanola High School

Wednesdays from 6:00PM - 8:00PM
Sagamok Lifelong Learning Centre

Register now to get started
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Darren spoke about the Stick Man and Singers, and those seated in the center square; the protectors of the doorway. The Stick Man holds several drumsticks, and he chooses who he will allocate to sing, throughout the ceremony. Singers get the chance to sing when they are presented with the stick(s), and however many sticks they are given is the number of songs they can offer. The Round Dance songs can encompass many languages (it is an inclusive celebration) including English, Cree, Ojibwe etc. because we are celebrating with all our ancestors. Darren shared, "When we dance around the center square, we open a doorway for our ancestors to come and visit us. When everyone joins hands, everyone's energy is connected so we can help each other heal. And by holding hands together, we help protect our loved one's spirits within the circle, so they don't become disoriented." At this point, he mentioned to students that the person journeying to the spirit world no longer has human emotions like greed, anger, or hatred because they are immaculate entities now, free from these human characteristics.

He spoke about the belief that the Northern Lights are our ancestors dancing in the night sky. He went on to explain that the men who sit in the inner square are protecting the doorway where our loved ones' spirits enter the Memorial Round Dance. These men keep the area safe for everyone participating.

Darren concluded the session by playing a song on his drum, demonstrating to students how he allows his fingernail to vibrate on the backside to create a unique sound. He reminded students about the upcoming Memorial Round Dance being hosted by Sagamok. Singers, Drummers, Pipe Man, Stick Man will travel to Sagamok from all over Ontario – and beyond! - because they have special abilities for Memorial Round Dances. It has been noted at Round Dances in Saskatchewan, that youth would begin arriving between 9-11pm, so they shared with other tribes how the youth were supported through this opportunity to gather and heal together in otherwise remote areas. Round Dances can be performed year-round, not only in winter. It is a great time to socialize, 'get some steps in', and become more familiar with your community members and traditions. More and more dances are being held regularly across the country as the word spreads, and the popularity of these community gatherings

MEETING SPACE & CLASSROOM Reservations

Available at the Lifelong Learning Centre

Contact Our Intake Coordinator:

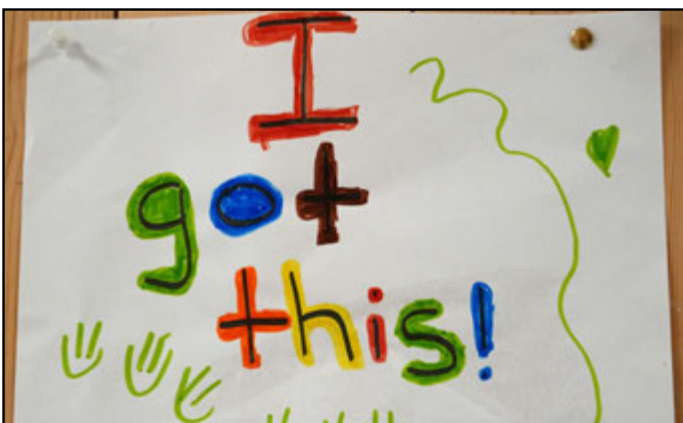
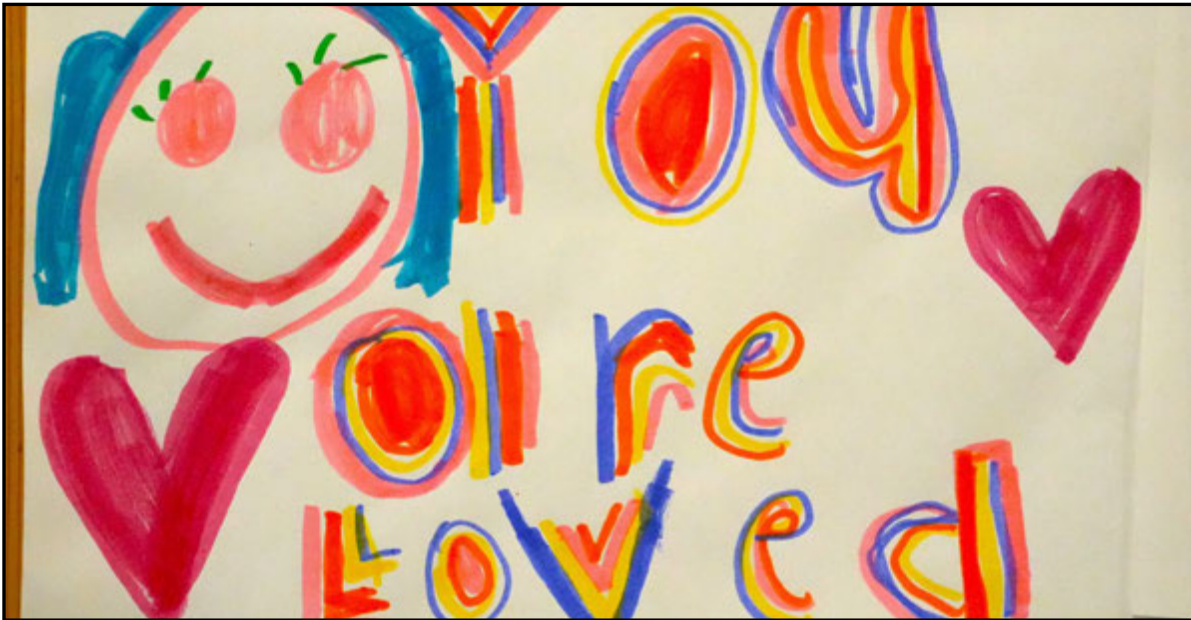
705-865-2421 x 928
LLLC_intake@sagamok.ca



