

ANNUAL REPORT

YEAR
2023/24



MANITOBA
FIRST NATIONS
SCHOOL SYSTEM

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MANITOBA FIRST NATIONS
EDUCATION RESOURCE CENTRE INC.
IS GUIDED BY OUR **MISSION** AND **VISION**:

MISSION

To help First Nations improve education for all learners to achieve mino-pimatisiwin (Cree, Ojibwe, Ojibwe-Cree); honso aynai (Dene); tokatakiya wichoni washte (Dakota).

Support First Nations to develop and implement a comprehensive holistic educational system inclusive of First Nations languages, world views, values, beliefs, and traditions with exemplary academic standards, under First Nation jurisdiction.

VISION



MESSAGE FROM THE CHAIR OF THE BOARD



CHIEF
CLARENCE EASTER
Chemawawin Cree Nation

Tansi,

As Chair of the Board, it is with great pride in our people that I celebrate the 25th anniversary of the Manitoba First Nations Education Resource Centre (the Resource Centre). Through the hard work of many First Nations leaders, experts, educators, and Education Directors, the Resource Centre was created and then continued to grow, expand, and improve.

As Chair for many years, I am thrilled to look back on the work of the Board and Resource Centre and see all that we have accomplished. It wouldn't have happened without the Chiefs at the Assembly of Manitoba Chiefs table back in 1998, who mandated the creation of the Resource Centre and the eventual creation of the Manitoba First Nations School System.

Since then, the Resource Centre has expanded, creating the Inclusive Education Services Department to help students with disabilities and the Languages and Cultures Department to fight against the erosion caused by residential schools.

The Resource Centre is a product of First Nations' past and the negative history that occurred due to colonialism, but it is also a product of First Nations' dreams for the future, our aspirations for the young people, and the goals for our communities.

The Resource Centre has fulfilled the final part of its mandate to create a First Nations-controlled school system and realized the vision of First Nations leadership to take back control of First Nations education. In December 2016, the Resource Centre, First Nations leaders, and Indigenous and Northern Affairs Canada authorized the creation of the Manitoba First Nations School System (MFNSS).

MFNSS provides educational programming and enhanced support to First Nations schools. Starting in 2017, 10 First Nations delegated the administration and management of their schools to the Resource Centre. By 2019, an 11th First Nation had entered the School System, and a 12th is set to join in August 2024. MFNSS employs 29 staff members, including a Director and an Assistant Director of Instructional Services, who support schools serving 2,809 students and 527 staff (numbers as of June 2024).

I have little doubt that both the Resource Centre and MFNSS will continue to improve and grow, increasing support for First Nations cultures through their local schools.

In closing, I want to lift up students, educators, and staff. It is because of you that the Resource Centre celebrated its 25th anniversary this fiscal year. It is the First Nations families and students who breathe life into their local school and make it a place of action and learning. Thank you for doing all you can to make a better future for First Nations within Manitoba.

I am happy and proud to see all the work accomplished over the 2023–2024 fiscal year.

MESSAGE FROM THE EXECUTIVE DIRECTOR, MFNERC



EXECUTIVE DIRECTOR
CHARLES COCHRANE

Ebb and Flow First Nation

Aaniin,

A quarter of a century! That is how long the Manitoba First Nations Education Resource Centre (the Resource Centre) has been doing the work required to give First Nations control of First Nations education. What a journey it has been!

From just a handful of staff at its humble beginnings, the Resource Centre now has over 250 staff, with the Manitoba First Nations School System adding over 500 more! The quality and range of services now offered to First Nations member schools have grown and improved over the past 25 years.

I want to acknowledge the past Executive Directors—Don Robertson and Lorne Keeper—for their leadership and hard work in laying the foundation for our work today. I acknowledge the many staff, those who work here now and those who have worked at the Resource Centre in the past,

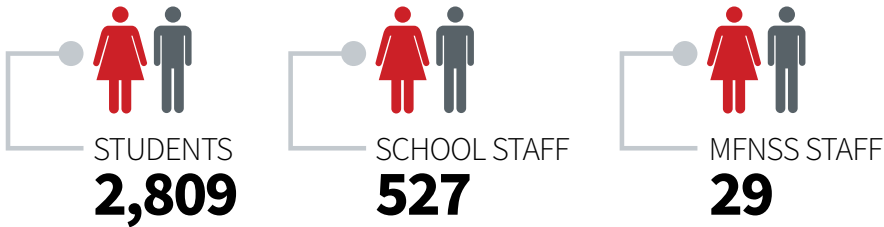
for their commitment to First Nations students and languages and cultures. I acknowledge the many Elders who have contributed to the knowledge and teachings that the Resource Centre delivers in First Nations schools. I want to give a shout-out to the First Nations leadership and Education Directors who trusted the Resource Centre with the future generations of their communities.

Most importantly, I want to thank the First Nation grassroots families and youth, who do much to provide direction and guidance to the Resource Centre, for all their passion and hard work, because they are the ones who really enact and push for education in their local First Nation.

As the current Executive Director, I feel so much gratitude to everyone who, over the past quarter century, has made the Resource Centre a beacon of First Nations education and shown what can be done when First Nations take control of their own future. This organization is the envy of many First Nations across the country who also insist on First Nations control of First Nations education.

I hope you take the time to look over our 2023–2024 Annual Report. It highlights the good work the Resource Centre and its staff carried out over the past year for First Nation students across the province.

MFNSS STAFF 2023-2024



FIRST NATION	SCHOOL	STAFF
Bloodvein First Nation	Miskoosepi School	51
Brokenhead Ojibway Nation	Sergeant Tommy Prince School	48
Dakota Plains Wahpeton Nation	Mahpiya Hdega School	25
Dakota Tipi First Nation	Dakota Tipi School	10
Fox Lake Cree Nation	Fox Lake School	11
Keeseekoowenin Ojibway Nation	Keeseekoowenin School	41
Lake Manitoba First Nation	Lake Manitoba School	83
Lake St. Martin First Nation	Lake St. Martin School	101
Pinaymootang First Nation	Pinaymootang School	80
Roseau River Anishinabe First Nation	Ginew School	38
York Factory First Nation	George Saunders Memorial School	39
TOTAL STAFF		527

TOTAL MFNSS
GRADUATES



TOTAL PHP
GRADUATES





TOTAL ADULT
EDUCATION
GRADUATES









TOTAL TUITION
GRADUATES






MFNSS SCHOOL PROFILES 2023-2024

FIRST NATION/SCHOOL	COMMUNITY DESCRIPTION
<p>Bloodvein First Nation Miskooseepi School</p>  <p>PHP Graduates: 6 Adult Education Graduates: 7</p>	<p>Bloodvein First Nation is located on the east side of Lake Winnipeg along the Bloodvein River in Manitoba. It has a registered population of 2,136 and an on-reserve population of 1,237 (Indigenous Services Canada [ISC], August 2024).</p> <p>Miskooseepi School has been operating since the 1970s for Grades N-9, and in 2023, it started an adult education program. It has a rich language and cultural program that includes land-based learning activities. Students also learn about the trapline and explore “Pimachiowin Aki” (“The Land that Gives Life”) through Minecraft and land-based education. The hands-on experience provides students with valuable historical knowledge. Miskooseepi School successfully hosted the first-ever MFNSS rock climbing competition. The event was a great success for all those who participated.</p> <p>Bloodvein First Nation is an Anishinaabe First Nation and signatory to Treaty 5.</p>
<p>Brokenhead Ojibway Nation Sergeant Tommy Prince School</p>  <p>Tuition Graduates: 1 PHP Graduates: 2</p>	<p>Brokenhead Ojibway Nation is along Highway 59, 82 kilometres north of Winnipeg. Its registered population is 2,272, and its on-reserve population is 667 (ISC, August 2024).</p> <p>Scanterbury School was renamed Sergeant Tommy Prince School in 1992 after Tommy Prince, the most decorated First Nations soldier in WWII and the Korean War. The school operates for N-9, and Grades 10-12 students attend school in Selkirk. Sergeant Tommy Prince School is revitalizing its language and culture programs involving Elders and Knowledge Keepers. The school successfully organized the MFNSS annual basketball tournament, which was a great success for all who participated.</p> <p>Brokenhead Ojibway Nation is an Anishinaabe First Nation and signatory to Treaty 1.</p>

