



SAGAMOK ANISHNAWBEK **EDUCATION**

D'gwaagi Edition - **Fall 2026** Newsletter



Supporting every Sagamok citizen to reach their full potential.

July – Miinke Giizis – Berry Moon
August – Manoomini Giizis – Rice Moon
September – Waab’bagaa Giizis – Changing Colour Leaves Moon



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





Biindigen To The D'gwaagi Education Newsletter

The dim light in early morning, frosty blades of grass and cattails are sparkling in the ditches. Crayon-box-coloured leaves of autumn decorating the undulating landscape silently flutter to the forest floor, covering the pathways we travel with a soft, rustling carpet beneath our feet. Dewdrops glitter on translucent maple leaves as they continue their purpose-filled journey, seemingly glowing in the last breaths of night as the sun begins to rise once again to warm our faces, lift our gaze and spirit skyward, lighting our way. A time of transition is upon us. The signs are present and waiting for acknowledgement. We move from serendipitous summer fun and freedom, to focusing on preparations for a tougher climate and harsher conditions. It is a new test of oneself -- gathering and processing the abundance of food and stories summer mother has provided, sharing our fall harvest with each other -- absorbing the strengths, knowledge, and practices that sustained our ancestors season over season, delivering us to our next phase of growth. Awareness ever building towards oneself, community, the land, every living thing -- nourishing and sustaining each other in harmonious balance.

A new academic year is here once again: Biindigen we bid our students, families, and community members. We pause to reflect on all the goodness Summer offered us before we transition into Fall and the mindset we need to support ourselves and each other. This edition of the Education Newsletter features the activities and events hosted and supported by the Education Department in July, August, and September. Post-secondary graduates are transitioning into career pathways, our Daycare Friends are moving up to Biidaaban Kinoomaagegamik, and caregivers are faced with a transitional time as well. Secondary students are transitioning to College and University; living away from home and facing changing landscapes around them and within themselves. Transition is but a necessary step towards new growth, towards the continuation of every living thing. As it needs to be and always has been -- ever evolving, discovering, nurturing, and manifesting. Enjoy the moments.





Director's Reflection Submitted By: Vance McPherson—*Director of Education*

One of the great pleasures of working with and for Sagamok is the engagement of community members in all stages of planning the work. Over the past month, I was pleased to be a part of two very important discussions. In early September, the Education Committee reviewed a multi-year business plan for the Lifelong Learning Centre. At the end of September, the Language Committee reviewed a multi-year strategy for Anishinaabemowin revitalization.

Our LLC is off to a great start. In the past two years, we have offered courses for credit, for certification, and for interest. We have opened a language centre at Waaseyaankaan Teg. We have increased both our coaching and our financial supports for post-secondary students, and we have integrated the experiences of attaining help for education and employment supports. But there is still so much to do. A year-long study confirmed that the LLC must provide culture at the centre, support organizational training, facilitate post-secondary and occupational education, and help Sagamok build capacity for a range of job roles. This challenge is multi-faceted and extensive. The Education Committee, as always, has provided tremendous insights into how this might be achieved, and has developed/approved a multi-year business plan to present for consultation with Elders and, ultimately, Chief and Council.

Sagamok has identified Anishinaabemowin revitalization as a core strategy for a long time. It has appeared in every Community Story iteration, every strategic plan, and every community plan, for many years. We have made some progress: language programming has expanded in Daycare and at Biidaaban, courses have been offered at the LLC, and Waaseyaankaan Teg is open for language speakers to meet, speak freely, share, and celebrate the language together. On September 28, our Language Committee asked to move forward with a new language strategy that has several new features:

- Agile planning, so that community input and program “tweaking” happens constantly and consistently, at least annually, over the long term;
- Realistic timelines based on evidence of what has worked in other communities;
- Key performance indicators for the community to monitor the effectiveness of the plans in the strategy; and
- Enabling objectives built into workplans to ensure that all plans are supported by resources and expertise.

These plans, once approved, will move Sagamok’s busy education sector into exciting new directions at very high speed, and I for one can’t wait.



Anishinaabemowin Bemiikangik Naaknigewin

LANGUAGE REVITALIZATION STRATEGY



SAGAMOK ANISHNAWBEK
EDUCATION

Turning a Generational Challenge into a Plan for Action – Language Revitalization

Language revitalization is one of the biggest and most complex undertakings any community can take on. It is not a one-year project. It is not a five-year project. In many ways, it is a generational commitment that may take 25 years or more to fully realize.

The magnitude of the initiative is exactly what makes getting started so difficult.

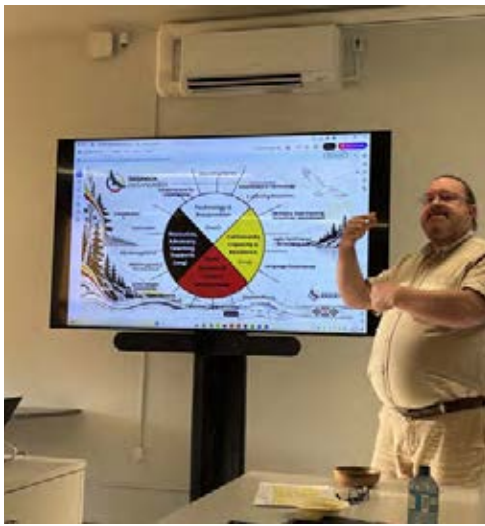
When a project is this large, with so many moving parts, priorities, voices, resources, and long-

term goals, one of the greatest challenges is simply figuring out where to begin. That is the important work the Anishinaabemowin Bemiikangik Naaknigewin Language Revitalization Committee has been diligently working on and, after several months of thoughtful discussion, collaboration, and community input, the committee has arrived at a clear, understandable starting point.

The committee is made up of Angela Southwind, Marjorie Southwind, Michael Abitong, Veronica Nashkawa, Harvey Trudeau, Rhea Assinewe, McKenzie Toulouse, Sean Cassidy, Arnelda Bennett, Angela Stack, Nelson Toulouse, Vance McPherson, Patricia Abitong, Christine Nahmiwan, Sadie Southwind, Bryan Assinewe, Andrea Hajt-Jacobs, and Juanita Skruibis.

Together, they bring an extraordinary amount of combined knowledge, lived experience, professional expertise, cultural understanding, and community awareness to the table. That collective experience is one of the greatest strengths of the project. But even with a highly knowledgeable committee, a project of this magnitude still needs structure.

That is where the leadership and project-management expertise of Vance McPherson, Director of Education, has been essential. Vance has demonstrated a strong ability to take a tremendous amount of information, ideas, concerns, opportunities, and long-term goals and organize them into something that people can understand and act upon.



It is relatively easy to identify hundreds of things that could or should be done to support language revitalization. The much harder challenge is deciding how those pieces fit together, what needs to happen first, how progress will be measured, and how the work can be organized so that people do not become overwhelmed by the size of the task. Working together with the committee, Vance helped distill the strategy into four high-level quadrants connected to the medicine wheel:

- Technology & Preservation
- Community Capacity & Resilience
- Speaker & Learner Development
- Resources, Advocacy & Teaching Supports

The structure is powerful because it takes an enormous generational project and breaks it into manageable areas of work. Instead of looking at language revitalization as one giant challenge, the committee can now look at four interconnected areas, each with its own priorities, timelines, resources, measures, and workplans. That creates a starting point.

The four-quadrant approach also provides something else that is essential: balance.

Language revitalization cannot be accomplished through education alone. It cannot be accomplished through technology alone. It cannot rely only on fluent speakers, only on schools, or only on government funding. It requires all of those things working in concert with each other.

Technology and preservation are needed to protect Sagamok's unique dialect, record speakers, develop digital resources, and ensure that language materials remain available for future generations.

Community capacity and resilience are needed to create environments where learning and using Anishinaabemowin becomes supported, encouraged, and valued.

Speaker and learner development is essential to creating new generations of speakers, beginning with children and extending through families, schools, workplaces, and the wider community.

Resources, advocacy, and teaching supports are needed to ensure that instructors, learners, families, and institutions have the tools they need to succeed.

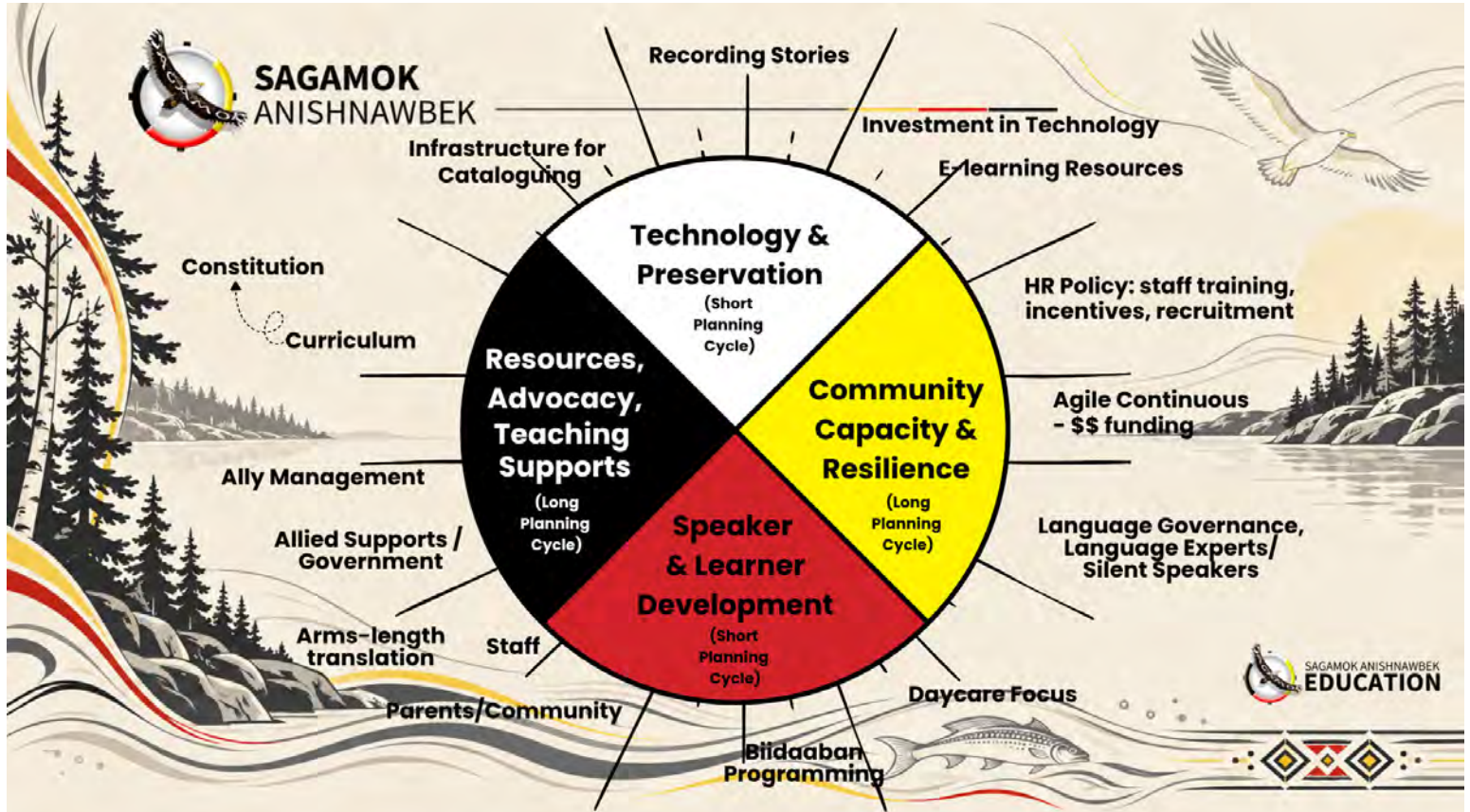
It is important to note that the strategy is grounded in community input. A community survey has already helped inform the work, and additional engagement will continue throughout the life of the strategy. That is particularly important for a project of this nature because Anishinaabemowin belongs to the community. The long-term success of the strategy

will depend not only on programs and policies, but on families, speakers, learners, Elders, youth, teachers, staff, and community members all finding ways to participate.

When viewed as a whole, the four quadrants create a practical framework for moving the work forward without losing sight of the much larger vision. The committee has also embraced an agile approach to the strategy. That is important because nobody can realistically predict today exactly what a 25-year language revitalization journey will look like. The strategy does not have to be perfect on day one. It has to be strong enough to begin. As committee member Bryan Assinewe described it, the strategy can be regularly "tweaked" to ensure it continues to meet the needs of the community as it progresses along the path to revitalization.