for healing opportunities grows. At the end of the Memorial Round Dance is the "Going Home" song and drums are placed face-down to let visiting spirits know that the dance is ending. He suggested the students attend the Memorial Round Dance in Sagamok for the purpose intended, but also to continue their knowledge and understanding. Students were reminded by Josephine and Karen of

the Winter Solstice gathering taking place the following week at EHS, and to join the Feast and Social Time. Festivities, including a Round Dance, would welcome the entire student body and staff to participate, in preparation for the Christmas break and winter solstice season.

Miigwech, Darren, for providing such thorough and intensive learning about the Memorial Round Dance, and sharing your knowledge with future cultural leaders. Miigwech, Karen and Josephine, for offering support and guidance towards cultural continuity and growth.



Education Supports

Introducing Marjorie Southwind!

Sagamok Education's First Anishinaabemowin Manager



Sagamok Education welcomes Marjorie Southwind (nee Owl) to a newly created role as Anishinaabemowin Manager. The need to allocate someone to this role was identified through Chief & Council, Education Leadership, and the strong voice of the community, which expressed the urgency and desire to see Anishinaabemowin grow and maintain its place as the language of the land here in Sagamok.

Marjorie has held a long-standing role on both the Education Committee and most recently Sagamok's Language Committee. In this new position, she will shift her attention and express her deep-seated duty to become an Anishinaabemowin resource supporting Sagamok. Marjorie brings with her an incredible career and educational history, immensely beneficial to the Education Department [and community] as we move forward in developing language resources and curriculum, identifying needs/gaps, and supporting a fulsome language immersion opportunity and revitalization priority. Education is ecstatic to have Marjorie's knowledge, abilities, and unique skill set within the Department, and proud that she is one of our own members of Sagamok. She offers both a personal interest in the continuity and strength 'the language' provides our community, as well as a deep-set awareness of the necessity, desire, and urgency to protect and restore Anishinaabemowin and Anishinaabe Aadziwin to ensure longevity.

Marjorie is the daughter of Raymond and Mary-Ann Owl, and the mother of two children: her daughter, Julia, and her son, Cameron. She is married to Sadie Southwind, Sagamok's Community Infrastructure Manager, Member of Council, and Member of Sagamok. Marjorie's impressive education portfolio boasts:

- Honours Bachelor of Arts (BA) in Native Studies and Canadian Studies as a joint major;
- Bachelor of Education in the Aboriginal Teachers Education Program at the Intermediate and Senior level;
- OCT certified, and;
- Master's degree in education, specializing in Educational Leadership and Education Administration, with a focus on Indigenous Language Pedagogy.



Sagamok Education is extremely fortunate to have someone with this level of knowledge and accreditation to support the development of a sustainable language model, ultimately impacting every facet of education.

Marjorie shared that her “revitalizing approach towards Anishinaabemowin would be a ‘natural’ approach to learning the language; keeping it as authentic as possible to this community.” She added that before the pandemic period (2020-22), she pursued an online course through Wilfred Laurier University on Digital Communications. This training helps her consider the many possibilities open to today’s learners and to the educators she will be working with. Currently, some language resources can be found on the Education Department’s website at www.SagamokEducation.ca on the Education Supports page, Resources. Users can view words, spelling, and hear the language spoken with local pronunciation. These online tools offer the opportunity for practice and access for Members and the public, regardless of their geographic location.

Marjorie’s career timeline is as extensive as her education portfolio, and the accumulation of both, in her words, “has brought me to this point.” She began her teaching career at Wasse-Abin High School in Wikwemikoong, supporting the “New” Native Studies curriculum. She also taught Canadian History, Special Education, and English for Grades 9-12. During summer months prior to her moving back to Sagamok, Marjorie supported summer programming for the Grade 8 students’ transition to high school with the focus on literacy. In 2004, she began teaching Grade 7 at Biidaaban Kinoomaagegamik and was appointed the Vice Principal role shortly thereafter. By 2008 she was promoted to Principal of Biidaaban!