<p>Dakota Plains Wahpeton Nation Mahpiya Hdega School</p>  <p>Tuition Graduates: 5</p>	<p>Dakota Plains Wahpeton Nation is located southwest of Portage la Prairie, Manitoba. It has a registered population of 275 with an on-reserve population of 165 (ISC, August 2024).</p> <p>Dakota Plains Wahpeton Nation supports the revitalization and promotion of the Dakota language and culture in the community and the school to ensure the language's survival for generations. The staff and students at Mahpiya Hdega School engage in learning the Dakota language and culture. Numerous school activities emphasize language and culture as the cornerstone of their foundational teaching and learning. Mahpiya Hdega School received a new greenhouse from the First Nation to incorporate sustainable healthy food practices into the curriculum.</p> <p>Mahpiya Hdega School has Grades K–8, with Grades 9–12 attending school in Portage la Prairie. The school and community offer an adult education program in partnership with Assiniboine Community College to support adult learning.</p> <p>Dakota Plains Wahpeton Nation is a Dakota Nation.</p>
<p>Dakota Tipi First Nation Dakota Tipi School</p>  <p>Tuition Graduates: 5 Adult Education Graduates: 3</p>	<p>Dakota Tipi First Nation is located south of Portage la Prairie. It has a registered population of 459 with an on-reserve population of 276 (ISC, August 2024).</p> <p>Grades N-12 students attend Dakota Tipi School, with some students attending school in Portage la Prairie. Dakota Tipi started an adult education program in 2023.</p> <p>The preservation and revitalization of language and culture are vital and are taught to all students. Students are immersed in the Dakota language daily through various activities and events. Dakota Tipi School works diligently to promote language learning while meeting students' educational programming needs. Dakota Tipi School and Mahpiya Hdega School co-hosted an integrated planning professional workshop with MFNSS Language staff to explore the integration of Dakota traditions into the curriculum. The teachers gained valuable ideas on how to incorporate more Dakota knowledge into their curriculum planning.</p> <p>Dakota Tipi is a Dakota Nation.</p>
<p>Fox Lake Cree Nation Fox Lake School</p>  <p>Tuition Graduates: 2</p>	<p>Fox Lake Cree Nation is located near the Nelson River in northern Manitoba. It is accessible year-round. Fox Lake Cree Nation has a registered population of 1,357 with an on-reserve population of 183 (ISC, Aug 2024).</p> <p>Fox Lake School is an N–8 school built in 2005. The school integrates traditional Cree language and culture programs that help students succeed academically and personally. Language and culture are deeply valued and prominently featured in annual community events. Fox Lake School co-hosted an integrated planning professional workshop with MFNSS language staff to explore the integration of Cree traditions into the curriculum. The teachers gained valuable ideas on how to incorporate more Cree knowledge into their curriculum planning.</p> <p>Fox Lake Cree Nation is a Cree First Nation and signatory to Treaty 5.</p> <p>Fox Lake started an adult learning program in 2023.</p>

<p>Keeseekoowenin Ojibway Nation Keeseekoowenin School</p>  <p>Tuition Graduates: 7</p>	<p>Keeseekoowenin Ojibway Nation is situated south of Riding Mountain National Park. It has a registered population of 1,419 with an on-reserve population of 497 (ISC, August 2024).</p> <p>Keeseekoowenin School is an N–8 school, and Grades 10–12 students attend nearby Strathclair Community School. An adult education program started in 2023.</p> <p>The extensive language and culture land-based programs and events at the school immerse students in Traditional Knowledge with Elder support and mentoring. The language and heritage day included a mini powwow, where teepees were set up and teachings and values were taught to the students. Math Fest was a huge success. There was parental involvement, and the students were very excited and engaged.</p> <p>Keeseekoowenin Ojibway Nation is an Anishinaabe First Nation and signatory to Treaty 2.</p>
<p>Lake Manitoba First Nation Lake Manitoba School</p>  <p>Grade 12 Graduates: 5 PHP Graduates: 1 Adult Education Graduates: 13</p>	<p>Lake Manitoba First Nation is on the northeast shore of Lake Manitoba. It has a registered population of 2,251 with an on-reserve population of 1,249 (ISC, August 2024).</p> <p>Lake Manitoba N–12 school offers respected language and culture programming with the support of Elders and Knowledge Keepers. Many school and community events also promote ancestral values in which students can participate. Lake Manitoba School supports initiatives and programs that improve the quality of education in all grades. Lake Manitoba community and school started an adult education program in 2023. The school hosted a workshop to explore integrated planning with MFNSS language staff, focusing on incorporating local Anishinaabe traditions into the curriculum. The teachers gained valuable ideas on how to integrate more local Anishinaabe knowledge into their curriculum planning.</p> <p>Lake Manitoba First Nation is an Anishinaabe First Nation and signatory to Treaty 2.</p>
<p>Lake St. Martin First Nation Lake St. Martin First Nation School</p>  <p>Grade 12 Graduates: 4 PHP Graduates: 3 Adult Education Graduates: 24</p>	<p>Lake St. Martin First Nation is 225 km northwest of Winnipeg. It has a registered population of 3,014 with an on-reserve population of 1,708 (ISC, August 2024). The First Nation was flooded in 2011, and the entire community was relocated.</p> <p>The community has a new N–12 school, which opened in September 2018. Lake St. Martin started an adult education program in 2023. The school emphasizes languages and cultures, involving Elders and Knowledge Keepers. This is a great way to ensure the staff and students preserve and value the inherited languages and traditions of the First Nation. Lake St. Martin First Nation School hosted a workshop to explore integrated planning with MFNSS language staff, focusing on incorporating local Anishinaabe traditions into the curriculum. The teachers gained valuable ideas on how to integrate more local Anishinaabe knowledge into their curriculum planning.</p> <p>Lake St. Martin First Nation is an Anishinaabe First Nation and signatory to Treaty 2.</p>

<p>Pinaymootang First Nation Pinaymootang School</p>  <p>Grade 12 Graduates: 6 PHP Graduates: 3 Adult Education Graduates: 5</p>	<p>Pinaymootang First Nation is situated near the Interlake about 220 km north of Winnipeg. It has a registered population of 3,678 with an on-reserve population of 1,508 (ISC, August 2024).</p> <p>The school offers N–12 educational programming and an adult education program, which started in 2023.</p> <p>Pinaymootang School pioneered the MFNSS Math Fest in 2017. This school year, the school continued to excel with the goal of building confident young mathematicians through its two-day local Math Fest. They had a unique theme, including STEM and land-based activities such as bow and arrow, amazing race, technology, group games, and displays capturing the strands of math in a fun and engaging way. They involved the community, weaving in the importance of culture and the land. Pinaymootang School hosted a workshop to explore integrated planning with MFNSS language staff, focusing on incorporating local Anishinaabe traditions into the curriculum. The teachers gained valuable ideas on how to integrate more local Anishinaabe knowledge into their curriculum planning.</p> <p>Pinaymootang First Nation is an Anishinaabe First Nation and signatory to Treaty 2.</p>
<p>Roseau River Anishinabe First Nation Ginew School</p>  <p>Tuition Graduates: 4</p>	<p>Roseau River Anishinabe First Nation is located approximately 90 km south of Winnipeg. It has a total registered population of 2,769 and an on-reserve population of 1,204 (ISC, August 2024).</p> <p>Ginew School serves students from Grades N–8 and has an adult education program that started in 2023. Students in Grades 9–12 attend school in the Borderland School Division.</p> <p>Ginew School strongly supports the language and cultural beliefs of the Anishinaabe people in the community. Anishinaabe language programs are rooted in all grades, allowing school staff to participate and learn with the students. On Thursday, May 16, 2024, Ginew School successfully hosted its 6th Annual Gathering of Friends Professional Development, and on Friday, May 17, the school hosted the 22nd Annual Gathering of Friends Education Celebration. These events effectively shared Ginew's traditional Anishinabe culture and traditions with surrounding schools in the area. This event effectively shared Ginew's traditional Anishinaabe culture and traditions with schools in the area.</p> <p>Roseau River Anishinabe First Nation is an Anishinaabe First Nation and a signatory to Treaty 1.</p>

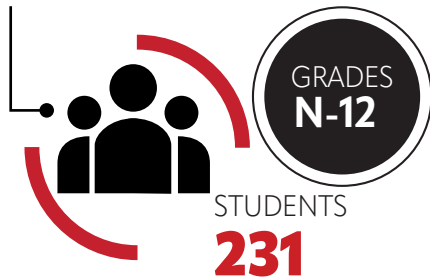
<p>York Factory First Nation George Saunders Memorial School</p>  <p>Grade 12 Graduates: 2 PHP Graduates: 4 Adult Education Graduates: 9</p>	<p>York Factory First Nation is located on the east side of the Nelson River. It has a registered population of 1,652 with an on-reserve population of 382 (ISC, August 2024).</p> <p>George Saunders Memorial School is an N-9 school. Students in Grades 10-12 are in a Private Home Placement program and attend school in Thompson and other urban centres. An adult education program started in 2023.</p> <p>The school offers a Cree language program to students from N-9. The enthusiasm of the First Nation to teach the language and culture enhances the daily livelihood of students and their connections to the land. Treaty education is taught at George Saunders Memorial School, allowing students to learn about the government and Treaty Rights and strengthening the students' self-determination and respect for the land. Goose camp, storytelling, and traditional games and dance support the students in preserving their Cree identity. George Saunders Memorial School students participated in the MFNERC numeracy land-based fair in Thompson. There they enjoyed learning about the connection between traditional land-based activities and math.</p> <p>York Factory First Nation is a Cree First Nation signatory to Treaty 5.</p>
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MFNSS SCHOOL STAFF AND STUDENT PROFILES 2023–2024



MISKOOSEPI SCHOOL BLOODVEIN FIRST NATION



SCHOOL STAFF

Principal/Vice-Principal	2
Instructional Staff	18
Educational Assistants	14
Support Staff	17
TOTAL STAFF	51

STUDENT ENROLLMENT

Students	231
Other Schools	
Prov/Priv	0
PHP	17
Adult Ed	42
TOTAL STUDENTS	290
Teachers	12
S:T Ratio	19:1



SERGEANT TOMMY PRINCE SCHOOL BROKENHEAD OJIBWAY NATION



SCHOOL STAFF

Principal/Vice-Principal	2
Instructional Staff	12
Educational Assistants	21
Support Staff	13
TOTAL STAFF	48