The committee has also begun connecting the strategy to budgets, timelines, and measurable performance indicators. That may sound less exciting than the broader vision of language revitalization but supporting the project from an administrative perspective is crucial to ensuring long-term viability.

However, while there has been significant progress, there is still an enormous amount to do. Programs must be developed. Speakers must be supported. Children and families must be engaged. Teaching resources must be created. Technology must be used thoughtfully. Sagamok's specific dialect must be preserved. Funding must be secured. Progress must be measured.



The Language Revitalization Committee has taken something that could easily have remained overwhelming and turned it into a path of action. They have created structure without losing sight of the vision. They have created direction without pretending that every answer is already known. And they have created a framework that can grow and evolve with the community. The journey may ultimately span a generation, but it begins with the work being done today and, thanks to the leadership of the Anishinaabemowin Bemikangik Naaknigewin Language Revitalization Committee, Sagamok now has a strong foundation from which to move forward and revitalize our language.

JLRichards Present Framed Award

In early July, Biidaaban's Principal Scott Restoule, was presented with a commemorative keepsake shadowbox frame showcasing the People's Choice award that architectural firm JLRichards was awarded for the build of Biidaaban Kinoomaagegamik.

Through an international voting process (outlined in a previous newsletter), the company won the category for People's Choice during the Azure Awards spring gala. As a thank you to the community of Sagamok and Biidaaban, the shadowbox was gifted to the school to celebrate the many honourable achievements gained throughout the partnership.



Nbwaakaawin



Wisdom

Dbaadeniziwin



Humility

Debwewin



Truth

Zaagidwin



Love

Mnaadendimowin



Respect

Aakwa'ode'win



Bravery

Gwe'kwaadziwin



Honesty



Daycare Hosts Grandparents Day Luncheon

Shki Waase-Aaban Binoojiinh Gamik (Daycare) celebrated Grandparents on September 11 with a Grandparent Luncheon held in the Toddler and Pre-school classrooms at 12 noon.

Grandparents gathered at the Daycare and were quickly sought out by their grandbabies with smiling faces and arms outstretched for warm hugs. Classroom educators had worked with Friends to create precious hand imprints as a gift to present to grandparents, and these decorated the classrooms prior to arrival. A delicious, hot, home-cooked meal in honour of all Grandparents was shared by daycare Friends and staff, complementing the festive and family focused event. Miigwech Gizheminiidoo for Nokomis and NMishoomis, Aapchi zaagin.



Shki Waase-Aaban Binoojiinh Gamik - Daycare

Anishinaabemowin (English)



July - Miinke Gilzis - Berry Moon

August - Manoomini Gilzis - Rice Moon

September - Waab'aagaa Gilzis - Changing Colour Leaves Moon



July

Gookoosh (Pig)
Baakaakwenh (Chicken)
Migizi (Eagle)
Mooz (Moose)
Waawaashkeshi (Deer)
Waaboos (Rabbit)
Bezhigoozhii (Horse)
Gzhaate gojiing (It is hot outside)



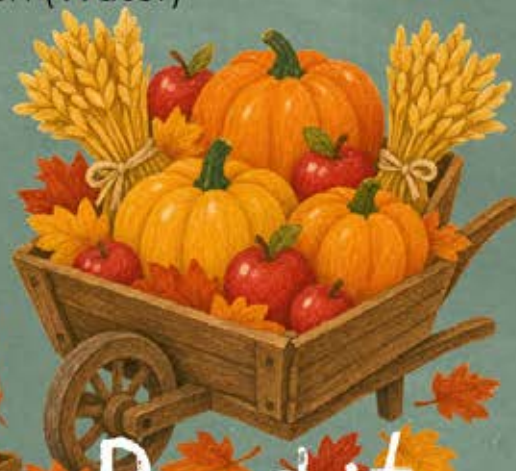
August

Miinan (Blueberries)
Nshwaaswi (Eight)
Swaandem (Door)
Aasmaatig (Wall)
Mchisag (Floor)
Doopwin (Table)
Pebwin (Chair)
Aaniish ezhiyaayin nongo? (How are you feeling today?)
Ggiizhiitaa na? (Are you ready?)
Nibiish (Water)



September

NMishoomis (my Grandpa)
Nooshenh (my Grandchild)
Nokomis (my Grandma)
Mshiimin (Apple)
Dgwaagik (Fall)



Read it
Write it
Speak it



Try to practice and speak these words at home together.
Regularly speaking, hearing, repeating, seeing words, and providing images that further support the vocabulary, helps to build language and fluency.



Anishinaabe Aadziwin Team Meet & Greet at Daycare

Sagamok Education's Anishinaabe Aadziwin Team attended Shki Waase-Aaban Binoojiinh Gamik (Daycare) on September 10. Shkaabewis Chase Abitong, Shkaabewis Kwe Marie Toulouse, Kwe Ehkinoomaaget Teresa McGregor, and Ekinomahgehjig Darren McGregor were present to offer a Meet & Greet opportunity with Daycare Friends and Staff to help familiarize everyone with the cultural team who will be providing regular visits to deliver Anishinaabe teachings.



Friends were very receptive to the new visitors as they spent time together in the outdoor play yard. Chase, Marie, Darren and Teresa gently interacted with the children in their environment: kicking a ball, inspecting bapakine (grasshoppers) captured delicately by tiny hands, discovering papowii (mushrooms), and showing interest in playing with the children and their toys.

Throughout this 'play time', the team spoke in Anishinaabemowin whenever possible and introduced themselves to the young Friends while learning about each other. It was a natural, relaxed, and 'fun' method of transitioning young Friends to feel comfortable with the new Anishinaabe Aadziwin team members, who will continue to attend the Daycare to offer cultural teachings and language immersion.



Fire Department Visits Daycare



On the morning of August 13, a select crew from the Sagamok Fire Department visited Shki Waase-Aaban Binoojinh Gamik (Daycare). Demonstrating the functionality of the large fire trucks, Acting Fire Chief and Emergency Response Coordinator, Doreen Abitong, Sparky (Simon Inkster), and volunteer fire department members, Anton Manitowabi, Kayla Abitong (Manager of Water & Sanitation), and Roman Manitowabi showed up in style at the Daycare with sirens, horns, and lights ablaze.

They arrived on the scene to

celebrate the preschoolers who were set to graduate later in the day, but also to provide a 'touch a truck' Fire Department awareness and inspiration to the young Friends. From their play yard, they watched the procession of trucks arrive, and once safely parked, the Friends streamed forth from the gated playground like water from a hose -- flooding the crew and trucks with smiles, shouts of glee, and outstretched hands waving and reaching excitedly. Squeals of excitement as loud as the sirens sounded out from Daycare Friends as they absorbed the many tactile and sensory opportunities the visit offered.

Each of the 8 soon-to-be graduates had received a full firefighter suit and hat that morning in anticipation of the visit. Sparky (fire rescue dog mascot) was very popular with the young friends, receiving lots of hugs and high fives and handing them out too! Educators helped to point out various things on the truck, and the meet and greet was reciprocal fun for all. Fire crew members stood proudly by their rig, answered questions, and offered assistance to Daycare Friends to climb aboard the big truck and pull the handle to sound off the deafening horn. Friends were inquisitive; some displayed a little concern, but most were enthralled with the exciting and unique visit by the Fire Department.

Chi miigwech to Doreen and the volunteer crew from Sagamok Fire Department for this meaningful visit and

learning opportunity. It made Graduation Day more special and memorable. Miigwech for your collaborative efforts to make this experience possible for our Daycare Friends and Staff.







Daycare Preschool Graduation 2026

On the afternoon of August 13, Shki Waase-Aaban Binoojiinh Gamik (Daycare) hosted the 2026 Preschool Graduation Ceremony for Daycare Friends moving up to Biidaaban in September. Eight Friends, their families, and Daycare Staff gathered in a festively decorated classroom transformed for this special occasion. All the staff took great care choosing and decorating the gathering space with a Toy Story theme. Bright, primary colours of red, yellow, and blue streamers and balloons hung from the ceiling, creating a canopy of celebration overhead. The walls were adorned with the famous movie slogan "You've Got a Friend in Me," and there was a photo backdrop with large-scale three-dimensional

A-B-C and 1-2-3 building blocks, clouds, and patterned fabric/paper consistent with Toy Story's traditional styles. Even the graduates' caps were decorated with the theme "On To The Next Story 2026" in Toy Story's recognizable font/colours! Mason jars, hand-painted sky blue with puffy white clouds, held assorted white florals and a printed card of the Toy Story cast, and served as centerpieces on the cloudscape tablecloths. Each table held a photo of the graduate where family and friends could gather around in anticipation of the ceremony.

Decked out in their fancy graduation attire, Friends donned their grad caps and prepared to enter the procession as the teacher announced their

names: Dawson, Felix, Azina, Adalyn, Kendall, Anakin, Alani, and Harlow. Clapping and smiles filled the room as each Friend walked down the aisle, enthusiastically celebrated by all attendees. Each graduate was celebrated in turn, with their photos being taken as they received their diploma, gift bag, and family members offered bouquets and congratulatory hugs in recognition of this momentous occasion. There were many tears shed amid smiles of joy. It was hard to say whether they came from overwhelming pride and happiness or from the recognition that the young Friends were growing up and moving on from the era of Daycare and their 'family' of staff members who supported them these past few years.



Cassandra Toulouse, Registered Early Childhood Educator, led the ceremony, and provided the following emotional and heartfelt words to the gathered guests:

"Good afternoon. Welcome to our 2026 Preschool Graduation. This year we have a small but mighty group leaving here to move on to Kindergarten. Saying goodbye to the kids we've watched grow from toddlers is one of the hardest parts of being childcare workers. People don't often talk about how deep our bonds are with these children or how much we truly love and care for them as if they were our own. To be honest, this is the part of the journey we struggle with most. Our hearts ache, but we know they'll go on to do

amazing things. To the parents: thank you for trusting us with your babies and allowing us to be part of your community. It has been a privilege to see them learn, laugh, play and grow. We'll never forget them."

A video compilation of the graduating class, created by staff members, highlighted some of the first days the Friends began at Daycare and scrolled through memory lane, showcasing the many fun experiences shared along the path to graduation. "You've Got a Friend in Me," Toy Story's theme song, played in the background as guests watched the images flash before them, absorbing the beautiful collection of memories. Each Friend was recorded introducing themselves in



Anishinaabemowin and responded to a couple of impromptu questions put forth by their teacher. The slide show closed with the following poem:

We're so happy we were your teachers,
We have watched you learn and grow,
You are a wonderful student,
And we are sad to see you go.
Please come back to visit us,
As through the grades you grow,
Try hard to learn all that you can,
There is so much to know!
Remember the thing that makes you shine,
And will show through all you do,
Is just to be yourself,
And be proud that you are YOU.

Congratulations and have fun in Kindergarten!

Priscilla Abitong and Ieshia Owl once again prepared a customary feast of hot turkey dinner and all the fixings, which guests enjoyed at their leisure. The ceremony was a meaningful tribute to each graduate, and their family members thoroughly enjoyed it. Chi miigwech to all the staff members of Shki Waase-Aaban Binoojiinh Gamik for providing this beautiful celebration and for putting so much detailed thought and effort into planning and orchestrating the event.



Shki Waase-Aaban Binoojiinh Gamik

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2026-2027 Shki Waase-Aaban Binoojiinh Gamik Calendar

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Total
APRIL			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		20
MAY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	20
JUNE	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				21
JULY			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	17
AUG	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					20
SEPT		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			20
OCT				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21
NOV	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					20
DEC		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		14
JAN					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	20
FEB	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	27	28				20
MAR	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			16

Holidays

Good Friday April 3
Easter Monday April 6
Victoria Day May 18
Canada Day July 1
Civic Holiday Aug 3
Labour Day Sept 7
National Day for Truth & Reconciliation Sept 30
Thanksgiving Oct 12
Christmas Break Dec 21-Jan 1
Family Day Feb 15
Mid-Winter Break March 15-19
Good Friday March 26
Easter Monday March 29

Professional Development Days

June 5
July 13-17
Nov 20
Feb 1
PD Training – CPR/First Aid, Safety, All Nations Child Care Gathering, Cultural Teaching

Any changes or revisions to this calendar will be made in writing to parents/guardians.



Nbwaakaawin



Wisdom

Dbaadeniziwin



Humility

Debwewin



Truth

Zaagidwin



Love

Mnaadendimowin



Respect

Aakwa'ode'win



Bravery

Gwe'kwaadziwin



Honesty

Nbwaakaawin



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Bravery

Gwe'kwaadziwin



Honesty



Celebrating our graduates of the Indigenous Teacher Education Program at Kenjgewin Teg. All staff members of Biidaaban KinooMaagegamik! -- we are proud to share their achievement with you and invite you to join us in offering them sincerest congratulations. Way to go!!