Moving along her extensive career timeline, Marjorie shifted to a Policy Analysis role in Sagamok and began her master’s degree in 2016, with her thesis titled, “Indigenous Language Pedagogy.” She continued to evolve in her field and acquired experience in yet another new focus as the Principal of Waawaasnoode Adult Education. At this time, Marjorie pivoted in her career and began consulting with the Haisla Nation as their Principal. Following this role, she returned to Sagamok, working with Nogdawindamin as the Anishinaabemowin Project Development Lead, a proposal-based project. Marjorie did extensive work

with the 7 North Shore First Nation communities, determining fluency levels, identifying original speakers (Elders), and developing a strategic plan to support Nogdawindamin services in incorporating and using Anishinaabemowin. From here, she moved into a Cultural Coordinator role and then advanced to the Anishinaabemowin-Aadziwin Supervisor role. As the Anishinaabemowin Project Development Lead she organized Anishinaabemowin Conferences and Socials (Round Dance). In her Cultural Coordinator role, she organized seasonal Culture Camps, which included Winter/Fall Harvest, summer culture camp, spring youth fasting camp Powwow, and organized Nogdawindamin’s staff gatherings. She holds a wealth of knowledge and experience from all three of these most recent positions working from a management lens and applying that knowledge towards supporting her role here in Sagamok as Anishinaabemowin Manager. “It feels like everything has come full circle,” reflected Marjorie, as she expressed enthusiasm towards her new position, and excitement about making strides in language revitalization in her home community. She is optimistic about ensuring Sagamok’s cultural continuity for many generations to come.

Doing her own personal research regarding ‘the language’, what resources are out there to support language revitalization efforts, and Anishinaabe-Aadziwin – “I’m building my bundle!” Marjorie noted. She always



carried her academic bundle, and with Nogdawindamin, she continued to build her spiritual and cultural bundle, which she shared, “helps guide me and helps me make a connection with the land, the language, and Spirit – to live in a good way by helping my community. Our language is who we are and is so crucial to providing an in-depth understanding of ourselves,” Marjorie underscored. She spoke with great personal attachment and a sense of responsibility. Both of her parents are fluent speakers, but Marjorie admitted humbly that she is still a learner. She is making gentle progress and reminds Members that language learning and fluency are a slow process and not to be discouraged but try every day to speak what you know. Being immersed in it, whether in school or social settings from baby on up, and as community leaders and Members, creating space for language incorporation, use, and for traditional speakers to continue the language, should be of urgency to us all.

“I’m really excited,” reflected Marjorie, “that I have always had ‘these ideas’ [regarding language and culture] but I needed to go through all of my experiences to get these ideas shaped a little better.” One of the goals in her new role is to establish Waaseyaankaan Teg, our community’s Anishinaabe Resource Centre. It is a place for community members to engage with Elders, hear the language, use a variety of methods to teach, learn, and instill the language and cultural aspects. Marjorie is excited to work with Language Teachers at the Daycare and Biidaaban to help further develop and strengthen language roots and build a solid linguistic/cultural foundation, while overseeing the ‘full bundle’ of priority areas in education where language is and can be a focus.

Specialized Skill & Talent *CALLOUT*

If you have a specialized skill, talent, or ability in cultural activities, crafts, or knowledge, **we are looking for YOU!**

Ask Allison Abitong about joining our **resource directory** for workshops and demonstrations at Biidaaban.

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As pastimes, Marjorie enjoys spending time with her family, walking her dogs, sewing and beading, doing the things she always wanted to do recreationally but were put on hold while her education and profession took over. Marjorie’s wife, Sadie has done extensive research on traditional medicines, and Marjorie has been learning from Sadie, so they both enjoy going out to harvest medicine.

In summary, Marjorie shared that “in the beginning of your career, it’s about ‘moving up the ladder’, but as you grow older, it’s about moving toward what

is important in life – what brings meaning, fulfillment.” During her time with ‘Nog,’ she said the “coolest part was to attend and participate in ceremony. Culture was all around you,” she reminisced. “It was a supportive, learning, teaching environment – a great ‘family’ for Anishinaabe-Aadziwin – it lifted your spirit and certainly didn’t feel like work! Knowing what our communities are going through and bringing culture or creating space where Anishinaabe-Aadziwin is part of daily life, helps us [get through] and fills our spirits, our cups.” Marjorie wants to bring these opportunities to the community, and, through her new designation as Anishinaabemowin Manager at Sagamok Education, she is on the path to making this dream a reality.

Welcome and miigwech, Marjorie! Sagamok Education is elated and grateful to have you on our team. We are excited to see how your leadership provides positive opportunities for increased knowledge and development, sparking enthusiasm, and the embrace of Anishinaabe-Aadziwin revitalization within our community.



**Word translations in Anishinaabemowin - English
to practice together.**

Nimosh - Dog



Agongos - Chipmunk



Waagosh - Red Fox



Waawaashkeshii - Deer



Gookookoo - Owl



Makwa - Bear



Ajidamoo - Squirrel



Ma'iingan - Gray Wolf



Waabooz - Rabbit



Gwiingwiish - Bluejay



Mino- Nimkodaading -
Happy New Year



Mzise - Turkey



Wiisni - Eat



Kwe - Woman



Nini - Man



Waabshka - White



Ksinaa - Cold



Biiskan Wiikwan - Put on your
coat



Biinchige - Cleaning



Mnangwaam - Sleeping



Gindaasa - Reading



Goo-ni-ni zhi'aada - Let's Make a Snowman



Wiikwaan - Hat



Ndengway - Face,
Shkiizhgoon - Eyes,
Jaanzh - Nose,
Doon - Mouth



Shtigwaan - Head
(Snowball)



Gbadoons(ak)
-Button(s)



Nnik - Arms
(Stick)



Naabkawaagan - Scarf



Wiiyaw - Body
(Snowball)



Zoogponniinh or Goo-ni-ni
- Snowman

Practice using
Anishinaabemowin while
you make your
goo-ni-ni or zoogponniinh
(snowman).