STUDENT ENROLLMENT

Students	103
Other Schools	
Prov/Priv	31
PHP	2
Adult Ed	31
TOTAL STUDENTS	167
Teachers	7
S:T Ratio	15:1



MAHPIYA HDEGA SCHOOL
 DAKOTA PLAINS
 WAHPETON NATION



SCHOOL STAFF	
Principal	1
Instructional Staff	8
Educational Assistants	10
Support Staff	6
TOTAL STAFF	25

STUDENT ENROLLMENT	
Students	100
Other Schools	
Prov/Priv	39
PHP	0
Adult Ed	11
TOTAL STUDENTS	150
Teachers	5
S:T Ratio	20:1



DAKOTA TIPI SCHOOL
 DAKOTA TIPI FIRST NATION



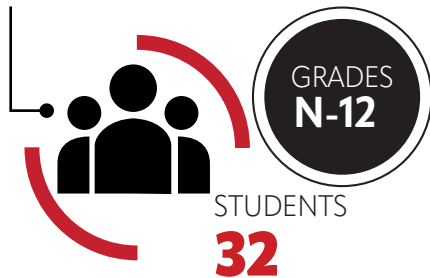
SCHOOL STAFF	
Director of Education	1
Instructional Staff	4
Educational Assistants	1
Support Staff	4
TOTAL STAFF	10

STUDENT ENROLLMENT	
Students	39
Other Schools	
Prov/Priv	59
PHP	0
Adult Ed	41
TOTAL STUDENTS	139
Teachers	3
S:T Ratio	13:1



FOX LAKE SCHOOL

FOX LAKE CREE NATION



SCHOOL STAFF

Principal	1
Instructional Staff	3
Educational Assistants	4
Support Staff	3
TOTAL STAFF	11

STUDENT ENROLLMENT

Students	32
Other Schools	
Prov/Priv	17
PHP	0
Adult Ed	8
TOTAL STUDENTS	57
Teachers	3
S:T Ratio	11:1



KEESEEKOOWENIN SCHOOL

KEESEEKOOWENIN OJIBWAY NATION



SCHOOL STAFF

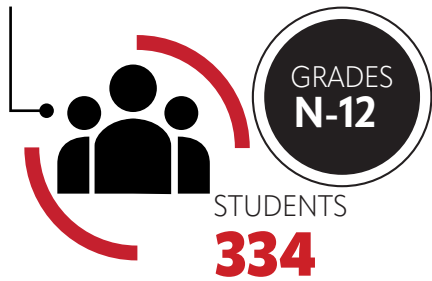
Principal/Vice-Principal	2
Instructional Staff	8
Educational Assistants	20
Support Staff	11
TOTAL STAFF	41

STUDENT ENROLLMENT

Students	123
Other Schools	
Prov/Priv	58
PHP	1
Adult Ed	19
TOTAL STUDENTS	201
Teachers	6
S:T Ratio	21:1



LAKE MANITOBA SCHOOL
LAKE MANITOBA FIRST NATION

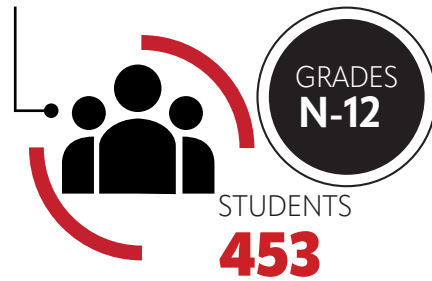


SCHOOL STAFF	
Director of Education/ Principal/Vice-Principal	3
Instructional Staff	22
Educational Assistants	35
Support Staff	23
TOTAL STAFF	83

STUDENT ENROLLMENT	
Students	334
Other Schools	
Prov/Priv	0
PHP	6
Adult Ed	46
TOTAL STUDENTS	386
Teachers	14
S:T Ratio	24:1



LAKE ST. MARTIN SCHOOL
LAKE ST. MARTIN FIRST NATION

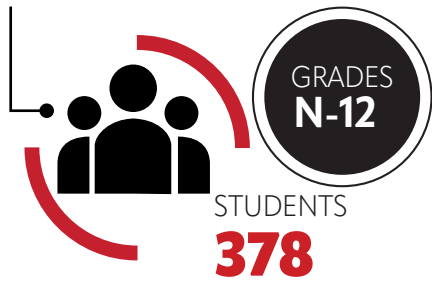


SCHOOL STAFF	
Principal/Vice-Principal/ Vice-Principal	3
Instructional Staff	29
Educational Assistants	43
Support Staff	26
TOTAL STAFF	101

STUDENT ENROLLMENT	
Students	453
Other Schools	
Prov/Priv	0
PHP	11
Adult Ed	72
TOTAL STUDENTS	536
Teachers	18
S:T Ratio	25:1



PINAYMOOTANG SCHOOL
PINAYMOOTANG FIRST NATION



SCHOOL STAFF	
Principal/Vice-Principal	2
Instructional Staff	26
Educational Assistants	35
Support Staff	17
TOTAL STAFF	80

STUDENT ENROLLMENT	
Students	378
Other Schools	
Prov/Priv	2
PHP	11
Adult Ed	16
TOTAL STUDENTS	407
Teachers	15
S:T Ratio	25:1



GINEW SCHOOL
ROSEAU RIVER
ANISHINABE FIRST NATION



SCHOOL STAFF	
Principal/Vice-Principal	2
Instructional Staff	14
Educational Assistants	17
Support Staff	5
TOTAL STAFF	38

STUDENT ENROLLMENT	
Students	172
Other Schools	
Prov/Priv	84
PHP	0
Adult Ed	12
TOTAL STUDENTS	268
Teachers	10
S:T Ratio	17:1



**GEORGE SAUNDERS
MEMORIAL SCHOOL**
YORK FACTORY FIRST NATION

GRADES
N-12

STUDENTS
171

SCHOOL STAFF	
Principal	3
Instructional Staff	10
Educational Assistants	15
Support Staff	11
TOTAL STAFF	39

STUDENT ENROLLMENT	
Students	171
Other Schools	
Prov/Priv	0
PHP	14
Adult Ed	23
TOTAL STUDENTS	208
Teachers	7
S:T Ratio	24:1

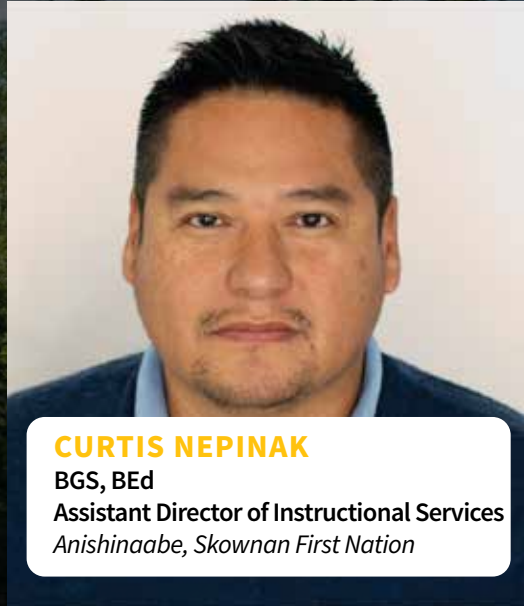
INSTRUCTIONAL SERVICES



COLLEEN WEST

MEd

Director of Instructional Services
Anishinaabe, Sandy Bay First Nation



CURTIS NEPINAK

BGS, BEd

Assistant Director of Instructional Services
Anishinaabe, Skownan First Nation

INTRODUCTION AND OVERVIEW

The Manitoba First Nations School System (MFNSS) is a distinctive, First Nations-led educational initiative. Established in 2017, it started with 10 First Nations delegating the administration and management of their schools to the Manitoba First Nations Education Resource Centre (MFNERC). In 2019, an 11th First Nation joined the system, with a 12th set to join in August 2024. Under the Education Governance Agreement, MFNERC oversees the elementary and secondary education programs and services for the 12 First Nations.

MFNSS employs 29 staff members, including a director and an assistant director of Instructional Services, who currently support 11 schools. The system serves approximately 2,809 students and 527 school staff (numbers as of June 2024).

Number of staff:

Number of schools supported:

System serves approx. students:

Number of school staff:

29

11

2,809

527

In August 2024, MFNSS will expand its oversight to 12 schools. The system emphasizes training and professional development to foster teaching excellence and student engagement, aiming to uphold high standards of culturally relevant teaching and academic achievement.

Instructional Services at MFNSS are pivotal in guiding and coordinating educational endeavours across MFNSS schools, which is achieved through an assessment of school needs, followed by tailored support to meet those needs. The core focus lies in implementing MFNSS's educational objectives by collaborating with school administrations and staff to develop curriculum, instruction, and assessment strategies that enhance student learning.

Central to MFNSS's mission is the provision of a quality, holistic, and culturally relevant education rooted in First Nations languages, cultures, worldviews, and traditions. Facilitators within MFNSS prioritize empowering school staff to support students in achieving academic success.

As MFNSS evolves and strengthens its educational framework, the commitment remains unwavering toward relevant programming and fostering a conducive learning environment for students and staff.

School success plans have been devised for the 11 schools, incorporating inputs from directors and principals. The focus is on various programs and initiatives to achieve the following MFNSS Strategic Plan.

- A culturally responsive environment
- An environment that promotes health, safety, and well-being
- Inclusive and respectful learning communities that are child-centred, responsive, and relevant
- Support for student learning and engagement through improved instruction
- Assessment practices

Instructional Services will continue to forge partnerships and implement programs, policies, and processes that enhance classroom instruction and student learning outcomes.