From left to right: Laura Dam, Michelle Lajeunesse, Jason Solomon, Tia Thrush, Alexcie Latendresse, and Brendan Abitong.

Photo provided

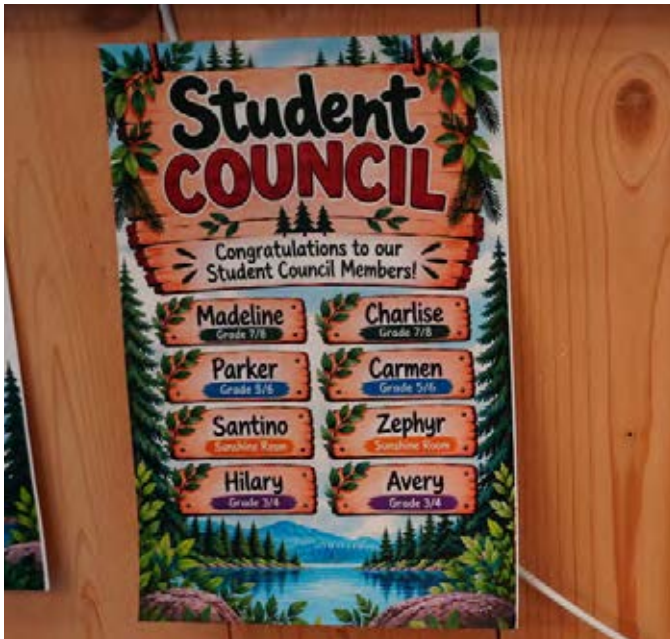


Student Council Elect 2026/27

Congratulations to our new 2026-2027 Student Council elect! Hilary and Avery represent Grades 3-4, Santino and Zephyr represent the Sunshine Room, Parker and Carmen represent Grades 5-6, and Madeline and Charlise will represent Grades 7-8. The Student Council hopes to hear from students about what they would like to see changed: more school events? More competitions? Different fundraisers? Spirit Days? Games/Activities suggestions? Ways to make our school kinder? We look forward to hearing updates from our Student Council members in upcoming newsletters!

Chess Club Announcement

Attention Students: Looking for girls and boys in Grades 5 to 8 who want to learn to play Chess or Risk (boardgame). Both of these games are awesome and really fun! AND are electronic device free! Students are invited to participate during first recess break from 11:10 to 11:30 every day. *Students must have homework and class work completed in order to join the club daily.* Mr. Johnston and Mr. Maracle will be the coaches for this extra-curricular Club, and students can register with either of them. Chess and Risk boardgames are provided for Club members to use on-site.





September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
16 Instructional Days						

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
20 Instructional Days						

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
20 Instructional Days						

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
14 Instructional Days						

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
20 Instructional Days						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
18 Instructional Days						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
	28	29	30	31		
16 Instructional Days						

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
21 Instructional Days						

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
20 Instructional Days						

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
21 Instructional Days						

July 2027						
S	M	T	W	T	F	S
SUMMER HOLIDAYS NO SCHOOL						
186 Total Instructional Days						
8 Professional Development Days (Teachers Only)						
194 Pensionable Days						

August 2027						
S	M	T	W	T	F	S
SUMMER HOLIDAYS NO SCHOOL						

PD Days (8)	Holidays
September 1 st	September 7 th (Labour Day)
September 2 nd	September 30 th (TRC)
September 3 rd	October 12 th (Thanksgiving)
October 26 th	December 21 st -January 1 st (Christmas Break)
November 20 th	February 15 th (Family Day)
February 1 st	March 15 th -19 th (March Break)
April 23 rd	March 26 th (Good Friday)
June 11 th	March 29 th (Easter Monday)
	May 24 th (Victoria Day)
September 8 th First Day	June 30 th Last Day

APPD C&C (May 19th, 2026)

*PD days are considered working days for staff

Biidaaban's Daily Schedule						
Block	Monday	Tuesday	Wednesday	Thursday	Friday	Daily Total
	8:35-8:50 AM Arrival & Breakfast					
1	8:50-10:50 AM					120 Minutes
	Break 10:50-11:30 AM					
2	11:30-1:30 PM					120 Minutes
	Break 1:30-2:10 PM					
3	2:10-3:10 PM					60 Minutes
						300 Instructional Minutes



**SAGAMOK ANISHNAWBEK
EDUCATION**

Terry Fox Run

On September 23, Biidaaban students and staff participated in the Terry Fox Run/Walk. Organized by Physical Wellness teacher, Mr. Lester, classes assembled outside the school and were given a brief oral presentation on the significance of this annual event – Terry Fox becoming a legendary Canadian icon in his pursuit to find a cure for cancer.



Terry was diagnosed with cancer and had one leg amputated due to cancer in 1980. It was following this that he began his personal Marathon of Hope. Running a marathon a day (42.2kms) in an effort to raise both funds and awareness for cancer research, Terry dreamed of running across Canada and fundraising just \$1 per Canadian citizen towards his goal. He began his journey by 'dipping his toes' in the ocean at St. John's, Newfoundland, mile 0, but sadly succumbed to cancer near Thunder Bay, Ontario. However, his legend continues to live on many years later. The event is held annually at schools and in communities across the country and throughout the world. Fundraising efforts are now named 'Tloonies for Terry' and have raised over \$1 billion dollars in his name!

Biidaaban students had a beautiful, sunny, fall day to walk/jog along Toulouse Bay Road heading towards the North Channel. The hill climbing back up was steep but filled with dappled sunlight, interesting rocks, walking sticks, and mushrooms keeping the students engaged and interested. Staff members provided support and supervision along the route, and everyone enjoyed the afternoon exercise, unity, and time for reflection.



Dear Parent/Caregiver and Student,

Biidaaban KinooMaagegamik, in partnership with the Community Wellness Department's Mental Health & Addictions and Youth Wellness Hub Team, is pleased to offer Mental Health Intake Services for students and families.

To make services more accessible, an Intake Day will be available at Biidaaban KinooMaagegamik on the first Thursday of each month, beginning October 1, 2026. Students and families can meet with an Intake Worker to discuss strengths, concerns, goals, and available supports. The intake appointment is the first step in connecting with mental health services that best meet the needs of the student and family.

Intake services are also available at the Community Wellness Department Monday to Friday from 9:00 a.m. to 4:30 p.m. Families may choose the option that is most convenient for them.

Following intake, services may be provided at Biidaaban KinooMaagegamik in a confidential space, at the Community Wellness Department, or at another location that best meets the needs of the student and family.

Participation in mental health services is voluntary.

For students under 12 years of age, parent/caregiver knowledge and consent are required. For students aged 12 and older, students may access services with their informed consent. Parent/caregiver involvement is encouraged whenever appropriate and with the student's knowledge and agreement. Information shared during intake and ongoing services is confidential and managed in accordance with professional standards, organizational policies, and applicable privacy legislation. Confidentiality and its limits will be reviewed during the intake appointment.

We look forward to working together to support the mental health, wellness, and success of our students.

For more information, please contact:

Scott Restoule, Principal, Biidaaban KinooMaagegamik, 705-885-2387

Darlene McNaughton, YWHO Lead, Sagamok Naandwedjige-Gamik, 705-865-2171, ext. 156

Wanda Clayton, Mental Health & Addictions Manager, 705-865-2171 Ext 152

Welcome 'NEW' Biidaaban Wellness Team

Please welcome our new student Wellness Team at Biidaaban, consisting of Kari-Anne Piche, Karey-Anne Fannon, and Jeanette Steinke. The three staff members are dedicated supports, providing a listening ear, offering coping techniques, and encouragement to students who may be experiencing difficult moments at school regulating themselves, handling complex emotions, or just needing a safe space to find calm, regroup, and move forward in a more positive, supported direction.



The following summary was provided by Kari-Anne Piche, noting her and the Team's contributions towards the recent 'Meet the Teacher' / Services Open House at Biidaaban on September 24:

For the Open House, I created two Big Feelings toolboxes to give away — one for Primary and one for Intermediate students. The toolboxes were designed to give children and families practical tools they can use when navigating big emotions. Each toolbox included a variety of regulation and coping tools, including affirmation cards, mindful

breathing techniques, gratitude journals, fidgets, crayons and markers, colouring pages with positive messages such as "I am brave," "I am enough," and "I am loved," as well as examples of different coping strategies. Simple sensory and grounding tools such as gum, bubbles, and small fidgets were also included.

Each toolbox also included a book-- one was Bubble Gum Brain, which introduces children to growth mindset and the power of the word "yet" — reminding them that not being able to do something yet does not mean they will never be able to do it. It's about trying our best and making beautiful mistakes. The other book was The Rabbit Listened, a beautiful story about a rabbit who simply sits and listens to a child experiencing difficult feelings. "I love the message behind this book because it reminds us that sometimes, when we are experiencing big emotions, we don't need someone to fix the problem or do something elaborate. Sometimes we simply need someone to listen and be there with us," expressed Kari-Anne.

To enter the draw for the Big Feelings Toolboxes, students and families participated in a coping-skills activity using a cootie catcher (game) called "Use Your Coping Tools." Depending on where they landed, they were encouraged to try a mindful breathing exercise, stretch, say a positive affirmation, blow bubbles, get creative and colour, hug someone they care about, use a stress ball or

fidget, or practise gratitude by sharing something they were grateful for.

Families, community members and staff were also invited to contribute to a community canvas titled "What makes you feel better?" People shared their own ways of taking care of themselves and regulating their emotions, including things such as family, laughter, and exercise. The completed canvas will be displayed on the wall at the school, and I encourage families and community members to have a look at it the next time they visit Biidaaban. It is a wonderful reminder that regulation looks different for everyone and that our community already has so many ways of caring for ourselves and one another.

Kari-Anne added that every child at the school was given their own smaller version of the Big Feelings Toolbox, packaged in a pencil case, so they would have a few simple coping tools of their own to use at home when big feelings arise.

The evening was a big success! River from Grade 1 won the Primary Big Feelings Toolbox, and Rylin from Grade 6 won the Intermediate Big Feelings Toolbox.

Thank you to all of the students, families, and community members who participated, tried a coping strategy, and shared what helps them and their families feel better.

The Wellness Station continues to be available at the front of the school as well



as the intermediate wing. Students can ask their teacher for a yellow pass to go visit the Wellness Station for a short break. We may use a regulation strategy, talk through what is happening, or simply take a few minutes to reset before

they return to class ready to learn.

Beginning in October, Kari-Anne mentioned she will begin going into classrooms to teach the Zones of Regulation modules and continue building students' understanding of emotions, self-regulation, and practical strategies they can use both at school and at home. She will be completing Advanced Zones of Regulation Training to strengthen how the Team can incorporate these approaches into the school environment. "We are learning and growing together, and each step helps us continue creating a school

where students feel supported, understood, and ready to learn," said Kari-Anne, adding "learning how to recognize and manage big feelings is something we can practise together — and coping tools don't have to be complicated to make a difference."



Introducing Karey Anne Fannon - Wellness Team

Karey-Anne Fannon works as a Behaviour Intervention Coach, providing behavioural assessments, and joins Kari Anne Piche forming the new **Wellness Team** at Biidaaban. Karey-Anne develops individualized behaviour support plans for students whose behavioural needs may create barriers to academic learning and success. The plans focus on developing functional skills and strategies that promote positive outcomes across school, home, and community settings. A collaborative approach is central to the development of these plans, bringing together the student, school staff, family, and community partners through Wellness Circles to identify strengths, needs, and supportive strategies. Welcome to your new role, Karey-Anne, and miigwech to you and the Wellness Team for providing alternative options to support all students at Biidaaban.



First Day Back to School, Ceremonial Sacred Fire

September 8, 2026 – As you make the turn onto Toulouse Bay Road, the first thing you'll see – before even a glimpse of the school building is in sight – is a set of red canoes. Piled two-by-two on a sturdy trailer in the back lot, the boats remind us of the ways Sagamok exercises its sovereignty in education. Biidaaban students will spend time inside the classroom this year, yes, but they will also spend time on the land. They will paddle these canoes while listening to stories about their ancestors and learning about themselves as Anishinaabe. Plus, more of the school year will be spent

in the 'outdoor classroom', as construction unfolds on a new Land-based building featured beside Biidaaban. The new building will provide ample space for classes to visit, be equipped with heat, running water, and washroom facilities, creating a place for students to feel comfortable and ready to learn units of study that require more time and adequate amenities for land-based content.