Go step-by-step, seeing and
saying each word aloud
as you build:





“Manidoo Giisoonhs” (Little Spirit Moon – December)



Zoogipoh (It’s snowing)
zog-ipoh



Zooshkwaa (It’s slippery)
zosh-kwah



G’boon aawan (It’s winter time)
G-bone ah-wun



Giizhoopizan (Dress warm)
gee-zhohp-izan



K’sinaa goojiing (It’s cold outside)
Ki-si-nah go-jeeng



Bizindan (listen)
bi-zin-dun

Segaajigedaa (Let’s decorate)
seh-gach-i-gedah



G’giibaadis (You’re naughty)
gi-gee-bah-dis



Gegwa giibaadzike (Don’t be naughty)
geh-gwa gee-bawd-zih-keh

Shkipjigan (present/gift)
shkip-ji-gun



Naadmaagen (Help out)
nah-d-mah-gen



Santa wii bidigoshin (Santa’s coming)
Santa wee-bi-d-go-shin

Anishinaabemowin provided by Marjorie Southwind



Anishinaabemowin Aadziwin Program

2026-2027 At a Glance

Aanii kina wiiyaa!

Gchi-nmaamiikwendam maajnaakiendat, Anishinaabemowin Manager! For the last month I have been familiarizing myself with the current Anishinaabemowin program at Biidaaban Kinoomaagegamik, the Land-based and the Visiting Elders Program and meeting the most incredible team whom I will have the privilege and honor to work alongside with as well as continue learning Anishinaabemowin from them.

My role and two key objectives as the Anishinaabemowin Manager, is to increase immersion of Anishinaabemowin across all educational programs and infuse Anishinaabe Aadziwin into all educational activities, processes and learning environments. Here are a few updates to Education programs.

Shki Waase-aaban Binoojiinh Gamik

Starting off the new year, Steven Bennett, Anishinaabemowin Speaker joined Shki Waase-aaban Binoojiinh Gamik. Steven will be providing daily Anishinaabemowin support to the Toddler and Preschoolers and will be supporting staff in encouraging language frequency. We have invited Barbara Nolan and Lynne Pine to facilitate the Daycare's first PD Day of the year to support staff in Anishinaabemowin programming.

Daycare Manager, Rachel Toulouse, Steven and I have had discussions in Anishinaabemowin programming that will include cultural teachings and land-based learning while maintaining a play-based learning environment. Our goal is to create an environment where children can learn the language naturally and will have an opportunity to hear the language daily. The Land-based Resource Teacher, Mike Abitong will continue providing weekly programming with Anishinaabemowin support from Steven, an amazing opportunity for our children to hear the language.



In preparation for the Preschoolers transition to EL1, we will be working towards developing an evaluation mechanism that will gauge students' Anishinaabemowin ability and program effectiveness. Our hope is to have students become familiar with the sound of Anishinaabemowin and be able to understand and possibly respond in Anishinaabemowin.

As well, we are looking forward to engaging parents more often by developing programming for parents and caregivers to learn Anishinaabemowin alongside their child and be a part of Anishinaabe Aadziwin program planning and learning. A questionnaire seeking parent input will be forthcoming.

Biidaaban Kinoomaagegamik

I will be working with the Anishinaabemowin Speakers, Anishinaabemowin Teacher, the Land-based Resource Teacher and Visiting Elders to develop training programming to strengthen second-language acquisition teaching skills, classroom management, and special education knowledge.

We will be reviewing the current programs and develop an evaluation mechanism not only for assessing student progress in language acquisition but again for program effectiveness.

We will also be recruiting for an OCT Primary Anishinaabemowin Teacher and recruiting Ehkinoomaagejig (Traditional Knowledge Keepers male and female), Shkaabewis and G'Chitwaa Kwe who will be supporting the Land-based and Visiting Elders Programs as well as Waaseyaankaan Teg.



Waaseyaankaan Teg

Waaseyaankaan Teg will be relocated to the Lifelong Learning Centre and for the next two to three months, renovations at the new location will be underway. Waaseyaankaan Teg is a resource centre for community that will provide Anishinaabemowin and cultural programming. It will be a space to facilitate community Anishinaabemowin programming for beginners and intermediate learners that support the distinct dialects of Z'Gamok.

As well to support the preservation and revitalization of Anishinaabemowin, Waaseyaankaan Teg will house Anishinaabemowin resources, it will also be a space to create additional Anishinaabemowin resources both paper copy and in digital format.

We can't wait to open the doors to Waaseyaankaan Teg!

I am looking forward to working with the community once again and I am excited to be a part of the Sagamok Anishnawbek Education Anishinaabe Aadziwin initiatives. Naahow, baamaapii!