Each of the 11 MFNSS First Nations boasts a dedicated program supporting First Nations language and culture, facilitated by Elders, families, and First Nations members. These programs provide platforms for sharing languages, traditions, customs, and teachings passed down through generations.

All 11 schools have completed provincial assessment reporting, encompassing Grades 3, 7, 8, and 12 standards testing and literacy and numeracy assessments. These assessments are valuable tools for informing decisions and addressing student learning needs.

As MFNSS enters its seventh year of operation, it continues to refine its structure, policies, and best practices to maintain an efficient School System. The system appreciates the ongoing support from MFNERC's Human Resources, Finance, Information Technology, Inclusive Education, and Languages and Cultures Departments.

ADULT LEARNING AND LITERACY

LOUISE CAMERON

MEd, PBDE, BEd

Adult Learning and Literacy Coordinator

Anishinaabe, Swan Lake First Nation

The Adult Learning and Literacy coordinator oversees and administers the Adult Learning and Literacy Program for adults wanting to obtain a Mature High School Diploma. The coordinator supports, develops, manages, and implements the program in MFNSS schools.

OBJECTIVES

Over the past year, the primary focus has been supporting and guiding MFNSS schools as they implement an Adult Learning and Literacy Program. This initiative aims to empower adults within the First Nations by providing them with essential skills and knowledge. The coordinator has worked diligently with the schools to ensure the Manitoba curriculum is effectively implemented across all schools, with emphasis on meeting established goals, standards, and objectives. All efforts have been directed toward creating a conducive learning environment where students can thrive and succeed academically.

SUCCESS STORIES

Wapaskwa Virtual Collegiate has been instrumental in offering Senior 10 to Senior 40 courses catered to the needs of the First Nations. The 11 MFNSS First Nations have successfully initiated delivery of a Mature Student Program. The MFNSS Adult Learning and Literacy Program has played a pivotal role in assisting these First Nations in implementing their Mature Student Program. Planning has already commenced for the 2024–2025 Mature Student Program to ensure continuity and further advancement of educational opportunities.

CHALLENGES AND SHORT-TERM STRATEGIES

Attendance has been a challenge for most First Nations. For instance, with a program delivered during the evening, if a parent has a sick child at home and stays home with their child, the parent misses a class. There are options to deliver via Zoom or MS Teams, but some students are unfamiliar with video conferencing for com-

munication and may not have the technology at home. Therefore, homework packages have been provided to students. The program has worked to provide transportation for students to attend classes.

DATA

For the 2023–2024 academic year, 321 adult students are registered, with 61 students graduating in June 2024.

Number of students

321

Number of graduates

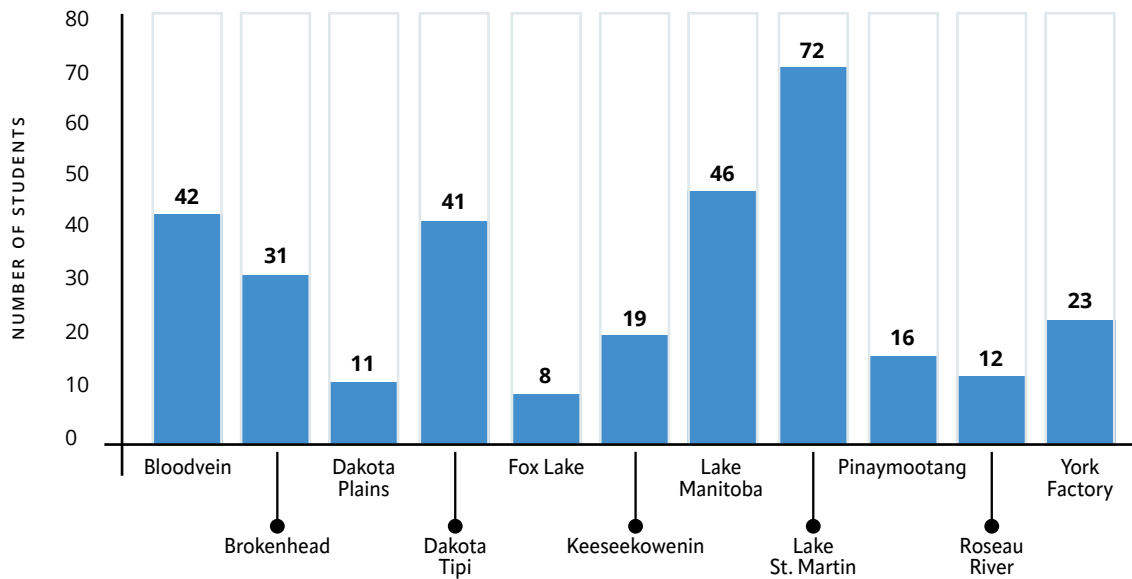
61

MFNSS ADULT EDUCATION ENROLLMENT CHART & GRADUATES CHART

Adult Education Enrollment

MFNSS tracks student enrollment in all programs offered at its schools. In 2023–2024, all MFNSS schools offered an adult education program, with 321 students enrolled.

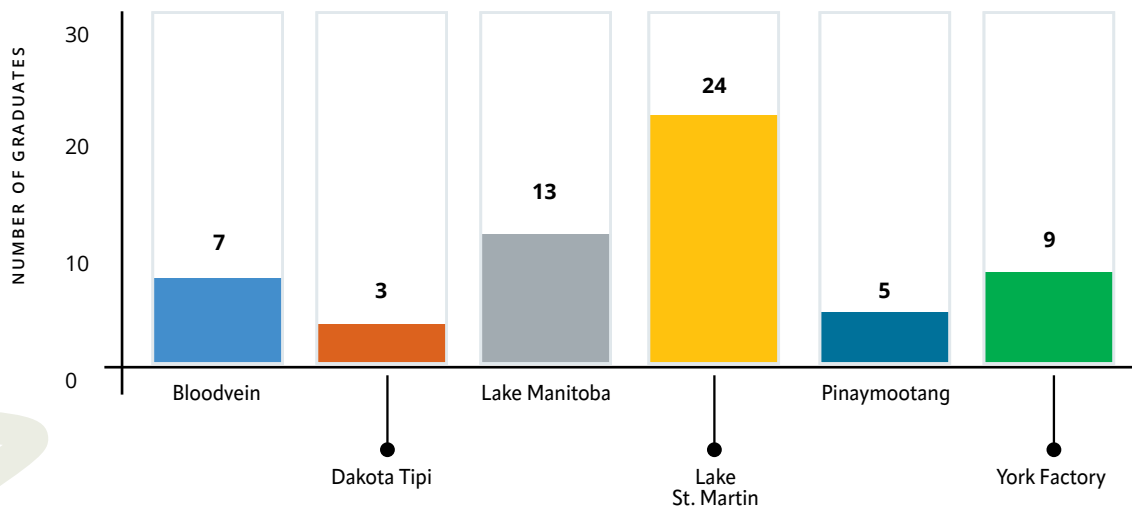
OVERVIEW OF ADULT EDUCATION STUDENT ENROLLMENT 2023–2024



Adult Education Graduation

MFNSS tracks the number of Grade 12 graduates for all school programs. In 2023–2024, all 11 MFNSS schools offered adult education programming. Brokenhead has an Adult Learning Centre in the First Nation that has been in operation for many years. Bloodvein has been operating an adult education program for many years. Sixty-one graduates from across six schools completed the program, with a 19% graduation rate. Dakota Plains, Keeseekoowenin, Ginew, Brokenhead, and Fox Lake schools had no graduates, as the program is ongoing.

ADULT EDUCATION GRADE 12 GRADUATES 2023–2024



ASSESSMENT

LINDA MARYNUK

BA, BE, MEd

Assessment Facilitator

Anishinaabe, Little Saskatchewan First Nation

CHELSEY MEADE

BA (Adv), BEd

Assessment Support

Ininiw and Anishinaabe, Peguis First Nation

The Assessment staff supports schools in classroom-based assessment and province-wide student learning assessment, evaluation, and reporting. The main aim is to promote student learning. Assessments serve various purposes, including improving learning, guiding classroom teaching, and providing valuable student progress and achievement data. To ensure the evaluation is practical, it must match its intended purpose. Choosing the correct type of evaluation is crucial for meaningful results. By aligning assessments with goals, the program contributes to a more effective system, focusing on understanding and enhancing student learning outcomes.

OBJECTIVES

The Assessment staff's role is to provide extensive support for province-wide student learning assessments across various grade levels and subjects, which include Grade 3 assessment in Reading and Numeracy, Grade 7 Student Engagement, Grade 8 Reading Comprehension and Expository Writing, and Grade 12 Provincial Tests in English Language Arts and Mathematics. Additionally, the support staff offers guidance and instructions on utilizing the Collection of Assessment Results web application and managing user account administration effectively. Ensuring that schools meet reporting requirements is another crucial aspect of the responsibilities, which involves maintaining up-to-date records, including MET numbers, IP addresses, and class lists.