As children approach the school for their first day, it's just cool enough to want the protection of sleeves to keep their forearms from tingling with goosebumps. As they round the corner of the building on the righthand side, gravel crunching beneath their shoes, the only other sounds come from the creatures who

inhabit the surrounding trees and the forest floor. (Plus, a few mighty squawks from a crow in the distance!). As they gaze up at the large round windows dotted with dreamcatchers and other classroom decorations, intense aromas of cooking start to waft from the cafeteria back door. Even without confirmation of the day's menu, they know it will be tasty! On the other side of the building, the extra-large field of soft grass sits quietly waiting for the arrival of their feet that will soon be running, jumping, and playing on its surface. What a good way to return to school!

Behind the building, Shkaabewis Chase Abitong, is tending the sacred fire. Throughout the morning, teachers and staff will rotate through, offering semaa



and setting personal intentions for the school year ahead.

Back out front, young students are posing by the front door so parents and caregivers can snap their first day photos before walking inside hand-in-hand. A special garland of white balloons is fastened to the railing beside the car drop-off area, so photo ops are taking place there, too! Meanwhile, older students are whizzing down the road on their bikes and scooters, some brave enough to jump the curb before whirling around the corner to their “parking spot” at the designated rack.

Teachers are at the ready to greet students by name, welcoming each one with a big smile. Students greet each other too; some give off a nonchalant attitude, while others cannot contain the excitement of seeing their friends and classmates after summer break. Two preteen boys even greeted each other like *old friends*: “long time, no see, man!”

Students were efficiently shuffled into their respective classrooms, but they didn’t stay there long! This year’s first day began with an opening ceremony held outside

and led by Sagamok Education’s new Anishinaabe Aadziwin team: Marjorie Southwind, Darren McGregor, Theresa McGregor, Marie Toulouse, and Chase Abitong. The giant circle of students and staff was a sight to behold! The ceremony included smudge, fire, song, water, berries, and tobacco.

Marjorie introduced the team. “For many years, our community leaders have been building our knowledge of ourselves,” she shared. The new Anishinaabe Aadziwin team is dedicated to sharing this knowledge with everyone who comes through Daycare, Biidaaban, and the Lifelong Learning Centre. In addition to Darren and Theresa (Knowledge Keepers) and Marie and Chase (Helpers), Marjorie introduced Patrick Wemigwans (Visiting Elder) Carol, Hilda, Clara, and Amanda (Language Speakers). She encouraged students to open up their ears, heart, spirit, and mind. “When you feel stuck [or] when you’re having a difficult time, reach to your teachers to ask for ningii-kagwejimigoo (help) – ‘Help me teacher,’” she shared.

As the ceremony progressed, students engaged in different ways and, while not directly in the circle, early learners played and climbed on their designated play structure nearby where they could hear the song, feel the drum, and see the older kids gathered around the fire. This is learning! A few classes sat, giving students the sensory comfort of running grass through their hands or inspecting small sticks as they listened. This is learning! Many standing students instinctively started tapping their feet, bouncing, or fully showing

off their dancing to the drum’s beat. Whether active participant or observer, this too is learning!

When Marie brought the smudge around the circle, most students knew exactly what to do. The same was true for the bowls of berries. The water jug, however, inspired a bit of uncertainty.



Some students watched their peers to figure out how to cup their hands to receive the offering and drink; others followed the gentle instructions from Marjorie, Theresa, and Marie.

“You are the luckiest kids and young adults in the world!” shared Darren. “You have the best teachers who all have the biggest hearts; they care for you and they want to make sure you succeed. [Your teachers] want to make sure that when you’re an adult you have what’s called *mino biimaadiziwin*.” *All the best to our staff, students, and families for the coming school year.*



Biidaaban Open House, Meet The Teacher and Services

Back-to-school artwork introducing students and their smiling faces, Halloween-themed decorations and fall door décor, and a buzz of activity filled the halls of Biidaaban at the Open House Meet the Teacher and Services event on September 24. Families, caregivers, community members, and students were invited to the introduction evening from 3:30-5:30pm following the regular school day as an opportunity to meet with classroom teachers, Biidaaban staff members, as well as representatives from the following Sagamok service departments:

- Special Education, Literacy, and Numeracy;
- Physical Wellness, Student Mental Wellness Specialist, and Biidaaban Wellness Team;
- Leadership, Classroom Teachers and Educational Assistants, Janitorial and Cafeteria Staff;
- Anishinawbek Police Services;
- Family & Community Support Services;
- Sagamok Naandwedjige-Gamik (Community Wellness Department);
- Communications; and
- Library/Curriculum Survey Station



Each booth offered some amazing giveaways such as bento lunchboxes, water bottles, key chains, stress relievers, shirts/sweaters, pens, pencils, notepads, correction pens, lip balms, interactive displays, prizes/draws, books, stickers, and Jibbitz. Informative handouts about each service were on hand to pick up, where/how to access the services, and relaying the message that these services are always available to help support students and families to make their education experience accessible and more rewarding. Education Staff members were present collecting feedback to inform Library and Curriculum surveys.

The engagement level by families/caregivers and students in attendance was exceptional and wonderful to witness. Family/Caregiver involvement in students' education is an important key to success. It supports a positive learning experience for children and is highly valued by Sagamok Education staff and our community. Collaboration between all entities is appreciated and lends itself to a balanced, well-rounded, and healthy education-related relationship for everyone involved. Miigwech to our community, families, partners, and leadership for this continued support and investment in our future generation.





Nbwaakaawin



Wisdom

Dbaadeniziwin



Humility

Debwewin



Truth

Zaagidwin



Love

Mnaadendimowin



Respect

Aakwa'ode'win



Bravery

Gwe'kwaadziwin



Honesty

Nbwaakaawin



Wisdom

Dbaadeniziwin



Humility

Debwewin



Truth

Zaagidwin



Love

Mnaadendimowin



Respect

Aakwa'ode'win



Bravery

Gwe'kwaadziwin



Honesty



Be PRESENT. Make EVERY DAY count.

Student Success

2026-2027 School Year Calendar

	m	t	w	t	f	m	t	w	t	f	m	t	w	t	f	m	t	w	t	f	m	t	w	t	f
SEPT		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
OCT				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
NOV	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
DEC		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
JAN					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
FEB	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26					
MAR	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
APR				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
MAY	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
JUNE		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		

This calendar lists school holidays, teacher professional activity days, non-instructional days and secondary school examination days within Rainbow District Secondary School.

- First/Last Day of School
- Secondary School Exams
- Holidays
- Christmas/Mid-Winter Break
- Professional Activity Days



Access the Guide at
rainbowschools.ca



myBlueprint

myblueprint.ca

Grades 7 to 12

Log in and help your child
chart a pathway to their future.



Rainbow Schools

Reaching minds. Touching hearts.

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OCAS/OUAC INFORMATION SESSION

Discover your roadmap to successfully navigate
your post-secondary journey in Ontario.

Nov 26 • 5 – 7PM • Lifelong Learning Centre

Edie Fairburn | fairburn_edie@sagamok.ca



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Lifelong
Learning Centre

Meet the Team at the Lifelong Learning Centre.

We offer the following support and services Monday to Friday
from 8:30am to 4:00pm.

Edie Fairburn

Guidance & Career Coach
705-501-8950 X 924
fairburn_edie@sagamok.ca



Guidance & Career Coaching

Post-Secondary Student
Support Program

Lorrie Ann Linklater

Guidance & Career Coach
705-501-8950 X 923
linklater_lorrieann@sagamok.ca



Access Financial Programs
and Application Assistance

Job Board & Local
Placements
ISET Program Options

Charlene Morrison

Guidance & Career Coach
705-501-8950
morrison_charlene@sagamok.ca



Training Programs
Certification Courses
General Interest Programs
(online / in-person options
available)

Lorna Sinobert

Guidance & Career Coach
705-501-8950 X 922
sinobert_lorna@sagamok.ca



Psychometrics / Career
Interest Assessments

Tracey Stoneypoint

Guidance & Career Coach
705-501-8950 X 925
stoneypoint_tracey@sagamok.ca



Adult Education
Waawaasnoode Adult
Learning Centre (WALC)
Continuing / Re-engagement

Access to Computer Lab

Josephine Toulouse

Guidance & Career Coach
705-501-8950 X 929
toulouse_josephine@sagamok.ca



Tutoring Assistance



Sagamok Graduation

July 31, 2026

The late afternoon air was fragrant with chamomile, milkweed, and lilies. Friends and family members filed into the Biidaaban gymnasium, registering, and picking up a copy of the 2026 Graduation Ceremonies designer booklet, which highlighted the Secondary and Post-Secondary graduation agenda and achievements. Decorated in rich navy and gold tones, with contrasting fresh green imagery of braided sweetgrass, and proudly boasting the Sagamok Migizi logo, the booklet contained the names of each graduate, their educational achievement, program distinction, designated special awards and bursaries, and acknowledgement to contributing Sponsors and Staff. Tables and chairs were arranged the day before the event by a hard-working group of Guidance & Career Coaches (who admitted that preparation for the Graduation event had begun 6 months earlier), administration/support staff, and a crew of summer students. Chi miigwech to everyone! With tables draped in fancy white linens, the gold chairs included padded cushions to provide extra comfort for guests sitting for extended periods. Individual pots of fresh, live sage and sweetgrass and tea lights adorned the tables, keeping on theme with this year's event 'Weaving the Path to Your Future'. Grads and guests were encouraged to take home the medicines to plant in their own gardens to nurture and share.



Following a Meet & Greet hour, a chance for graduates to catch their breath and calm their nerves, Master of Ceremonies Orion Southwind requested grads to assemble in the hallway, arranging themselves alphabetically for the processional march. As each graduate was introduced by name, they entered the gym – surrounded by a standing ovation of applauding supporters – and walked the runway to the centre stage. Rows of white chairs were arranged at the front, the place of distinction for graduates, and the stage featured décor in traditional medicine-wheel colours; four large black planters containing fresh red and yellow flowers interwoven with dark green ferns, bound in a white ribbon sash. An honour song was drummed/sung by Terrance McNichol, and an opening prayer was offered in Anishinaabemowin by Wayne Southwind.



Beginning with Secondary School, ISET, and Adult Education (Waawaasnoode), followed by College and University programs respectively, students were announced by name and achievement earned, and invited to walk the stage to receive their honorary diploma and handshake from the department designate. The Class of 2026 celebrates 37 Secondary School, 19 Indigenous Skills & Employment Training Program (ISET), 6 Waawaasnoode Adult Learning Centre (WALC), 28 College, and 15 University graduates from Sagamok Anishnawbek; a success to be proud of. The diversity of pursuits is something to admire: Police Officer, Nurse, Teacher, Administration, Justice, Political, Indigenous Specialization,

Theatre/Arts, Natural Resources, Doctor, Social Worker, Trades Specialist, Engineer and beyond. A special shout out to 6 Biidaaban Staff Members who graduated from Kenjgewin Teg Educational Institute! Congratulations – Sagamok Education is proud of your accomplishment and pleased to have you as Educators on our team.



Marjorie Southwind, Sagamok Education's Anishinaabemowin Manager, offered opening remarks including the sentiment "the knowledge you have gained will guide you in the work you do and in the life you build for yourself." Keynote Speakers included College representative Jasmine Owl-Abitong and University representative Allison Owl. Jasmine's speech included words of appreciation: "I'd like to thank Sagamok Education for believing in our potential, providing support, and training opportunities for us to pursue our dreams." She went on to provide the analogy: "The theme 'Weaving the Path to Your Future' reminds me of the teachings of a three-fold cord. Today those three strands represent our past, our present, our future. Just as each strand is important on its own, together they become stronger, united, and not easily broken. Education is far more than what happens in a classroom. It teaches us to think critically, solve problems, work together, and persevere when the answers aren't obvious. So today, don't simply celebrate reaching the finish line; celebrate becoming someone who is ready for whatever comes next. We are the future our ancestors prayed for."

Guidance & Career Coaches, having collected feedback from previous graduation ceremonies, listened to and honoured suggestions for improvement, and this year's Graduation brought everything together beautifully and successfully. A feast of prime rib and delectable accompaniments prepared by Jannifer Ruth Catering Services permeated the hallway as guests lined up at the buffet tables. The celebration concluded traditionally with a closing song and prayer.

Chi miigwech to the Guidance & Career Coach staff: Lorna Sinobert, Edie Fairburn, Josephine Toulouse, Lorrie Ann Linklater, and Tracey Stonepoint, and to Claudette Jones, Manager of Lifelong Learning Centre, Nicole Sangster, Kristy Southwind, Anna Bourcier, and all supporting staff from the Sagamok Education Department, who contributed time and effort towards making the 2026 Graduation Ceremony memorable. A special thanks to the Communications Department for creative contributions towards printed materials and publicizing the event, Francoise Beaupre for operating the sound system, Kaylee Linklater for her Photography booth, Massey RONA for their generous contribution of stage planters and décor, Adam & Angela White, Greenhouse Technicians, who cared for the medicine plants table décor, and to our many generous sponsors for awards, bursaries, and scholarships! Miigwech to all of the family members, friends, community mentors, and beloved ancestors who helped the Sagamok Class of 2026 graduates define this step along their journey towards reaching their full potential.