Miigwech,

Marjorie Southwind

Anishinaabemowin Manager



Ornament Making *At the Elders Eagle Lodge*

December held many beautiful opportunities to gather, share time, treats, treasures, stories, and demonstrations of the artistic/crafty kind – beckoning the season of Christmas and Winter Solstice – enticing everyone to participate in reflection, relaxation, and rejuvenation of body, mind, and spirit.



At the Elders Eagle Lodge on December 2, Raven Hammond, Education's Student Mental Wellness Specialist, brought along several craft kits for the Elders to make Christmas ornaments. While she sat and helped the Elders cut craft materials and thread beads onto ribbons, assemble elves, Santas, angels, or snowmen, Raven offered an opportunity to share stories, personal reflections and observations. It was a nice time to simply



listen to what the Elders had to share, and a great deal was learned in a short time!

Each Elder spoke fondly of their family, how much their visits meant to them, and the visits by the Daycare and Biidaaban students! They were looking forward to when the students would be visiting them the following week to decorate Christmas cookies together! Creating the ornaments was a little bit challenging, but also fun and exploratory. The Elders expressed that they really enjoyed the time spent. They smiled brightly as they held up their creations for the rest to admire, suggesting who they were going to gift them to, or where they were going to hang them in their rooms. This simple, creative time together brought about sharing feelings, generating positive thoughts and actions towards



each other, and even sharing Anishinaabemowin together to build the strength of the language and pride of heritage. "You inspire me," remarked one Elder when she heard the attempts made to speak in Anishinaabemowin, even if it was only a simple greeting, "Aanii!" or farewell, "Baa maa pii!". The good intention to learn, share, and continue the language was evident and appreciated by all.

"A heartwarming time" best describes this event shared at the Elders Eagle Lodge, and extremely fitting for the season. Raven shared that there will be more opportunities on the horizon for Elders -- to gather and share the gifts of ourselves, our talents, our time, and their healing benefits towards personal health and wellness.



Raven's Reminders

January
'Gratitude'

Gratitude is a simple yet powerful practice that can transform your outlook on life. Taking time to reflect on what you're thankful for can shift your focus from what you lack to what you have. Regularly practicing gratitude—whether through journaling or verbally sharing it with others—can increase feelings of happiness, reduce stress, and improve overall well-being. Gratitude helps to reframe challenges as opportunities for growth, making it essential practice for mental health and resilience.

Raven Hammond, BSW, RSW.
Student Mental Wellness Specialist
Education Department
Sagamok Anishnawbek

C: (705) 863-0883



Land-Based Learning

Deer Processing with LRE

Chase Abitong generously donated a deer to Biidaaban mid-December, just prior to the Christmas break. With assistance from Land-based Learning Lead, Michael Abitong, several Grade 8 students skinned the deer in the newly constructed outdoor cooking shelter, enduring the frigid temperatures. Kudos, kids!

On Wednesday, December 17, a small group of students went to the Fort LaCloche Lands, Resources, and Environment (LRE) building to learn about, observe, and attempt with their own hands, how to efficiently cut up the deer and properly wrap the meat for storage and future consumption. Michael, along with Samantha Keysis (LRE Director), Mitchell Eshkakogan (Natural Resource & GIS Technician)), and Merle Abitong (Elder Helper), were all on-site to demonstrate practical butchering practices, and talk about the animal's harvesting, as well as the traditional way of acknowledging the animal and Creator for providing the food, clothing, and other uses the deer offers. They gave an explanation on how every part of the animal is used to generate appreciation and respect for the animal's sacrifice. With the skinning already completed,



students learned about the various names of specific cuts of meat, where they are located on the animal for reference, and why some meat might be tougher in places (for example, muscle/tendons/sinew in the legs versus the butt or loin area). They also learned how tougher meat might be used in certain meals, such as soups or stews so it will have a longer time to marinate and soften in the broth, while tenderloins, roasts, and the best cuts can be used for drying, smoking, or enjoyed on their own. Some students commented that the butchering was “like cutting fish”, as they watched the line the knife would follow, almost like filleting out the big sections first.

Merle Abitong was the one operating the knife for the most part, and he admitted this was his first time learning how to process a deer! He received instruction from Mitchell Eshkakogan while the students looked on, highly engaged. Merle expressed quite enthusiastically, “we are never too old to learn something, that’s what I always say!” The processing was done in stages, methodically removing the legs first, then the backstraps and biggest portions of meat, followed by the neck and remaining parts. The students were each given the opportunity to cut up the leg portions, and Samantha worked with them to demonstrate where to cut and how to preserve as much meat as possible. Students were encouraged to use as few cuts as possible by staying close to the bones and feeling the line to follow with their hands. Once students