SUCCESS STORIES

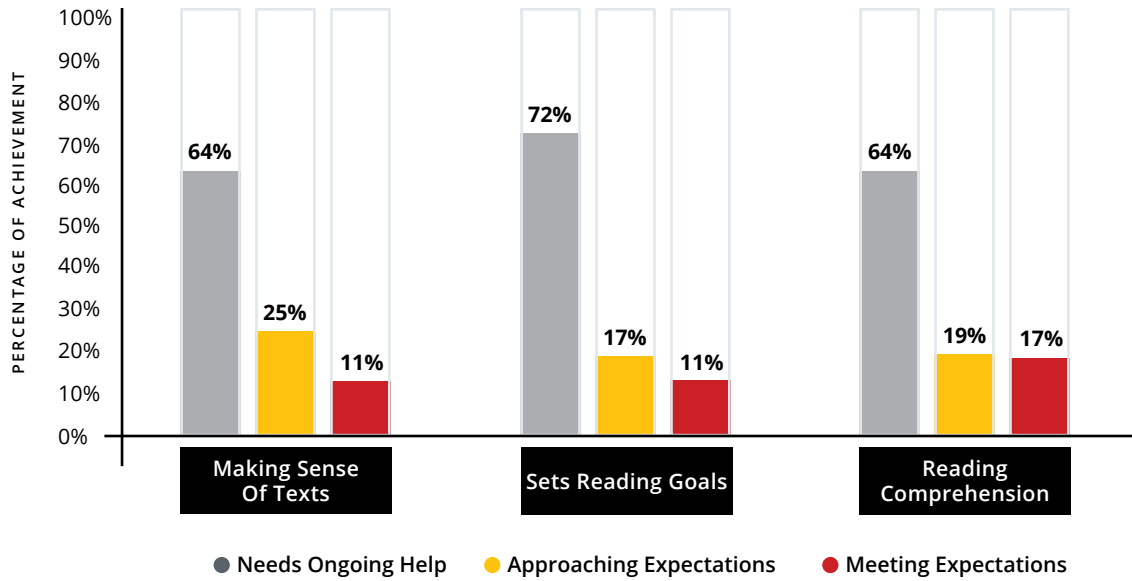
In May 2024, in collaboration with the Numeracy facilitator, Education Technology facilitator, and School Data Management coordinator, the team organized a professional development workshop on the 3P Learning Program, specifically for Mathletics and Math Seeds. This one-day session was designed to provide teachers with comprehensive insights into the functionality and use of these programs. The workshop was aimed to equip educators with the necessary skills to effectively integrate Mathletics and Math Seeds into their teaching practices, particularly for conducting classroom-based numeracy assessments.

CHALLENGES AND SHORT-TERM STRATEGIES

Some schools faced challenges entering their assessment results on the Collection of Assessment Results web application due to issues with internet connectivity and the data submission requirements. The Assessment staff intends to visit schools early in the year to address this. During these school visits, staff will ensure that each school has registered its primary and secondary delegators for the user account administration and that data submission requirements are updated. This proactive approach aims to streamline the provincial reporting process, making it smoother for administrators, teachers, and information workers. By addressing these barriers upfront, the Assessment staff aims to improve the efficiency and effectiveness of the assessment data inputting process.

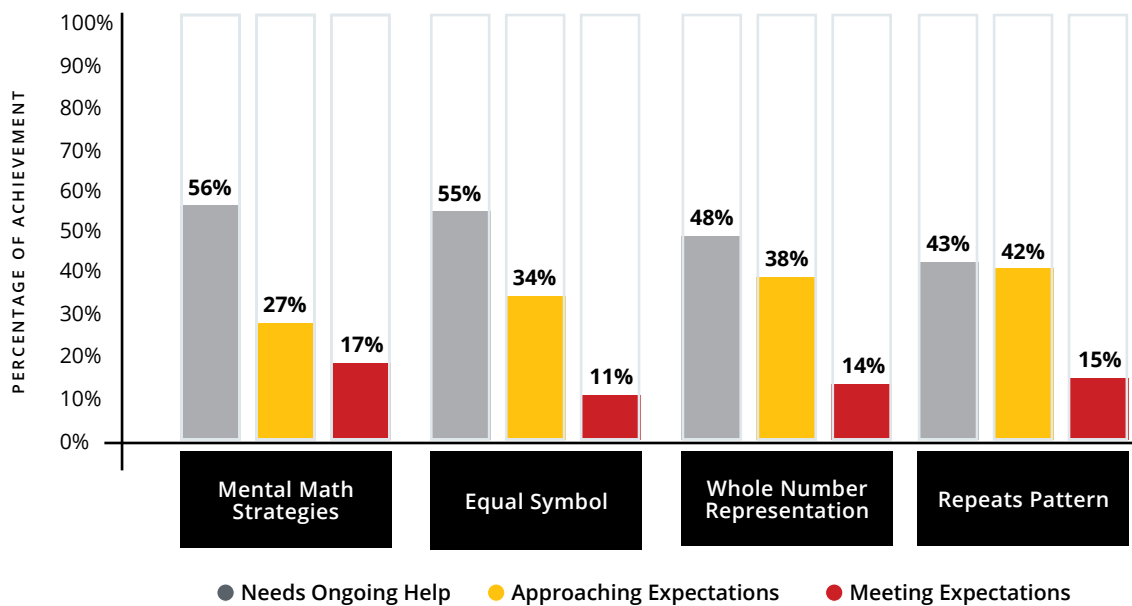
GRADE 3 READING IN ENGLISH 2023-2024

The Grade 3 Reading in English 2023–2024 bar graph below provides an overview of student performance levels in MFNSS schools. The results of all three competencies in the Grade 3 reading assessment were aggregated and represent the average score in the following three performance levels: Needs Ongoing Help, Approaching Expectations, and Meeting Expectations.



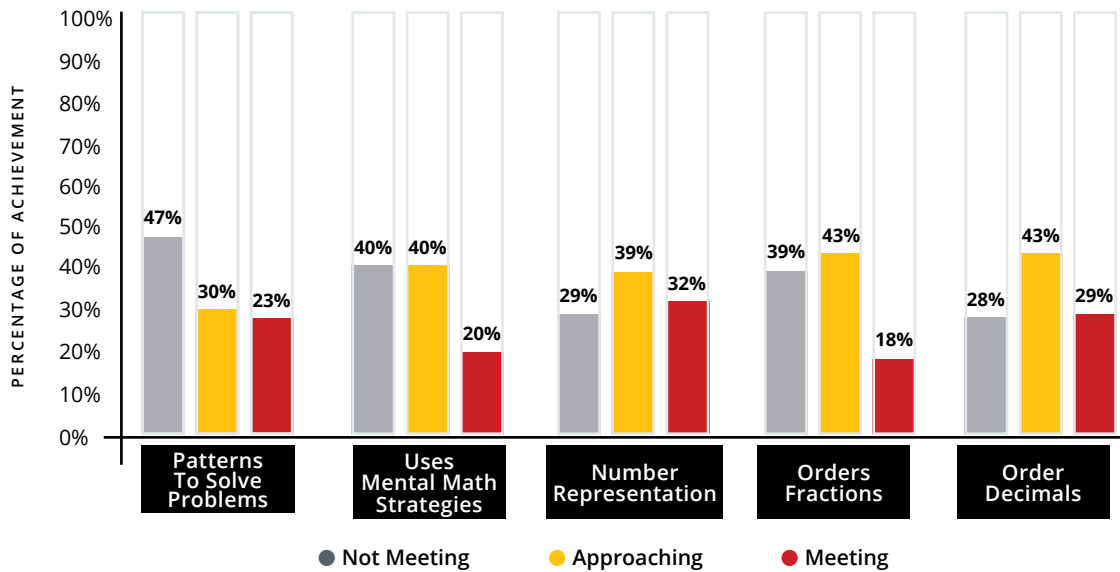
GRADE 3 NUMERACY 2023-2024

The Grade 3 Numeracy 2023–2024 bar graph below provides an overview of student performance levels in MFNSS schools. The results of all four competencies in the Grade 3 numeracy assessment were aggregated and represent the average score in the following three performance levels: Needs Ongoing Help, Approaching Expectations, and Meeting Expectations.



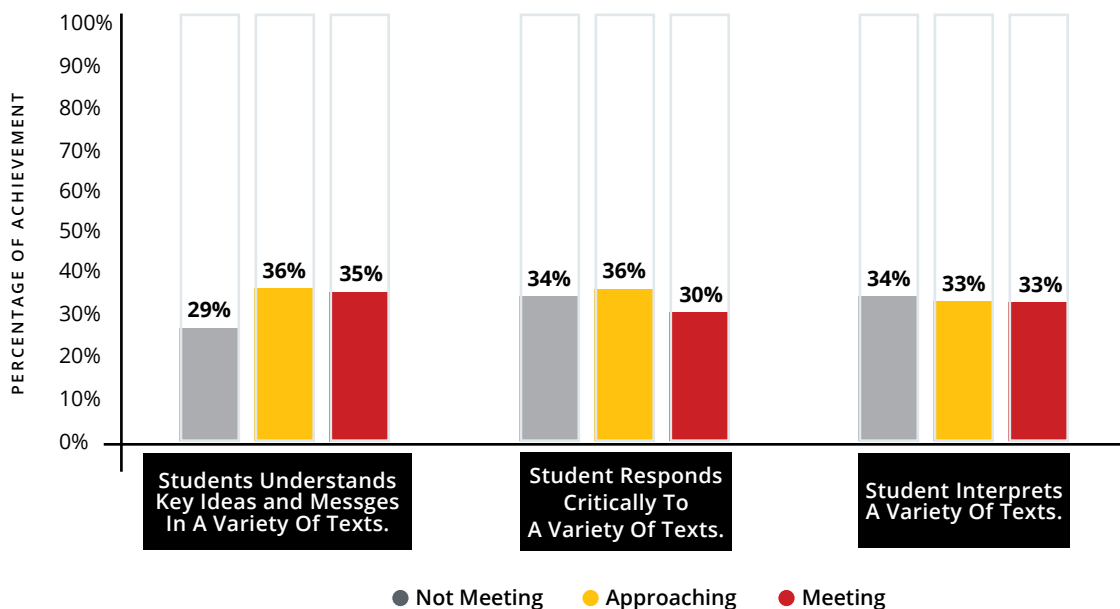
GRADE 7 NUMBERING SENSE & NUMBER SKILLS 2023-2024

The Grade 7 Numbering Sense and Number Skills 2023–2024 school year bar graph below provides an overview of student performance levels in MFNSS schools. The results of all five competencies in the Grade 7 numeracy assessment were aggregated and represent the average score in the following three performance levels: Not Meeting, Approaching, and Meeting.