Waawaasnoode: What Education Re-engagement Can Look Like!

Pictured here are Niibin Nashkawa, Chelsey Varga, and their infant son, Niibin Nashkawa-Varga. They were spotted at the Waawaasnoode Adult Learning Centre (WALC) located in Sagamok's Lifelong Learning Centre, 717 Sagamok Road.

This young family represents the epitome of what life looks like or **can** look like as adult students.

Do you have a young family and want to return to school and don't know where or how to start? Are you seeking a fresh start on a new career path and need your Ontario Secondary School Diploma to qualify? Maybe you work a full-time day job and wonder how or when school could fit in so you can upgrade your paycheck? You have the opportunity right here at home to complete education courses in pursuit of diplomas or certificates that will increase employment opportunities, job retention, skills, and wages. Not to mention the pride of personal achievements and fulfilling your dreams! Step 1 is your choice.

The WALC offers:

- Flexible course completion timeframes;
- Daytime and evening options to attend;
- Support from a certified Ontario Teacher's College (OTC) Teacher
- Computer lab & internet;
- Quiet workspace & snacks to support your learning;
- Clean, bright, and climate-controlled environment; and
- Moral support/guidance from someone who cares about your success!



The choice is right here on your doorstep. There is no cost, but it is up to you to make the choice to re-engage with education, to take the steps needed to connect, register, complete the work, and earn the reward – your diploma! Life as an adult looks different from that of a high school student, but that doesn't need to be a barrier to fulfilling your dreams.

This young family is proof that anything is possible if you put yourself out there and show up for you. Find the resources, access the programs offered, invest in yourself, and your community will help support you in your endeavours. Waawaasnoode, a segment of Sagamok Education, has assisted 41 members of Sagamok in 2026/27 with education re-engagement! This could be you.

Contact Anna Bourcier at the WALC (705-501-8950) to brainstorm some options that could fit your life. Talk to other students who have travelled the path as an adult student with responsibilities (children, aging parents, family members requiring full-time care, debts/payments, job responsibilities, skill upgrading required) and gain insights and encouragement to help you on your journey. You will recognize that you are not alone. Many members have been successful and you can be too! It starts with you. Just start.

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 Ontario Secondary School Diploma (OSSD) credits
- Guidance on education requirements for Post-Secondary
- Support for job readiness and employment opportunities through the Lifelong Learning Centre



SAGAMOK ANISHNAWBEK
EDUCATION



Lifelong
Learning Centre



Contact Anna Bourcier:
705-501-8950
bourcier_anna@sagamok.ca

Northern College Partners with Sagamok Education's Lifelong Learning Centre

Northern College has partnered with the Lifelong Learning Centre to deliver diploma programs right here on the Sagamok campus. Beginning this fall, a full complement of students enrolled in the Social Service Worker program will be filling the hallways and classrooms of the Lifelong Learning Centre eager to learn and earn a diploma in their chosen profession. Vance McPherson, Director of Education, had this to say about the new offering as it relates to the community's oncoming need to support Koognaasewin in Sagamok with additional staff and expertise:

"Sagamok has declared their intention to exercise jurisdiction over Child Welfare in accordance with their Inherent Right affirmed in Bill C-92, the Federal Act Respecting First Nations, Inuit and Métis children, youth and families. We expect implementation of Koognaasewin Child Well Being Law to begin within the next two years, and we're very excited."

Provision of Koognaasewin's multitude of services will require numerous trained professionals in the fields of counselling, administration, wellness and mental health, health/medical practitioners, and child/family advocacy supports, to name a few. Sagamok Education and Northern College recently solidified a partnership to offer the full-time Diploma program.

Vance went on to say, "Sagamok's Lifelong Learning Centre and Northern College are partnering to offer a community-based Social Service Worker program. The program is specially designed to facilitate maximum participation of Sagamok citizens, with the intention of building human resource capacity in advance of Koognaasewin implementation."

Northern College has multiple part-time faculty positions open for teaching course curriculum on the Sagamok campus, with a callout for community applicants advertised across all communication channels in Sagamok. While a Bachelor of Social Work degree is required, Registered Social Worker designation was given preference during the application process. "This is an exciting opportunity for a social worker who wants to be a part of a monumental movement rooted in the wisdom of the people of Sagamok Anishnawbek," added Vance. If you missed the preliminary application round for part-time faculty to fulfill the first term, perhaps you can still reach out to the Northern College Dean of Business and Community Services, Christine Raycraft, by emailing raycraftc@northern.on.ca or contacting the Manager of Lifelong Learning, Claudette Jones, jones_claudette@sagamok.ca to express your interest in becoming a Northern College Faculty Instructor for future courses.

The inaugural Social Service Worker diploma program is set to begin at the Lifelong Learning Centre on September 9, 2026, and staff are excited to see the LLC buzzing with busy learners! Chi miigwech to the supporting personnel from Northern College and Sagamok Education, for developing this partnership, thereby bringing this unique learning opportunity and accredited program to our community. And to our members/students for expressing interest during the call-out sessions advertised in late spring, and for requesting that college level programs be brought on-site to provide students and employees an opportunity to fulfill their education and employment pursuits right here at home. Best wishes to all those who will be completing this 'first-of-its-kind' Social Service Worker diploma program right here in Sagamok!



Contact: Tracey Stoneypoint: 705-501-8950 X 925 |
stoneypoint_tracey@sagamok.ca



Canada

Lifelong
Learning Centre

How **Indigenous Skills and Employment Training (ISET)** strategies can help YOU!

WHO CAN APPLY?

First Nation members regardless of residency (on or off reserve) who are unemployed, underemployed, or require skills development may apply.

The North Shore Tribal Council ISET/FNLMS (First Nations Labour Market Strategy) can also provide a minimum level of service to all Indigenous people who may seek nonfunded labour market services, such as: Client assessment, Access to labour market information, Referrals, Access to technical supports (computer and internet access within resource centre to support employment search), Cover letter and resume development, Resume printing

WHAT ARE THE LABOUR MARKET ACTIVITIES OFFERED?

First Nation members including youth (aged 15 to 30) and people with disabilities are offered: client assessment, case management, job search, job retention assistance through summer jobs, work experience, and other supports, compatible with the objectives of FNLMS.

EMPLOYMENT SUPPORT PROGRAM

Participants with confirmed offer of full-time employment for 6 months or longer may be provided one-time assistance to begin full-time employment.

SKILLS ENHANCEMENT (DIRECT COURSE PURCHASE)

Unemployed / underemployed persons who require assistance to overcome existing or anticipated labour market barriers may qualify for training courses with qualified trainers.

SUMMER STUDENT PROGRAM

First Nation members returning to school in the Fall are eligible to apply for summer employment.

CAREER EXPLORATION PROGRAM

First Nation youth between the ages of 15-30 gain an opportunity to explore on-the-job training to assist in career development.

JOB OPPORTUNITY TARGETED WAGE SUBSIDY

Unemployed individuals facing employment barriers may be provided with training and work experience with qualified employers/trainers to gain valuable knowledge and skills necessary to enter the labour force.

MOBILITY RELOCATION ASSISTANCE

Participants who have obtained full-time employment and who are relocating a minimum of 100 kms away may qualify for relocation assistance.

SELF-EMPLOYMENT ASSISTANCE

Self-employed individuals may qualify for assistance while starting their business during the preliminary startup phase.

JOB CREATION PARTNERSHIPS

To provide unemployed workers an opportunity to maintain and develop skills in order to enter or re-enter the labour market while simultaneously encouraging community development.

Miigwech To The ISET Summer Students

Summer brought with it new job opportunities and lots of work experience for ambitious students looking to improve their skills, their resume, and their bank account! Throughout Sagamok, youth took on new roles across many departments and have begun their journey toward stronger professional development. Giving up any piece of your summer, especially as a teen, is no joke! Miigwech to all the summer students this year who took the leap forward into adulthood and began or continued their occupational exploration journeys on a successful note. We acknowledge and appreciate their positive contributions towards the betterment of the community, as well as bringing a fresh perspective to the staff and departments they worked with. Congratulations to everyone, and on behalf of all Sagamok Departments, we wish you 'Good Luck' with your education and employment going forward.

If you are between the ages of 15 and 30 and the Summer Student work experience program intrigues you, consider reaching out to Tracey Stoneypoint at the Lifelong Learning Centre:

705-501-8950 X 925 | Stoneypoint_tracey@sagamok.ca.

Tracey is a Guidance & Career Coach specializing in the ISET (Indigenous Skills & Employment Training) program and can provide additional details.

Watch for advertisements again next spring across all Communication channels regarding Summer Student application deadlines and job listings through the partnership between Sagamok Education and Sagamok Human Resources Department. The job options are diverse, and you can gain valuable work experience, develop new skills, and build relationships for future professional careers right here at home! The ISET program is not just about Summer Student positions; there are many other unique opportunities to explore to help you on your career path.

Miigwech to all of the departments and staff for their collaboration and contributions towards this valuable program, to the staff members who supported the students during their placements, and for the students themselves for the fresh perspective and learning opportunity provided to the departments as well. The learning opportunities keep growing and is reciprocal by its very nature, thanks to this wonderful program.



EHS Jump Day & Grade 9 'Next Chapter' Transition Day

Incoming Grade 9 students gearing up for the 2026/27 school year were invited to experience the excitement of "Jump Day" at Espanola High School (EHS) on September 1, from 11am to 1pm.

Supported by Guidance & Career Coaches Josephine Toulouse and Charlene Morrison, students explored EHS to familiarize themselves with the school environment, including classroom locations and essentials such as the main office, cultural departments, transportation zones, gym, library, and cafeteria. Students received:

- course and classroom timetables;
- school schedule (including drop-off/pick-up times for bussing);
- opening prayer/anthem and announcements; and
- Homeroom assignment.



They were also given an opportunity to learn about and register for the sports and extracurricular activities available at the school.

The welcome session included a greeting by teachers and faculty members in the gym, where Grade 9s from the local region gathered on the bleachers to meet each other, in many cases, for the first time. It was also a chance to reframe the 'back to school' mindset following the fun and frivolity of summer freedoms. Students beginning their high school career often find this time to be particularly challenging and stressful. Opportunities like this, provided by our partners at EHS and supported by members of the Lifelong Learning Centre team, help ease the transition from elementary to high school and encourage student success.

Before Jump Day, Guidance & Career Coach, Josephine Toulouse, held a 'Grade 9 – Next Chapter' orientation day on August 31 from 9:00am to 2:30pm at Sagamok's Lifelong Learning Centre. It was supported by fellow Guidance & Career Coach, Charlene Morrison, and Education's Student Mental Wellness Specialist, Raven Hammond. The transition support day covered where and how students can access support for:

- questions/concerns about high school
- sustaining mental wellness during times of change
- Navigating complex situations
- big/unfamiliar emotions
- seeking career guidance (including course selections and pathways for career aspirations or personal fulfillment)
- school routines and suggestions for developing them
- time management tips
- cultural support
- the importance of attendance and completing assignments/homework on time
- opportunities for community service to meet the required 40 hours for the Ontario Secondary School Diploma (OSSD)

A parent information session was held that same evening at the LLC to outline Rainbow District School Board/EHS policies, the policies of the Sagamok Education program funding available to support families with high school-aged students, and an introduction of staff/presenters to familiarize parents with who they can reach out to if they have questions/concerns/need referrals.

To students entering Grade 9 or parents/caregivers of a Grade 9 student: if you are feeling a bit overwhelmed or need additional support or guidance, consider contacting Josephine Toulouse, Guidance & Career Coach. Her office is located at the Lifelong Learning Centre, 717 Sagamok Road,

and can be reached by calling the central intake number: 705-501-8950 between 8:30am and 4:00pm or emailing: toulouse_josephine@sagamok.ca.

Alternatively, students can reach out personally to Josephine at the Guidance & Career Office located just down the hall from the Main Office at EHS. The space is open to all and offers a safe/comfortable space to sit, chat, grab a snack, and find a friend. No appointment is necessary, just drop in; Josephine is on-site at EHS every day except Tuesdays.

Building Futures - Sagamok Career Connections Fair



Building Futures - Sagamok Career Connections Fair was held at the MEC on September 24 from 1- 4 p.m. Members had an opportunity to meet employers and employees of the Sagamok Anishnawbek organization, explore careers, and consider building their future in the community.