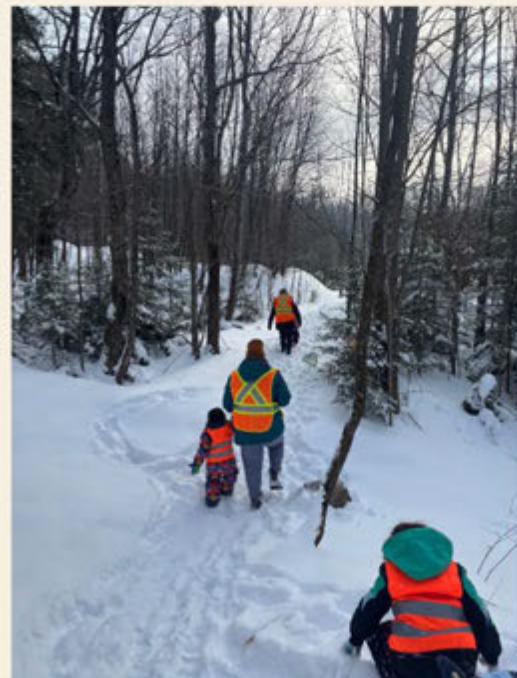


saw the technique first-hand, it became much more intuitive and offered another level of understanding about what is involved with harvesting a deer and the responsibilities that go along with the harvest and processing. Students removed the bigger thigh portions of the leg and were quite pleased with their efforts. However, as Samantha indicated to them, “there was more work to be done!” She then showed them the more tedious task of removing the sinew between the layers of the leg meat. It required patience and perseverance – wonderful attributes that are best learned through experience.

Michael estimated the deer to be about two years old. He shared various uses of the deer’s bones and hooves once they were removed from the animal, demonstrating to students how the hoof is used as a scraper to clean the hide of remaining fat and meat once it dried. “Every part of the animal has a purpose and gets used – we waste nothing,” Michael reiterated, reinforcing the Anishinaabe traditional ways.

Students and assisting staff members finalized the butchering by cleaning and properly storing the meat in freezer packages. Michael indicated the deer meat will be used by Biidaaban students so they can learn how to prepare the meat for smoking, utilizing the outdoor cooking shelter. Various recipes will be explored to offer different tastes and meal options, including drying the meat and seasoning it. Plus, the act of cooking the deer on the open fire offers so much traditional teaching. Miigwech to Chase and Merle Abitong, and the collaborative efforts of the LRE team with our Land-based Lead, who, on short notice, all contributed to providing this rich teaching opportunity. As Principal Becky Toulouse commented on the Biidaaban Kinoomaagegamik FaceBook page, “We welcome the support of community hunters as it provides more hands-on opportunities for our students,” as she expressed gratitude to the LRE staff for sharing their space and knowledge.





Daycare Friends did some learning in their outdoor classroom, with Land-based Lead, Michael Abitong, pointing out animal tracks in the snow. Friends tracked winter wildlife during a bush walk. A cookout around the fire was a treat for everyone.





*Photos provided by
Land-based Lead,
Michael Abitong.*



EL1 students are pictured here with Land-based Lead, Michael Abitong, learning about bineshii (bird) species, feeders, why we need to feed the birds in heavy winter months (food is more scarce). Students then had an opportunity to hang and fill the bird feeders, and enjoy a fire.

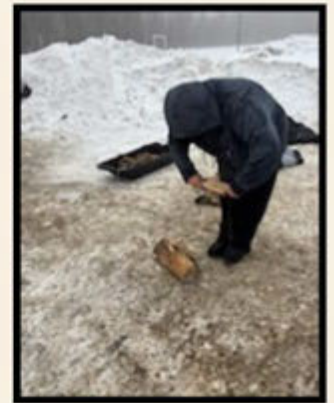


Grade 1 Class - Talking Stick Making
 The talking stick shows guidance to talk in a sharing circle.
Photos provided by Land-based Lead, Michael Abitong.



The Grade 6/7 classroom had the opportunity, through Land-based Learning, to make birch bark medallions and experience what is involved in the process of dying porcupine quills.

Photos provided by Land-based Lead, Michael Abitong.

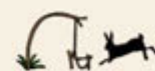


~ Grade 8 Class ~

Tea Boiling & Fire Making Safety
in Land-based Learning.

*Photos provided by Land-based Lead,
Michael Abitong*





Waabooz - Rabbit
Waaboozoog - Rabbits



Just days ahead of the holidays, Grades 3, 4, and 5 students were transported to the Lifelong Learning Centre for a land-based lesson on 'how to skin a rabbit'. They were accompanied by their teachers, Mr. Gord Bennett, Mr. Steven Bennett, Mr. Kevin Lester, and Mrs. Laura Dam and Ms. Chelsea (Mr. Jay's Educational Assistant).

Mr. Gord snared several waaboozoog earlier that day, providing the students with this hands-on learning opportunity. Miigwech, Mr. Gord! He reminded students about the importance of Respect – think about the rabbit, treat it with respect as we process it, and remember that it gave its life for food, and for its fur -- we don't kill the rabbit (or any animal) for no reason at all. Gord demonstrated how to make a snare from thin wire and showed students visually how the waabooz would enter the snare headfirst, subsequently causing the snare to tighten under the strain of the animal. This method has been used for many moons. Mr. Gord and Mr. Steven Bennett, supported by Mr. Lester, demonstrated the skinning process, beginning with removing the feet, then removing the fur "like taking off a sock," said Mr. Lester, so you end up with the fur/pelt intact; one piece. Each student had a chance to test their skills and build their knowledge about trapping and preparing wild animals as a source of food. A lesson in biology was also thrown in, as students began to identify parts of the body, tendons, and innards as they removed these for cleaning and packaging for the freezer. Students were treated to an afternoon homemade 'snack' of moose/deer chilli or partridge/rabbit soup with oatmeal dumplings, accompanied by fresh fried scones, plain or with blueberries. Miigwech to Mr. Steven! Miigwech to Mr. Kevin and supporting staff for their assistance and to all who collaborated to make this happen. Since processing wild animals needs to happen instantly, it's wonderful that Sagamok Education can be so agile to make the most of time-sensitive opportunities like this for the students.