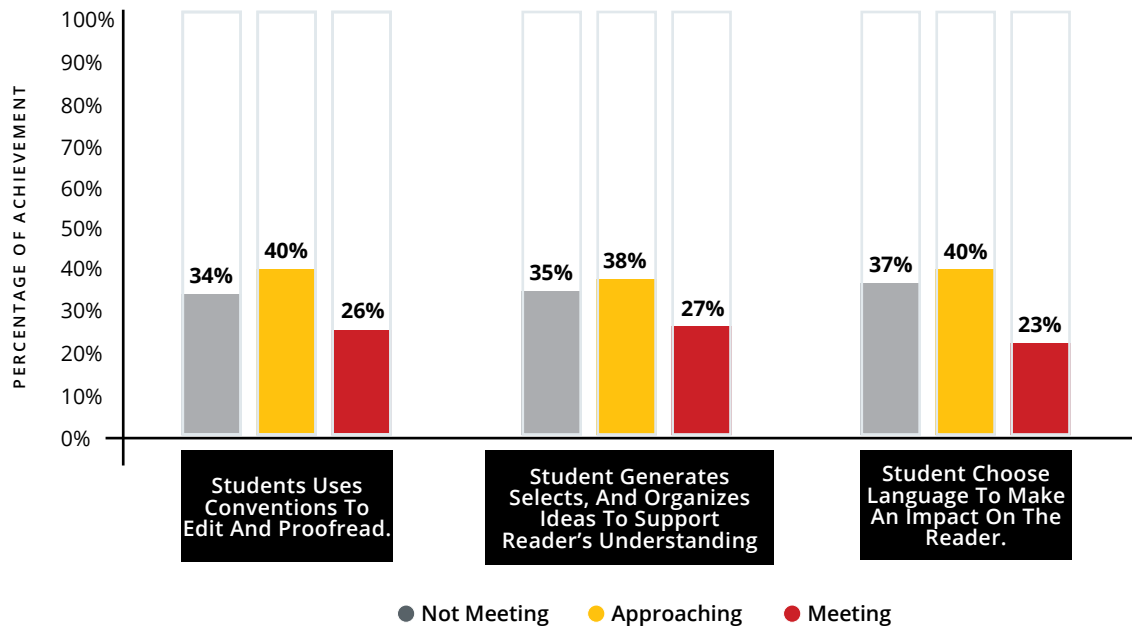
GRADE 8 READING COMPREHENSION 2023-2024

The Grade 8 Reading Comprehension 2023–2024 bar graph below provides an overview of student performance levels in MFNSS schools. The results of all three competencies in the Grade 8 literacy assessment were aggregated and represent the average score in the following three performance levels: Not Meeting, Approaching, and Meeting.



GRADE 8 EXPOSITORY WRITING 2023-2024

The Grade 8 Expository Writing 2023–2024 bar graph below provides an overview of student performance levels in MFNSS schools. The results of all three competencies in the Grade 8 literacy assessment were aggregated and represent the average score in the following three performance levels: Not Meeting, Approaching, and Meeting.



COMMUNICATIONS (MULTIMEDIA)

MARTY MCLEAN

Aboriginal Broadcast Training Initiative

Multimedia Communications Officer

Anishinaabe, Pinaymootang First Nation

The Multimedia Communications Officer works to increase awareness of MFNSS by creating multimedia promotional material and conducting outreach through the MFNSS website, social media, conferences, school events, and regional and local gatherings. The officer also supports onboarding activities by developing professional outreach materials and promoting MFNSS through advertisements, announcements, and stories in various publications.

OBJECTIVES

The Multimedia Communications Officer focused on highlighting events at MFNSS schools and First Nations onboarding presentations. Showcasing events demonstrating student engagement was necessary, as the activities increase student self-confidence and parental involvement. The officer promotes MFNSS to First Nations. MFNSS staff share school activities and success stories that are highlighted and published in newsletters and documents.

SUCCESS STORIES

The Multimedia Communications Officer worked on onboarding materials for MFNSS and coordinated coverage of MFNSS school events, for print and social media. Initiatives carried out within this year include:

- Developed, designed, and edited MFNSS Annual Reports, Assessment Reports, and MFNSS Policies and support documents.
- Worked with a contractor to develop a new web portal for MFNSS that will allow the web pages to provide current and live information to the First Nations.
- Developed culturally appropriate materials by collaborating with facilitators and communicating their services.
- Provided audio-visual aid support for MFNSS teachers and staff as needed.

The Multimedia Communications Officer had the opportunity to engage with teachers and students by visiting MFNSS schools:

- Covering school activities often included creating a video and obtaining photos. Events covered include the wall climbing competition at Miskoosipi School, winter Christmas concerts from the Mahpiya Hdega Plains and Keeseekoowenin Schools. There was also documentation of students on video as they went through the math guidance activity with the MFNSS Numeracy facilitator. Photos and videos were taken of the events during the two and a half days, for MFNSS publications and promotional use.
- An onboarding presentation for Birdtail Sioux Dakota Nation was set up for the presenters. Promotional materials were available to First Nations members who attended.

- Audio and visual aids were set up for interviews with Bloodvein's Miskoosepi School administration and classroom teachers. The MFNSS Languages and Cultures coordinator, organized the interviews; for instance, Miskoosepi School was interviewed on the topic of residential schools. There were two interviews that took place in November 2023. The principal was one of the participants who shared her experiences and the impacts of residential schools. The principal attended the Assiniboine Residential School in 1969. The principal's words follow:

Healing is now taking place within our First Nation communities. I am now able to deal with it by expressing and talking about my personal experiences. Stories were hidden so long, and I now have the courage to share my stories. Thanks for this opportunity to share my story.

- The other interview was done by the Grade 4 classroom teacher. He shared his experiences as an educator who teaches about the residential schools in Manitoba and in Canada. The teacher also shared what he learned at the *Walking Together through Reconciliation with Good Hearts and Minds* sessions that took place in February 2024. The teacher enjoyed listening to the Elders stories and is now teaching about residential schools. The teacher is implementing the Project of Heart activities and stories for his students.
- Six bus safety training sessions were recorded in Lake St. Martin. These videos are for training purposes, reporting, promotion, and publications for MFNSS/MFNERC.
- Photos were gathered, and a video of the Truth and Reconciliation Project at Kee-seekoowenin School was made for MFNSS/MFNERC publications and reports.

CHALLENGES AND SHORT-TERM STRATEGIES

With planning and collaboration with the First Nations, Multimedia Communications obtained photos and videos that highlighted events showcasing students and teachers within MFNSS.

EARLY LEARNING

JESSICA DANIELS

ECE III, Early Learning Facilitator

Métis, York Factory First Nation

The Early Learning Program supports MFNSS schools in nurturing young children for optimal growth and development within the five developmental domains: physical, social, emotional, intellectual, and spiritual. Providing children with quality early learning environments and positive interactions with caring adults will enhance their journey to *mino-pimatisiwin* (a good life). The Early Learning Program promotes parents as a child's first and most influential teachers and assists families in supporting their children to reach their full potential. The Early Learning facilitator works with early years teachers, educational assistants, and community organizations. Developing relationships is a key focus of the Early Learning Program, which aims to promote a circle-of-care approach to supporting children and families.

OBJECTIVES

In MFNSS schools, initiatives were actively promoted to enrich the educational experience for students. Among these efforts, the *Welcome to School* bags were distributed to facilitate the orientation of K4/K5 students, ensuring a smooth transition into the school environment. There was a strong emphasis on leveraging the Moe the Mouse licencing agreement to foster the development of language and culture literacy stories, which proved beneficial for early literacy, both within the classroom and at home.

Recognizing the importance of early learning pedagogy, onsite K4/K5 curriculum guide training sessions were organized. These sessions aimed to enhance educators' understanding and proficiency in implementing effective teaching strategies tailored to young learners.

An effort was made to disseminate Early Development Instrument (EDI) results onsite. Following this dissemination, planning sessions were conducted, with principals, school staff, and First Nations members utilizing the insights from the EDI reports to inform strategic decision-making and optimize educational outcomes.

Ongoing support is extended to principals, teachers, and school staff in promoting self-regulation strategies and developmentally appropriate practices for early years students. These efforts collectively foster a nurturing and conducive learning environment within MFNSS schools.

SUCCESS STORIES

During the 2023–2024 school year, 11 Nursery K4 teachers welcomed 155 new students. **Welcome to School** bags filled with developmentally appropriate materials to support transitioning from home to school were distributed to new students.