Guidance & Career Coach, Josephine Toulouse, spearheaded Career Connections and described the event as an opportunity to engage with employers/employees, learn about available career paths, discuss job roles and required skills, and gain valuable insight into current employment. Through these personal interactions, students attending might be encouraged to think beyond Grade 12, and community members were provided with ideas to consider the community as their workplace, trades, college or university programming, and explore diverse career possibilities aligned with their interests, skills & future aspirations. Some of which are right here at home! The event also encouraged interactions between students and community members currently employed in various departments to foster shared learning about the many roles and responsibilities of staffing positions within each department.

Each department hosted a booth with takeaways and representatives who discussed roles within the department, what a day on the job might look like, and the education and skill requirements to fill them. The Human Resources (HR) department emphasized that many positions in Sagamok Anishnawbek (SA) are currently available or will be soon within each department they represent. For example, hundreds of jobs are on the horizon in mental health/wellness and social work as Koognaasewin reaches fruition, which Josephine reiterated is supported by Sagamok Education's Lifelong Learning Centre Social Worker diploma program partnership with Northern College. HR representatives also addressed attendees, outlining job advancement opportunities, available support programs, compensation and benefits packages, and the value-added features of working for the organization.

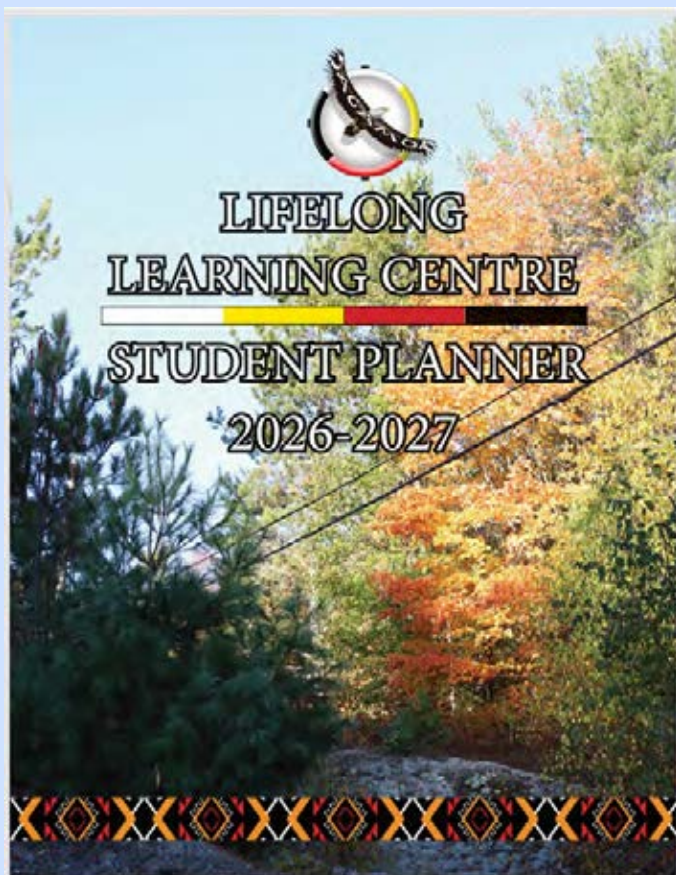
The event drew a range of attendees, from youth to young families to adults and curious elders.



Miigwech to the Lifelong Learning Centre and Josephine Toulouse for organizing this event. Bringing community members together with the Departments of Sagamok Anishnawbek to learn more about careers available here at home, the education pathways and availability of supports and services to help interested members access gainful employment, training, and education, and to foster relationships and awareness among our youth to consider employment opportunities available to them here at home, now and in the future, was very beneficial and well received.

2026 Student Planner Project

The Student Planner was developed through a collaborative project between the Indigenous Skills & Employment Training Program (ISET), IT & Communications, and the Lifelong Learning Centre (LLC).



Designed by summer student Tyler Plume Toulouse, with support and guidance from staff in the aforementioned departments, the project evolved during Tyler's summer placement in July and August 2026. During his tenure, Tyler undertook the following:

- intensive learning and implementation of the Adobe InDesign program,
- understanding the program's capabilities and experimenting with design layouts,
- incorporating Sagamok stock imagery, brand logos, and Anishinaabemowin wherever possible,
- collaborating with Guidance & Career Coaches to understand their vision of a

tool to support post-secondary students over the new academic year,

- collaborating with Waaseyaakaan Teg team members to receive Anishinaabe Aadziwin guidance and inspiration for cultural inclusions,
- receiving support and guidance from IT & Communications team members to:

o Make a project plan and reassess weekly;

o organize the designated information as it was received from various sources;

o Design the Planner layout to be both creative, culturally relevant, and functional;

o employ creative freedom and generate his personal design ideas; and

o produce the final product in a timely manner, completed by mid-August ahead of students leaving for post-secondary.

Upon completing his summer student employment, Tyler successfully created a functional and beautiful tool (Student Planner), the first of its kind for Sagamok post-secondary students! It focused on Anishinaabemowin, including days of the week, months, a prayer of gratitude, and messages of encouragement for students, some of whom were heading off to new destinations and a whole new lifestyle!

The planner includes detailed dates for compulsory meetings with Guidance & Career Coaches, in line with program requirements/support, as well as payment schedules to help students budget and manage their time. Featuring a colourful Autumn Sagamok scene on the cover and dozens of images of Sagamok throughout is intended to help students feel close to home. The medicine wheel colours are present to encourage students to recall who they are and where to turn for support. A place for notes, large calendar squares for assignment deadlines or appointments, contact information for Guidance & Career Coaches, the Departments of Education, and YWHO, as well as Mental Wellness resources, ISET program information, and a map showcasing the locations and educational institutions Sagamok students are attending in 2026-2027, came together to

produce a document to be proud of. 150 copies were printed in-house and provided to the LLC for disbursement to students.

Miigwech to Tyler for his creativity, effort, and contributions to designing the 2026-2027 Student Planner! It looks amazing and is both unique and useful. We are looking forward to receiving feedback from students who will put it to good use this year. Miigwech to all Sagamok staff who supported Tyler in this endeavour. Your collaboration, guidance, and instruction enabled Tyler to learn about working with others, to meet and interact with various departmental staff, develop relationships for future career opportunities within the organization, and an opportunity to learn about the Design/Communications field of expertise.

The ISET Summer Student program, led by Tracey Stonepoint, a Guidance & Career Coach at the Lifelong Learning Centre, and supported by the Sagamok Human Resources (HR) Department, placed 37 summer students this year in Sagamok and the surrounding region! That is a very large number of applicants in comparison to recent years, and that's 37 Sagamok members who received skills development, on-the-job training, career exploration opportunities, and a chance to earn a wage and contribute positively within their community. Miigwech to Tracey and HR staff who helped ensure the success of this year's program applicants.



LLC Orientation Day

Guidance & Career Coaches from the Lifelong Learning Centre hosted a Post-Secondary Orientation Day in early August for student members heading to college or University in September.

Orientation Day aimed to provide information and resources to students, especially those heading to new, unfamiliar destinations and leaving home for the first time. The day began with an opening prayer and smudge by Education's Anishinaabe Aadziwin team member, Marie Toulouse, followed by introductions from Lifelong Learning Centre's Guidance & Career Coaches. The coaches began by reviewing Sagamok Post-Secondary Program policies and key dates, including payment deposit dates, tuition deadlines, and mandatory monthly check-ins with G&CC. The orientation aimed to provide insights into post-secondary processes, guidance on accessing ongoing services and support from the Guidance & Career Coaches, and encouragement.

Students received breakfast, lunch, and snacks during the full-day session. Guest speakers from Cambrian and Sault College were also present. They discussed where students could seek culturally relevant supports on campus and, most importantly, how to access their course syllabus, the log-in process to access their student account, where/how to upload assignments, how to manage time, benefits to joining study groups and extra-curricular activities, how to build course schedules into personal calendars, scholarship/bursary opportunities, the necessity of attendance and completing assignments, as well as stressing the importance of balance and meeting new people as a way towards both a successful and meaningful post-secondary experience. No matter which post-secondary institution students attend, the process is generally similar.



Financial Representative John Cockburn from RBC presented information on budgeting and financial planning to students. Raven Hammond, Sagamok Education's Student Mental Wellness Specialist, presented on 'Wellness for Student Life,' including accessing mental wellness supports and the importance of acting quickly when feeling overwhelmed to mitigate issues more easily and effectively, rather than letting situations compound. Raven provided a user-friendly list of resources students could use in any situation. She emphasized advocating for self, not being afraid to seek support, and the many supports available to students through her or by contacting the Community Wellness Department directly.

The Community Wellness Department provided students with (gift) baskets filled with helpful necessities to help them start their post-secondary life off in a good way. The overflowing laundry baskets were filled with laundry soap, toothpaste, dried goods, garbage bags, cleaning solvents, etc. Every student registered in the program received a basket, which they retrieved at the LLC after the session and before leaving for their respective school. Members can attend their college/university a week before all other students, giving them more time to familiarize themselves with the destination, the campus, transportation, student life, and the resources/supports available to them.

Students have so much new information to remember and absorb as they enter post-secondary education. A helping hand is always welcome, and it's one of the main reasons we host the Orientation Day program. Many thanks to the Guidance & Career Coaches, Lorna, Edie, Josephine, and Lorrie-Ann, for organizing this day and continuing to provide personalized assistance to our student members throughout their post-secondary pursuits.

Best wishes to all our students as they step into their future—we wish you a successful journey, and we want to remind you that help is always available.



Nbwaakaawin



Wisdom

Dbaadeniziwin



Humility

Debwewin



Truth

Zaagidwin



Love

Mnaadendimowin



Respect

Aakwa'ode'win



Bravery

Gwe'kwaadziwin



Honesty

Nbwaakaawin



Wisdom

Dbaaadeniziwin



Humility

Debwewin



Truth

Zaagidwin



Love

Mnaadendimowin



Respect

Aakwa'ode'win



Bravery

Gwe'kwaadziwin



Honesty



Attendance Matters!

Each day you show up, you're moving closer to your goals, building confidence, and creating opportunities for success.

Be present and stay committed — your future starts today!

A message from the Sagamok Anishnawbek Education Department.



» SAVE THE DATE — NOVEMBER 7, 2026 «

Darla Boston | 705-865-2421

Z'gamok Gindaasoo

Aatchkinagan – Sagamok

Community Library Update

Article submitted by Rebecca Toulouse, Senior Curriculum Facilitator

Renovations are complete in the new library space located in the Lifelong Learning Centre. Strategic planning is under way for program delivery and literacy strategies will be developed to reflect the community vision for the space. From the recent library surveys conducted, the following suggestions were received:

- Ideas for possible programming include: story time, reading club, technology training, guest speakers, storytelling - grandmother's stories, cultural stories, elders' teachings, family reading opportunities and makerspace activities.
- The collection of books and resources to include: a good selection of Indigenous authors, local history materials, genealogy resources, historical records, family history, past chief/ council information, community stories collection, classic literature, children's & young adult books, adult fiction/non-fiction.
- Services should include: use of wifi, printer, fax machine and scanner.

An opening is anticipated for some time in early November.

Community Curriculum Project Update

For Sagamok, to govern our own education systems grounded in Indigenous languages, cultures, and worldviews, has been a community vision. The work of the First Nations with Schools Collective identifies these core goals:

- restoring first nation jurisdiction over education,
- revitalizing Indigenous languages

and knowledge systems, developing culturally grounded curriculum,

- securing equitable, needsbased federal funding and strengthening communitybased schooling systems.

Curriculum for both the community Daycare and the K to 8 school has been discussed dating back to the construction of a community school – originally Beedaaban - in the early 80s. Former Chief, Harvey Trudeau, stated in a recent interview, “the school was to be a vehicle to revive language and culture and to teach our children to be Anishnaabe.” In the 2015 Sagamok Community Story, it was again noted that “using generic education isn’t effective. Children and adults are disconnected from our culture and language. Our history needs to change (the curriculum). Having cultural teachings in our school has proven effective. We should learn from our own elders about Sagamok’s history and build a history written by our own people. We need to know where we came from to know where we are going. Also, the style of teaching should go back to more hands-on and oral teaching styles. This is how our grandparents were educated. We must bring back pride and give our children a vision to the future by instilling our language and culture. Knowing our ways, teachings, ceremonies, as well as the origins of our Anishnawbek words, is positive. Through this, the identity and self-awareness we once held is being restored.”