Dan Owl - Infrastructure Manager



Shane Bob and Kyla Toulouse -
Biidaaban Custodians



Ieshia Owl & Priscilla Abitong - Daycare Cooks



Tula Bluebird - LLC Custodian



Gina & Janice Stonepoint-
Biidaaban Cooks



Velma Toulouse -
Daycare Custodian

Let's give a Shoutout
to our dedicated Custodians, Cooks, and
Infrastructure Team!

Chi Miigwech to all of you for always keeping everything sparkling and fresh, keeping things safe and tidy by maintaining the premises at Daycare, Biidaaban, and the Lifelong Learning Centre (including shovelling snow and salting the sidewalks to keep us safe!). And to our Cooks who put so much thought and care into preparing nutritious meals every day. You help make the education facilities run smoothly and we appreciate you!

Some staff were unavailable for photos.



Infrastructure Updates

New HRV Unit at the LLC

MWM, Mike Witherell Mechanical, an HVAC company based out of Lively, installed a new HRV unit on November 4, 2025, in the Lifelong Learning Centre. This replaces an outdated unit with one that is more environmentally efficient. The other system had failed, so this install was required to get the building's HVAC system functioning properly once again.

What is an HRV and what does it do, you might ask?

HRV stands for Heat Recovery Ventilator and here are some of its benefits:

- A ventilation system that makes the air in your space clean and comfortable through a constant cycle of importing fresh outdoor air while simultaneously removing stale indoor air.
- Traditional ventilation systems vent heated air from inside your space and replace it with cold air from outside. HRV systems warm the outside air that comes back into your space using heat generated from the air being vented out.
- Save money and be environmentally friendly, because the HRV system recycles the heat from outgoing air by using it to warm the air entering from outside.
- HRVs are add-ons to existing heating systems, utilizing infrastructure already in place, helping to reduce costs and energy loss.
- HRV systems are ideal for keeping a space warm in the winter months but can also be used to maintain temperatures inside the space throughout warm summer months! Win-Win.

Pictured here are MWM employees installing the new HRV unit in the Lifelong Learning Centre under the supervision of Education's Infrastructure Manager, Dan Owl.



Opportunities, Events, and Programs



Therapeutic Earring Beading Program

FEBRUARY 16 | 5-7PM
Lifelong Learning Centre

Registration Required!

Contact Natasha:
bourgeois_natasha@sagamok.ca
705-863-0554

**VALENTINE'S DAY
HUNTR/X
SINGALONG**

FEBRUARY 14 | 10AM-2PM
Multi-Educational Centre
www.SagamokAnishnawbek.com



**FREE
FAMILY DAY
SKATING**

COUPONS AVAILABLE
FOR ONE LARGE PIZZA AND
ONE LARGE POP
PER FAMILY

MONDAY, FEBRUARY 16
2:00PM - 3:00PM
Massey District Arena

SONNENBURG_SUSAN@SAGAMOK.CA

INVESTMENT OPPORTUNITIES

COMMUNITY PRESENTATION

JANUARY 29 | 5-7PM
New Community Hall

Darla Boston | 705-865-2421



FITNESS CENTRE

Closed

FEBRUARY 1, 2026

We apologize for the inconvenience



Get Your Dabbers!

SAGAMOK SPECIAL

B I N G O

January 31, 2026

Live Stream Games starts at 1:30pm
Multi-Educational Centre - 4008 Espaniel St.

Bingo Hotline: 705-863-3250

Hapkido KARATE CLASSES

Every Sunday
RESUMING JANUARY 4, 2026
Multi-Educational Centre
Deanna Southwind | 705-863-2657
Darian Jones | 705-863-0759

Ages 6-8
6:00-7:00PM


Ages 9+
7:00-8:00PM

**MULTI - SPORTS
PERFORMANCE PROGRAM**

**EVERY TUESDAY AND
THURSDAY**
5:00pm - 6:30pm

Begins February 10, 2026

To register, contact Jordan Culmer:
culmer_jordan@sagamok.ca



Opportunities, Events, and Programs

Parent and Child

MOCCASIN MAKING

with Donna Southwind
Lifelong Learning Centre

February 28 | 10-3



LOOKING FOR 5 PARENTS AND 5 CHILDREN
Contact Deanna to Register | 705-863-2657

Community Service Hours Opportunity

MASSEY WINTER CARNIVAL



Assistance is required with the hockey tournament and various other events held at the carnival.