MFNSS schools are working on adapting the Moe the Mouse Curriculum Box to promote language, culture, storytelling, and self-regulation strategies in the classroom and at home. The Early learning staff supports the Moe the Mouse committee to build partnerships within the First Nations and support children and families collaboratively.

The K4/K5 staff supplied onsite support to teachers including K4/K5 support documents on early learning and child development. Other onsite supports included professional development sessions, early learning DAP (developmentally appropriate practice) videos, and hands-on activities to support students with a holistic approach to early literacy, numeracy, and self-reg strategies.

The EDI report calculated results from the population assessment and shows pre- and post-COVID-19 developmental trends and changes. Collaborative planning sessions with MFNSS schools, guided by the EDI report, identified the strengths and needs of groups of students for use in planning developmentally appropriate programming for students and their families.

The Early Learning facilitator supports 25 MFNSS teachers and support staff attending self-regulation courses online through the MEHRIT Centre. The three-module online course explores child development from birth to age 10. It gives learners a new and complete understanding of the factors that affect early development by looking at development and learning through the lens of self-regulation.

MFNSS teachers attended the Early Learning Child Care Conference in Winnipeg. The facilitator coordinated the self-regulation room, which promotes self-regulation strategies in the classroom and at home to support understanding a child's feelings and help with inclusion, self-awareness, and stress management.

CHALLENGES AND SHORT-TERM STRATEGIES

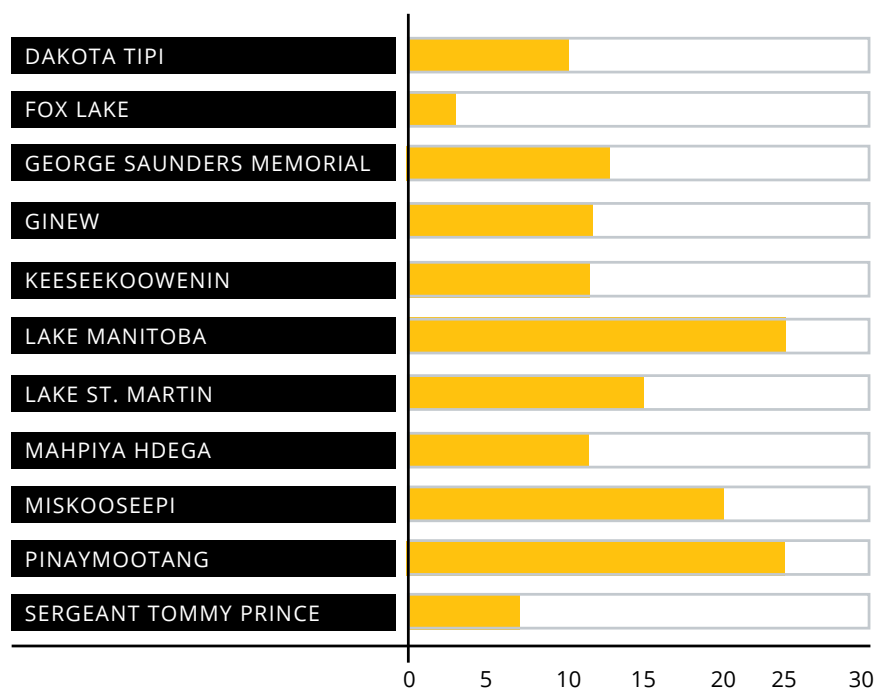
Internet connectivity and the weather were a challenge. As a short-term strategy, the Early Learning facilitator provided direct support through conference calls. There were onsite school visits to deliver programming and EDI results. For this year's Nursery intake, the K4/K5 orientation guide planning for school entry will assist teachers in planning orientation and registration events with K4 teachers, scheduled for early spring and fall dates.





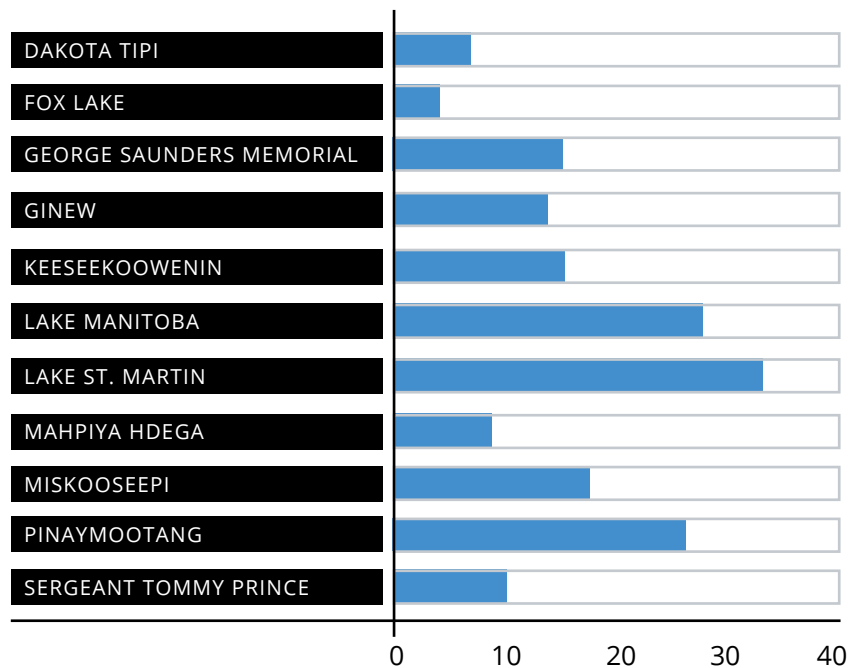
DATA

In 2023–2024, 155 *Welcome to School* bags were delivered to Nursery students starting school. The bags provided parents with play-based information and materials to help children transition into school.





In 2023–2024, eight EDI reports and one aggregated MFNSS report were created from 171 completed questionnaires based on teachers’ observations of Kindergarten students. The information gathered from the questionnaires will provide information on students’ overall developmental health and guide teachers in developmentally appropriate planning.



EDUCATION ADMINISTRATION

KIMBERLY MARTIN

MEd

Education Administration Facilitator

Anishinaabe, Long Plain First Nation

The Education Administration facilitator provides school planning support based on the needs of MFNSS schools. Education Administration engages in reviewing and updating existing school plans, which are updated with staff-wide involvement. Other planning involves specific groups looking at subject areas. Mid-year and year-end school visits involve reviewing the progress of the school plan implementation with school staff. The Education Administration facilitator provides overall support on key school improvement initiatives.

OBJECTIVES

The Education Administration facilitator collaborates with and offers support for school planning within MFNSS schools, which includes facilitating the development of comprehensive school plans for all institutions and ensuring consistent monitoring throughout the academic year. Assistance is provided to administrators in fostering Professional Learning Communities (PLCs) to enhance collaborative learning and professional development among staff.

Mentorship support is provided to school administrators, cultivating strong instructional leadership capacities. This guidance effectively empowers administrators to lead their schools toward educational excellence.

The school administrators are supported by MFNSS administrative procedure policies, ensuring adherence to established protocols and fostering a conducive administrative environment within the schools.

SUCCESS STORIES

MFNSS School Plans

School plans are comprehensive documents that outline a school's objectives, strategies, and actions to achieve educational goals. Their primary purpose is to provide a roadmap for improving the quality of education and enhancing the overall learning experience for students. These plans typically cover a range of areas, including curriculum development, teacher professional development, student support services, and facilities improvement.

Assessing school plans involves evaluating their effectiveness in achieving stated goals. This assessment can take various forms, such as standardized test scores; student performance metrics; and teacher, parent, and student feedback. Monitoring is an ongoing process that ensures the school remains on track to meet its objectives. Regularly reviewing the plan's progress, adjusting strategies as needed, and addressing any unforeseen challenges are essential to this phase.

Implementation of the strategies outlined in the school plan involves the coordinated efforts of administrators, teachers, staff, and, sometimes, external stakeholders. Effective communication and collaboration among all parties are crucial to successful implementation. Regular check-ins, data analysis, and adjustments to the plan based on real-world results are vital to ensuring the school's objectives are met.

In summary, school plans are vital tools for improving education by guiding a school's development. They are assessed through various metrics, monitored for progress, and implemented, through collaborative efforts, to enhance the overall educational experience for students.

By using the existing priorities of MFNSS strategic planning, the Education Administration facilitator collaborated with each principal to complete a school plan, which then guided the implementation of school-based goals.

CHALLENGES AND SHORT-TERM STRATEGIES

Focusing on building capacity in planning and leadership can improve academic outcomes, student engagement, and school culture. By investing in the development of educational leaders and providing opportunities for professional growth, schools can create a culture of continuous improvement and ensure that school administrations are better equipped to meet students' needs.



EDUCATION TECHNOLOGY

KARL HILDEBRANDT

BEd, MEd, PBDE

Education Technology Facilitator

Métis, Winnipeg

The Education Technology facilitator supports schools in consulting, procuring, and utilizing Information communication technology hardware and software to implement the Manitoba provincial curriculum. The program helps develop innovative strategies for using technology in the classroom, provides technology-focused professional development for staff, and ensures sustainable technology integration to support First Nations learning and curriculum across all schools.