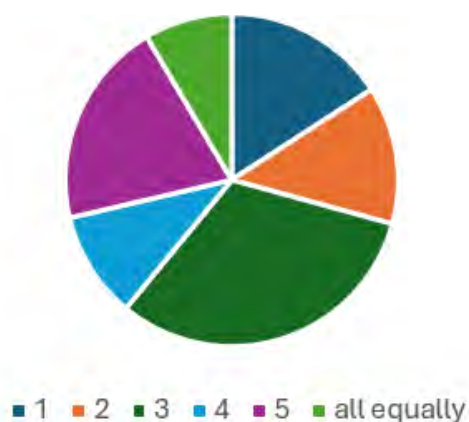
At a national level, the Truth and Reconciliation (TRC) Calls to Action #62, 63 and 64 state to make age-appropriate curriculum on residential schools, treaties, and Indigenous historical and contemporary contributions, fund post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods and to provide funding to Indigenous schools to utilize Indigenous knowledge and teaching methods in classrooms.

Lastly, at an international level, the United Nations Declaration on the Rights of Indigenous People (UNDRIP) Article 14 states: 1. Control over Educational Systems: Indigenous peoples have the right to establish and manage their

own educational institutions, allowing them to provide education in ways that reflect their cultural traditions, teaching methods, and languages.

Clearly, there is a need to develop a local curriculum that better reflects community values, beliefs and tells Sagamok's story.

Over the last three months, we asked elders, youth, teachers, parents, and community to prioritize five statements to help guide the curriculum development process. Below are the combined results of 181 surveys from the "Decolonizing Education - Moving Towards Telling Sagamok's Story":



The number one priority identified was "Anishinaabe Kendaasewin – our original ways of knowing and transferring knowledge begins in Early Childhood and Early Learning." Listening to the voices of Anishinaabe Elders' input was identified as the second priority. Interviews have been conducted with many Sagamok elders over the years dating back as far as 1980. One of our tasks is to gather transcripts from previous elder interviews. Elders' stories will contribute to the development of curriculum. We have recently started an initiative called "Stepping Into Our Stories" where we will conduct group and individual interviews with elders in Anishinaabemowin, if that is their preferred choice. These stories will further add to the community collection of elder stories.

Digitization is another way to help preserve community history. We will be looking for old photos, recordings, and videos that help tell the

story of our community. These might include family photos, events, or recorded stories and videos. These will be carefully safeguarded, digitized, and the original will be returned. Further work on the development of a 'purpose of use' and 'scope of consent' for obtaining information and research is under way. Upon completion of these documents, we will move forward with gathering items for scanning. Announcements will follow via the usual communications channels.

Work continues on developing a framework based on Sagamok's core values and beliefs that will guide decisions about how learning takes place, how educators teach, how the community participates, and how success is understood.





Raven Hammond, BSW, RSW
Student Mental Wellness Specialist



SAGAMOK ANISHNAWBEK
EDUCATION

Student Mental Wellness Services

**Supporting Healthy Minds
Across Lifelong Learning**

The Student Mental Wellness Specialist supports the mental, emotional, and social wellbeing of students across the entire Lifelong Learning system. This role focuses on creating safe, supportive environments and helping students develop skills to manage life's challenges and succeed in learning, through:

- Mental health and wellness education
- Bullying prevention and psychological safety
- Stress management and mindfulness
- Grief and loss support
- Small group and targeted wellness programs

WHAT WE DO

- Promote mental wellness for students of all ages
- Support safe, respectful, and inclusive learning environments
- Provide prevention, early intervention, and targeted supports
- Align wellness initiatives with educational programming
- Support academic success by addressing underlying mental health, social, and environmental needs

WHO WE SUPPORT

- Daycare programs
- Elementary and Secondary school students
- Lifelong Learning Centre programs
- School staff and learning teams

How We Work With People

STUDENTS

- Provide safe, supportive spaces to talk and learn
- Deliver group and individual wellness programs
- Help students build coping skills, resilience, and confidence

FAMILIES & CAREGIVERS

- Share tools and strategies to support student wellness at home
- Offer guidance during challenging situations
- Connect families to school and community resources

EDUCATORS & CAREGIVERS

- Collaborate to identify wellness needs
- Support classroom and school-based initiatives
- provide guidance on mental health challenges that impact learning

COMMUNITY PARTNERS

- Partner with wellness, health, and social service organizations
- Coordinate supports for holistic, wraparound care
- Work with cultural and community programs to extend services

LEADERSHIP

- Advise on student wellness trends and needs
- Support planning and decision-making
- Share data and reports to improve programs and outcomes

Working Together

OUR COLLABORATORS

- Community Wellness Services
- Child and Family Services
- School Health Support Services
- Cultural and community partners
- Allied professionals within and beyond the community



CONTACT RAVEN:

C: (705) 863-0883

E: raven_hammond@sagamok.ca

Miigwechwewin

Chi Miigwech Gzheminidoo miinwaa
ngoding gii waamdamaang gii giizhgak
Giizis gii bi naabid.

Chi Miigwech gii miizhyang iw sa
bimaadiziwin.

Chi Miigwech gii miizhyang
ngidziimnaanik.

Wiidookwishnang ji namaayang
gwayak ji bmoseyang.

Chi Miigwech Gzheminidoo kina gegoo.

This prayer is an offering of Thank You to The Creator. The prayer has been spoken at Biidaaban Kinoomaagegamik since early 1990's perhaps earlier. Biidaaban Receptionist, Rae-Lyn McGregor, provided the prayer for use in the Student Planner, along with a story about its origins.

The information shared is to the best of her knowledge at this given time. Miigwech, Rae-Lyn.

"Mary-Ann Trudeau-baa brought forward the prayer and both Georgina Toulouse and Mary-Ann-baa condensed the prayer for the students to be able to speak in Ojibwe. They are the originators of this prayer at Biidaaban -- it was spoken in the classroom before a P.A. system was installed and was still being spoken when I first started working for Biidaaban in 2018. It transitioned from the kids speaking to myself reciting it due to being alumni, and the way I spoke in Ojibwe was the way Mary-Ann's-baa dialect was taught. Eventually I hope to have the children speaking this prayer again as they will be our future knowledge keepers."



COO Mick Staruck Visits Sagamok Education

Chiefs of Ontario (COO), Director of Education, Mick Staruck, visited Sagamok to meet with Director of Education, Vance McPherson, in late June. To provide you with some background information regarding what the COO is/does, here is an explanation from the COO website, <https://chiefs-of-ontario.org/> -- "Chiefs of Ontario is a political forum and secretariat that supports all 133 First Nations communities in Ontario, and advocates for the self-determination of these nations." Where education is concerned, Chiefs of Ontario actively engages in initiatives that focus on Early Learning to Grade 12, Special Education needs, post-secondary, and language revitalization efforts. Across all

sectors, "the primary objective is to identify and enact initiatives that will result in delivering sustainable, equitable First Nation education systems recognizing First Nations jurisdiction."

Mick toured Sagamok Education's facilities, including Shki Waase-Aaban Binoojiinh Gamik (Daycare), Biidaaban Kinoomaagegamik (Elementary), and the Lifelong Learning Centre, which included Waawaasnoode (Adult Education) and the newly re-established Waaseyaankaan Teg (the Place of Enlightenment) – our home for all things language and culture related under the education umbrella.

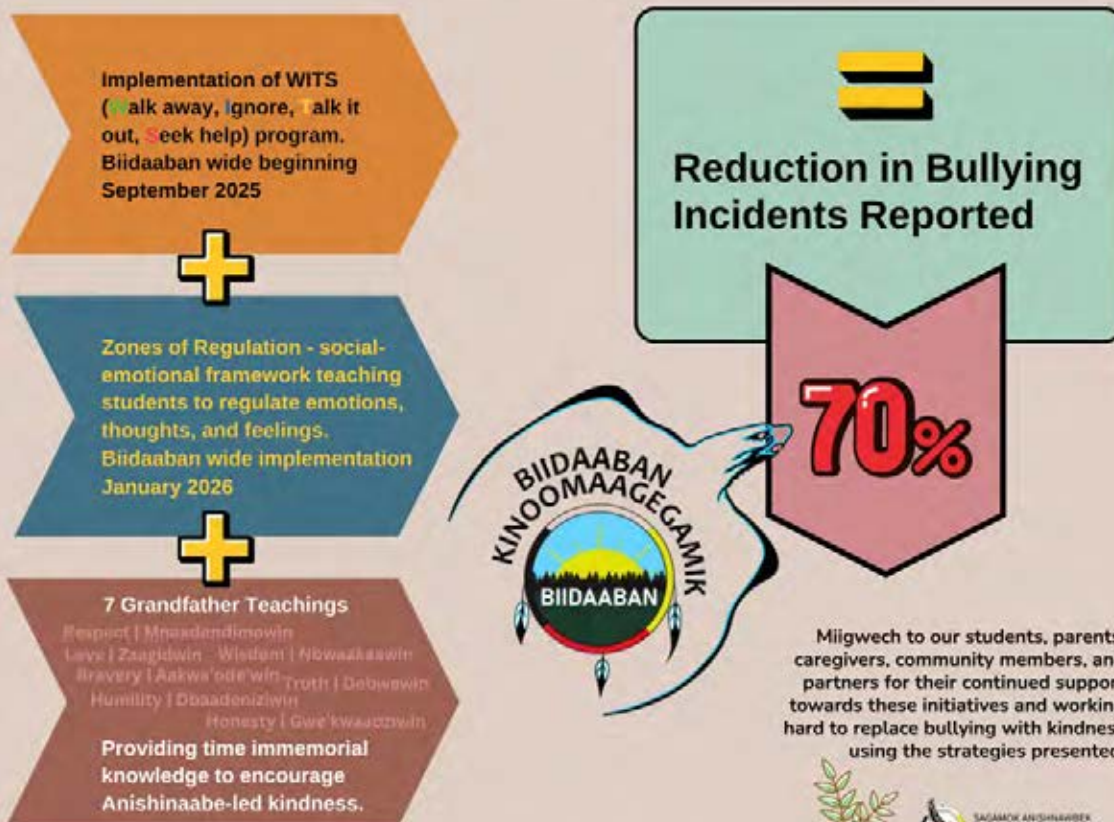
Following a meeting together, Vance led Mick on a personal tour to showcase Sagamok's innovative instructional platforms; including, Daycare's Anishinaabemowin immersion efforts, Biidaaban's Land-based Learning and Language curriculum, the newly renovated offices, Maker Spaces, and access to higher education at the Lifelong Learning Centre, including training and career development opportunities available in collaboration with Sagamok Departments as well as regional stakeholders – all reflecting the diversity of programs being made available to meet the needs expressed by community members, utilizing community resources.

Mick appreciated the tour and found the modern, Anishinaabe Aadziwin-inspired spaces (Biidaaban and Waaseyaankaan Teg) which students and Sagamonians can access to help



them reach their full potential with resources located conveniently on-site to fulfill self-actualization, from womb to ancestry, particularly interesting!

Miigwech to Mick for taking the time to visit Sagamok Education and personally greeting staff throughout his tour to learn first-hand about our innovative and culturally observant Education Department. The team appreciated the meet-and-greet, and the exchange of information by all parties was meaningful and insightful.



Fish Hatchery Program

Quinn Meawasige, from Serpent River First Nation, has been working with the Anishinaabe Aadziwin Team to revitalize Sagamok's Fish Hatchery program in support of Biidaaban Land-based programming.

The Team requested his expertise to get the existing equipment operational and ready to place back in the classroom setting, as well as provide the necessary knowledge to ensure success. The hatchery program will proceed once fish eggs are ready to be harvested, based on species and season, and placed in the hatchery.

Quinn graduated from Algoma University with a Bachelor of Arts in Community Economic and Social Development and a Certificate in Anishinaabemowin from Shingwauk Kinoomaage Gamig. He has worked closely with an Indigenous Food Sovereignty Initiative. Mnoomin (wild rice) revitalization is one of its initiatives that the Sagamok Education Anishinaabe Aadziwin team is also delving into. Known to be an active harvester and hunter, fisherman and forager, language advocate, and outdoor adventurer, Quinn has a deeply rooted dedication to making land and water-based learning opportunities accessible for family, community, and all interested learners.

We look forward to the fish hatchery station being positioned once again in Biidaaban classrooms to encourage students to learn about giigoonh (fish), their conservation, and stewardship of nature's provisions. Miigwech, Quinn, for your assistance.