Warren Owl | Facebook Messenger 

FREE FAMILY SKATING

January 18	3:30PM-4:30PM
January 24	4:00PM-5:00PM
February 1	2:00PM-3:00PM
February 14	1:00PM-2:00PM
February 15	1:00PM-2:00PM
February 16	2:00PM-3:00PM



LOCATED AT THE MASSEY ARENA
Susan Sonnenburg | sonnenburg_susan@sagamok.ca

Join the Children's Wellness Workers for a

SLEIGH RIDE

Sunday, February 1, 2026
Bus departs at 10:00am
WAGON WHEEL RANCH



REGISTRATION REQUIRED

Meet at the Multi-Educational Centre for Transportation
southwind_deanna@sagamok.ca | 705-863-2657

Children 6-11

Bring your sweetheart and enjoy a Roast Beef Dinner, Music and Fun Games

Valentine's Day Dinner

FEB 14 5:00PM-7:00PM
Multi-Educational Centre

♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥

Susan | sonnenburg_susan@sagamok.ca
705-863-2838

Scrapbooking Club

JAN 19, FEB 9, MAR 2
5-7PM | 53 Kokoko Rd
Natasha Southwind | 705-863-0554

 **MAAMWESYING**
NORTH SHORE COMMUNITY HEALTH SERVICES INC.

Women's Wellness



Healthy Living Program for Women 18+



EVERY TUESDAY IN FEBRUARY
5:00PM - 7:30PM
COMMUNITY WELLNESS DEPARTMENT
(LARGE RESOURCE ROOM)

- Meals provided
- Goal Setting
- Connect with Others

Register with Marilyn
705-865-2721
jones_marilyn@sagamok.ca

SAVE ^{THE} DATE

Forestry

OPEN HOUSE

Meet our local forest management!



FEBRUARY 3RD | 12PM-4PM

Multi-Educational Centre

allen_stephanie@sagamok.ca

Sagamok

Invasive Species

—COMMUNITY SURVEY—



Let us know whether you've seen any invasive species in the community so that we can better protect our environment.

www.SagamokAnishnawbek.com

Strong Bodies. Stronger Futures.

The Sagamok Fitness Centre offers high-energy fitness and nutrition coaching, focused on strength, conditioning, and total physical wellness.

✓ **Personalized
Workout Plans**

✓ **Meal Planning
& Nutrition**

✓ **One-on-One
Coaching**

✓ **Goal-Focused
Planning**

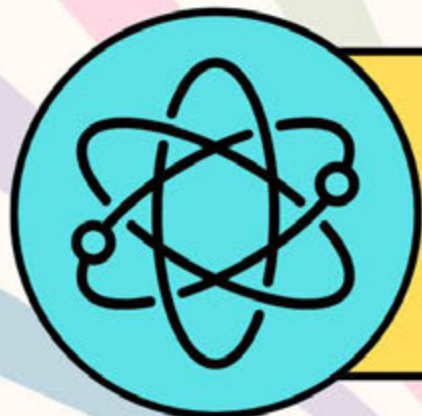
Ready to Get Started?

Kain Kokoko | kokoko_kain@sagamok.ca

Jordan Culmer | culmer_jordan@sagamok.ca

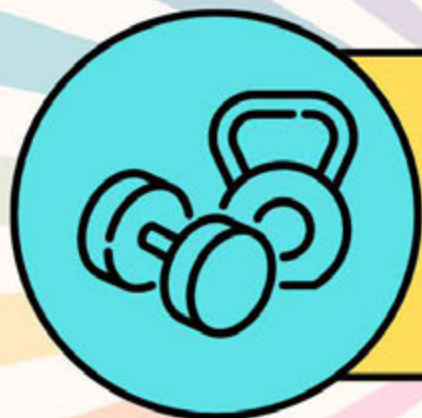
YOUTH CENTRE

A Place to Learn, Move, and Create



STEM Activities

Science, Technology, Engineering, Math
Hands-on projects and problem solving
WEDNESDAYS



Dryland Training

Fitness, Agility, Strength
Movement and conditioning
TUESDAYS & THURSDAYS



Drum Group

Teamwork, Rhythm
Learning to play together
MONDAYS

Brent Nashkawa

705-863-0572

nashkawa_brent@sagamok.ca

MON-FRI
4PM-9PM



Shki Waase-Aaban Binoojiinh Gamik

3042 New Subdivision Road

P.O. Box 2004

Sagamok, Ontario

POP 2L0

Manager: Rachel Toulouse

Phone: 705-865-1180

Email: toulouse_rachel@sagamok.ca



Biidaaban Kinoomaagegamik

1666 Toulouse Bay Road

PO Box 2217

Sagamok, ON

POP 2L0

Principal: Becky Toulouse

Phone: 705-865-2387

Email: toulouse_rebecca@sagamok.ca



Lifelong Learning Centre

717 Sagamok Road,

Sagamok, ON

POP 2M0

Manager: Claudette Fournier-Jones

Phone: 705-865-2421

Email: fournier_claudette@sagamok.ca



Education Supports

Infrastructure

Student Resource Services

Land Based Learning, Literacy, Numeracy

Student Mental Wellness Specialist

Busing / Transportation

Leadership Team

www.SagamokEducation.ca