Education Fun Facts

 Registered Daycare Students in 2025/2026 **51** 

Daycare Graduates 2026 **8** 

Registered Biidaaban Students 2026/2027 **205**  **21**  Grade 8 Graduates Biidaaban 2026

2026 Secondary School Graduates **28** 

2026 Post-Secondary Graduates **43** 

Post-Secondary Registered/Supported Students **156**  New & Returning Students

WALC Waawaasnoode Adult Learning Registered/Supported **41**  re-engagement 2026/2027

Students supported through School Health Support **39**  EL1 to Grade 8

37 2026 Summer Student Placements 



Fancy Dance Teaching

Education's Anishinaabe Aadziwin Team member Ekinomahgehjig (Traditional Knowledge Teacher) Darren McGregor, led the effort to bring two members from neighbouring communities to Sagamok on September 16 to provide an instructional demonstration and teaching on Powwow Fancy Dance. Sarah Daybutch McGregor (Butterfly Woman), a member of the crane clan, arrived from Mississauga FN to offer women's fancy dance, and Wiingashk Shawana from Wikwemikong/Batchewana offered a men's fancy dance demonstration. The dancers provided a meet-and-greet, shared a bit of their story about how they became powwow dancers, and answered questions from curious senior Biidaaban students as well as young Daycare friends. In the afternoon from 4:30-5:30 pm, a similar session was offered at the MEC for all community members to attend. It included snacks and an intimate setting to watch the dancers up close, ask questions about their dance style, regalia, and discuss traditional values associated with powwow dancing and how to get involved.

With the upcoming Honouring Survivors Powwow – Mnakmagok Gii Bi Mshkoogaabwimin(wok) (a Celebration of Resilience) on September 25, the Anishinaabe Aadziwin Team felt it was a good opportunity to present students with styles of dance, learn footwork, and talk about the various types of regalia (grass, woodland, fancy, traditional, chicken, jingle...). The goal was to share knowledge, as well as encourage students who may be contemplating powwow dancing.

Both Sarah and Wiingashk have been dancing since they were young children (age 3-4) — Wiingashk adding that he “danced before he could walk”—the music speaking to him and movement flowing naturally. Both shared that their parents played a big role in their pursuit of dance, which led to powwow dancing as they grew up, and now travelling the Powwow Trail as young adults. Both

Sarah and Wiingashk expressed gratitude towards their family for their love of dance, help with making their first regalia, attending powwows together, and ensuring registration in competitive circles. They encouraged Sagamonians to join dancing circles or to simply dance at home if you feel moved to do so.

“There is no right or wrong way to dance as long as you are enjoying it,” shared Sarah, adding that everyone is learning at different levels their whole lifetime. Sarah demonstrated a few simple dance steps in slow motion so that students and community members could practice alongside her and develop confidence. Both Sarah and Wiingashk mentioned that they use YouTube to learn new dance styles/steps by watching/learning from other dancers. Sarah said she enjoys the energetic, fast pace of fancy shawl dancing compared to other styles, like the traditional style she began as a child. She spoke to students about how taking care of her body with proper food, exercise, and sleep helps with her dancing. With practice, you build endurance and develop movement you feel comfortable with.



Wiingashk, son of renowned dancer Tyrone Shawana, spoke about his deep connection to dancing and how he continues to dance for the healing it brings, as well as to carry forward tradition. As soon as he could walk, Wiingashk's father gave him his first regalia, and he always looked up to his father as he grew up dancing. He pointed out the crane on the centrepiece of his regalia, representing his clan. He shared that this is how he keeps his family with him as he dances and attends powwows or events like this. Biidaaban students asked Wiingashk whether traditional regalia had the brightly coloured/neon feathers and beading components he displays. Wiingashk appreciated their attention to detail and explained how the colours seen in his regalia have evolved a bit from what was traditionally available to ancestors. He added that many of his regalia items were gifted to him by people he met on the Powwow Trail, and how his regalia evolved as he was gifted feathers [he pointed out the difference between eagle feathers on his headdress and

showed us a cluster of orange Northern Flicker feathers he was adding]. His regalia continues to evolve as he incorporates more traditional and historical aspects from the nations and people who inspire him. Fancy dance originated in Oklahoma, he informed students, and so he likes to honour the horse for always being there historically to carry us (people) around the countryside. He pointed out his leg coverings resemble the flowing hair on the legs/tails of horses, and the white circle painted around his eye and lightning bolts on his thighs, historically linked to spirits being able to quickly identify the horse/white around the horses' eyes during battle. His eagle feather bustles were also traditionally used during battle to intimidate the enemy, he shared. His dance demonstration showed students how he keeps his legs high when moving, replicating a running horse, and his deep love of the faster, more complex footwork of fancy dance.

Many questions were directed at the presenters regarding regalia:

- How long does it take to make?
- Did they make the regalia themselves?
- How long did it take to gather all of the pieces?
- Where did the colours/style/inspiration come from?
- What is the meaning behind the different parts of the headdress/shawl/leg coverings?

Sarah, Wiingashk, and Darren thoughtfully responded to each of the enquiries. Darren shared that many people (himself included back when he began) often hold back from joining the dance circle at Powwow because they may not have their full regalia yet. He shared that an Elder once told him, "If you wait until you have your full regalia, you might never get started because your regalia is never complete; you will always add or change something." As the program wrapped up, Darren, Sarah, and Wiingashk encouraged attendees to start dancing if it is their heart's desire. Groups meet to support you as you start learning, and you'll have many opportunities to dance at powwows and other special events, sharing your gift, personal expression, and story through dance.

Miigwech to Sarah, Wiingashk, and Darren for providing this interactive experience and exposure to powwow dancing and teachings.





with teachings and guidance provided by the Anishinaabe Aadziwin staff. Once bundled, the sage was transferred to the Arbour outside of Waaseyaankaan Teg/Lifelong Learning Centre and hung from the rafters to dry in the warm summer sun and breeze that filtered its way in. The aroma was pleasant in the arbour, and the spiritual aura of sage bundles illuminated by the dappled sun beaming in from the roof opening was a calming balm for the senses.



After several weeks of drying and being cared for by Anishinaabe Aadziwin team members, the sage was ready to be cleaned. It was taken down from the Arbour and transported to Biidaaban on September 16, where students in Grade 7 & 8 assisted with the cleaning, while being provided with teachings and shared knowledge about sage, its uses, healing/cleansing benefits, and proper preservation techniques once harvested.

The sage will be used for ceremonies facilitated by the Anishinaabe Aadziwin team throughout the coming year, as well as shared within the community cultural department, and gifted at special events.

Sage Harvest and Teaching

Waaseyaankaan Teg's Anishinaabe Aadziwin team (Marjorie Southwind, Manager, Shkaabewis Chase Abitong, Shkaabewis Kwe Marie Toulouse, Kinoomaage nini Darren McGregor and Kwe Ehkinoomaaget Teresa McGregor), along with summer student Niibin Nahwegezhic, and Shkaabewis Kwe Apprentice, Madison Owl, embarked on a meaningful, cultural expedition over the summer. The crew travelled to Saskatchewan to harvest medicines, including mashkodewashk (sage). As they regaled stories of their journey, a few distinct highlights included: a friendly horse that visited with them while they were harvesting sage in a farmer's field; the welcoming nature of said farmer as they asked for permissions; towing the trailer through the steep/winding grades along Gichigami's (Lake Superior's) rugged shoreline; and the picnic lunches at pleasant, outdoor roadside stops along the way.

Upon the team's return to Sagamok, the quantity of sage gathered was transferred into Waaseyaankaan Teg's space for sorting and bundling. Much of this work was done by summer students on placement with Sagamok,



Mnakmagok gii bi Mshkoogaabwimin(wok) -- A Celebration of Resilience Powwow



On September 25, from 10 am to 2 pm, a first-ever Honouring Survivors Powwow was hosted at Biidaaban Kinoomaagegamik. Student Success Program Coordinator Colleen Toulouse and Literacy Resource Teacher Stephanie Sonnenburg worked together to apply for, and ultimately receive, a Government of Canada grant to fund the event. Additional funding was required to cover the event costs, which was provided by Waaseyaankaan Teg (Sagamok Education's Anishinaabe-Aadziwin Unit) and Sagamok's Community & Family Support Services. Chi miigwech to all of our sponsors!

Members of Sagamok Education and Waaseyaankaan Teg worked together to plan and facilitate this successful, deeply meaningful event. Chi miigwech to everyone who supported, organized, and carried out the Powwow honouring our residential school survivors and acknowledging enso-binoojiinh piitendaagzi (every child matters). Shki Waase-Aaban Binoojiinh Gamik (Daycare) and the local elementary school, St. Mary's in Massey, were invited to attend. Community members, Chief & Council, families/caregivers, and residential school survivors from Z'gmok shared in the honorary Powwow, raising awareness of survivors' strength and resilience towards residential school systems and their impacts, while offering an opportunity to reflect on the upcoming National Day of Truth & Reconciliation.

Students and staff wore blaze orange shirts depicting an emblem for Every Child Matters. Attendees were invited to recall those who have gone on before us, and those who still walk with us, honouring and thanking them for the lives we enjoy today as a result of their courage, pride of culture, and unfaltering resistance against powers that seek to erode the Anishinaabe way of life.

Master of Ceremonies, Darren (DJ) McGregor, said it beautifully in his opening remarks,

"We are here today to honour survivors. And this [Powwow] resonates with our ancestors, those members who attended, endured, and returned home as survivors of residential school systems. For them, we dance, we celebrate, and we acknowledge their resilience, courage, and devotion to maintaining their Anishinaabe customs, spirits, and success in continuing our ways. We all survived because of them." He also emphasized that "everybody has the right to feel good about themselves."



Powwow dignitaries included Head Veteran Kiki Eshkibok, along with Anishinaabemowin Resource Teacher and Elder, Carol Bob, who provided the Opening Prayer. The host drum was Juno Award-winning Bear Creek (they brought their Juno award and allowed guests to see/hold it!). Drum groups Indian Road, Black Bull Moose, Biidaaban Singers, and Young Warriors also participated. Braedon Manitowabi-Peltier was the head male dancer; Acadia Solomon, the head female dancer; Cruz Piercey, the head youth male dancer; and Kassiya Wells, the head youth female dancer. Councillor Lawrence Solomon carried the Sagamok staff. Flag bearers consisted of Biidaaban students. Following traditional Powwow protocols, everyone was invited to join the circle



meant honouring each other. In this moment and every moment before and after. Enso-Binoojiinh Piitendaagz. Every child matters. Chi miigwech (thank you everyone) as we continue to share the Mnakmagok gii bi Mshkoogaabwimin (wok) together.

to dance and celebrate together. A sacred fire (maintained by Chase Abitong, Shkaabewis with Education's Anishinaabe Aadziwin team) burned throughout the Powwow in the arbour out back of Biidaaban, where anyone could go to offer their intention with semaa and/or medicines.

The morning sky on the day of the Powwow was clear but mystical looking. If you ask anyone, they will likely still recall how unique and striking it was. A dusky, pink haze cast itself over the entire landscape, turning everything within sight into a burnt-cedar-coloured mirage. Almost surreal. Streaks of glowing orange, wispy clouds layered high above in a deep lavender-cornflower blue sky. The colours seemed to match the day's theme, evolving into an orange glow to match the commemorative Every Child Matters shirts. It was almost as if all of nature had aligned for this moment — this day of honouring survivors. Perhaps it had. It felt right, and just, and serenely beautiful. The Powwow felt like that, too. As the dance circle filled with babies, children, youth, teens, adults, families, elders, educators, and survivors, it became clear that honouring survivors







Literacy Update:

STRIDE Literacy Program

This year, we are continuing to support students through STRIDE, a reading program designed for students in Grades 3-8 who are still finding reading challenging after Grade 2. Students will be receiving in-class and pull-out interventions using this new program.

STRIDE helps students strengthen the foundational reading skills they may have missed or need more practice with, including sounding out words, reading fluently, spelling, understanding what they read, and building vocabulary. Lessons are taught in a clear, step-by-step way, and students move at a pace that matches their learning needs. Through daily reading and writing activities, STRIDE helps students build confidence, close learning gaps, and become stronger, more independent readers and writers.

Submitted By: Stephanie Sonnenburg - Literacy Resource Teacher



Land-based Outdoor Building Construction

Construction continues on the new Land-based learning building located next to Biidaaban. The building will provide a larger and more comfortable instructional space for classrooms to advance land-based curriculum. The welcomed components of heat, washroom facilities, and ample room to move around will offer opportunities to engage students with lengthier, outdoor focused learning, encouraging students to self-identify, learn at their level, and be presented with curriculum that supports culturally meaningful exchange. October has presented some wonderful weather to accommodate the build which we are grateful for. We look forward to seeing students and teachers using the space soon.



Nbwaakaawin



Wisdom

Dbaadeniziwin



Humility

Debwewin



Truth

Zaagidwin



Love

Mnaadendimowin



Respect

Aakwa'ode'win



Bravery

Gwe'kwaadziwin



Honesty



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Infrastructure

Student Success Services

Land-based Learning, Literacy, Numeracy

Student Mental Wellness Specialist

Anishinaabe Aadziwin

Transportation, Nutrition, Maintenance

Leadership Team

Phone: 705-501-8950