OBJECTIVES

The overall objective of the Education Technology facilitator is to:

- Promote the integration and effective use of educational technology.
- Enhance student learning outcomes in the provincial curriculum.
- Create strategies to improve school connectedness.
- Leverage learning via digital game-based learning and coding while ensuring the integration of First Nations perspectives and cultural relevance and fostering a supportive and inclusive educational environment.

MFNSS uses technology to support teamwork, critical thinking, and communication, while fostering digital literacy and an inclusive community. The School System assesses the impact of current scholastic esports programs on student engagement, academic performance, and school culture. There is also a method to evaluate the effectiveness of existing initiatives in promoting problem-solving and critical-thinking skills, providing networking opportunities, and enhancing province-wide competition. The facilitator explores collaborations with external organizations to improve technology integration, expose students to career pathways, and offer additional support and resources.

Increased engagement with digital game-based learning strategies improves student engagement. This platform allows students to explore First Nations cultures, histories, and traditions, which cultivates respect and appreciation for First Nations perspectives. Students express their creativity by constructing virtual worlds that reflect their understanding of First Nations cultures and landscapes. Encouraging communication, collaboration, and teamwork during challenges creates a shared learning experience, which is an objective to strive towards. Critical-thinking skills are stimulated through analyzing, problem solving, and making informed decisions within a context that includes First Nations perspectives and fosters holistic and empathetic learning.

SUCCESS STORIES



Scholastic Esports and ESAC Case Study: George Saunders Memorial School

The Entertainment Software Association of Canada (ESAC) recently emphasized the transformative impact of video games in a published collection of case studies. This initiative aims to demonstrate to Canadian lobbyists, policy-makers, and higher government officials the significance of digital game-based learning. Through participating in gaming competitions with students from across Manitoba, MFNSS students experienced positive outcomes, including enhanced networking opportunities for Indigenous and non-Indigenous communities, higher class attendance, a stronger sense of belonging, and improved self-worth. This case study serves as a testament to the potential of video games as a tool for community engagement and education.

York Landing is so isolated, esports has done something tremendous for both staff and students. You can see it in the way they talk and look forward to it... It made the students feel like they were part of something bigger.

– Sandra Lavallee, Principal,
George Saunders Memorial School



Minecraft Education, Comicon 2023, and MFNERC Youth Gathering

During Winnipeg Comicon 2023 and the MFNERC Annual Youth Gathering, First Nations students participated in Minecraft Design Challenges, working in teams of three to four students to design and construct Indigenous-themed escape rooms. The escape rooms were engaging and fostered essential problem-solving and critical-thinking skills. Notably, the winning team at Comicon 2023 crafted a thought-provoking residential school-themed room. Participants encountered signboards with historical teachings in this room and even hung red dresses from the trees in the schoolyard. The room also delivered on the challenge to include puzzles to be solved, including levers and redstone gadgets, leading to a successful escape. This innovative initiative exemplifies the intersection of education, creativity, history, and cultural awareness.

Comicon already offers a wide array of interests, but when it comes to participating in an Indigenous-themed esports event like the MFNSS Minecraft Challenge, the enthusiasm among kids is unmatched. They became deeply engrossed, demonstrating exceptional focus, collaborative teamwork, meticulous planning, and, not to forget, fun!

– Daniele Chiniyah-Judson, Teacher
Ginew School

In collaboration with Logics Academy and MFNNS, Bloodvein First Nations' Miskoosipi School is developing an innovative Minecraft Education Map focused on land-based education. This project is centred around the UNESCO World Heritage site of Pimachiowin Aki, also known as “The Land That Gives Life,” and addresses two key issues: fostering student engagement in Traditional Knowledge and land-based activities and promoting the significance of the Pimachiowin Aki. It seeks to strengthen the community's connection to the land and highlight the area's cultural importance through an interactive video game and the meaningful integration of education and technology. This free educational resource will be available to all First Nations in Manitoba, with the initiative completed and launched in September 2024.



Numeracy with LÜ Playground

Using an interactive projector, the Education Technology facilitator integrated numeracy and physical health activities into Math Fest at multiple schools, fostering mental math skills through gamified learning and movement, as well as the LÜ Playground. The LÜ Playground was integrated as part of a station rotation model. Small groups of students and staff interacted with mental math and movement activities, encouraging physical activity paired with numeracy skills. In September 2023, the facilitator delivered a presentation on the interactive projector to the IT and technology leaders from the Manitoba Association of Education Technology Leaders (MAETL) showcasing the innovative integration of physical activity and Indigenous languages.

CHALLENGES AND SHORT-TERM STRATEGIES

This year, all schools within MFNNS received extra technology funding to purchase hardware, in addition to their school budgets. This funding was distributed through Microsoft vouchers, allowing schools to improve access to computers for both students and staff. Collaborative projects with CONNECT and MFNERC's IT Compliancy Project have begun addressing access barriers for teachers trying to implement technology at MFNNS schools and improve school infrastructure. The next step involves providing additional professional development opportunities for staff to navigate applications and software tailored for educational technology integrations within CONNECT while maintaining a balance of access and reducing barriers.

DATA

Number of participants

6

Esports
First Nations

9

Minecraft Education
First Nations

25

Comicon Esports Events
25 students and three MFNNS
First Nations

55

MFNERC Annual Youth Gathering
Approximately 55 students
from both MFNERC and MFNNS
First Nations

FIRST NATIONS LANGUAGES AND CULTURES

GERALDINE CAMPBELL

BEd, PBDE

Languages and Cultures Program Coordinator

Anishinaabe, Skownan First Nation

BRENDA DANIELS

First Nations Languages and

Cultures Facilitator

Anishinaabe, Swan Lake First Nation

The First Nations Languages and Cultures team provides First Nations language and culture support for implementing MFNSS strategic priorities. Staff assisted with integrating First Nations perspectives and developing and supporting the delivery of innovative training and programming to improve language and culture immersion in the curriculum for First Nations students.

The Languages and Cultures Program coordinates and develops a language and culture strategy for MFNSS that is aligned with the Strategic Plan Priorities. One of the priorities is to create and promote a culturally responsive environment for the School System and the schools. The coordinator leads a team to assist schools in researching, planning, developing, and implementing language and culture programs at the early, middle, and high school levels. Students can reclaim, revitalize, and preserve language and culture by incorporating traditional worldviews. Due to First Nations languages constantly evolving as well as other factors, students need assistance maintaining a connection to traditional worldviews throughout their educational journeys.

OBJECTIVES

The Languages and Cultures Program promotes integration and culturally relevant instructional materials and methodologies. The program provides teachers with best practices in teaching curriculum related to language and culture, while also evaluating, developing, and delivering all language and culture programs and activities. These strategies aim to help students improve fluency in language and culture and provide lifelong learning skills.

Over the past year, one goal of the First Nations Languages and Cultures Program was to promote and incorporate First Nations languages and cultures in all school programs, developing cultural identity and pride.

SUCCESS STORIES

The First Nations Languages and Cultures facilitator created morning routine posters in Ininimowin for a school and then demonstrated to school staff how to implement this routine in each class. Since the local First Nation languages were not being taught, the school staff looked forward to having their students learn basic conversational phrases in Ininimowin. Support was provided to school staff teaching Anishinaabemowin as the teacher was not fluent in

the language and needed resources to support teaching. A language teacher and Elder requested songs and games in Anishinaabemowin. The language teachers and Elders felt supported and were thankful to learn about different strategies and resources for teaching Anishinaabemowin.

For effective language learning, a learner must be surrounded by the language regularly. The morning routine posters are resources that can be translated into any language. The goal of the

morning routine is to have a language resource in each classroom so that familiar language learning takes place throughout the day and is supported throughout the school. The posters are just one tool that will help learners build and strengthen language acquisition. Once the first round of phrases is learned effectively, they can be adapted, and more vocabulary can be added.

Several professional development workshops were conducted for each school. A language continuum that will guide each grade in language attainment is in process.

PROFESSIONAL DEVELOPMENT

Language and Culture/Land-Based Education Training in MFNSS Schools

A two-day professional development training opportunity allowed teachers to learn and share about their language, culture, and land-based programming. Twenty-five language and culture teachers and Knowledge Keepers participated in this year's sessions. The sessions provided information on the Anishinaabe Teachings, Cree Teachings and Stories, and Dakota Values and Laws. The training included learning about each people's history, traditional ways of knowing and being, and language and cultural activities, which are all key components that should be included in any school programming. The revitalization, preservation, and maintenance of a language are necessary for learning and are embedded in the MFNSS Strategic Plan for the School System. The participants had opportunities to share and celebrate their successes. At the end of the training session, land-based education support document books were distributed to all participants.

Promoting Excellence Through Integrated Planning with First Nations Perspectives in MFNSS Schools

The professional development engages teachers from Nursery to Grade 12, through the Integrated Planning Model process, in all provincial curricular areas, including language, culture, and land-based activities. Teachers can plan and choose

a topic with grade-specific outcomes and build on ideas as a school team. The intent is to create rich, meaningful learning experiences and a deeper understanding of First Nations perspectives. The process and planning included the four priority areas of the strategic plan, supporting teachers at all levels with implementing essential skills, effective instruction, and assessment practices. Some examples of themes were Berry Picking, Ice Fishing, Trapping, Medicine Picking, Rabbit Snaring, and Water Life.

Land-based activities and thematic planning teach students to problem-solve, encourage critical-thinking skills, and promote interaction with and respect for the land. The ideas and strategies give students the knowledge, skills, and values to reach their potential and be proud of who they are and where they come from. The team has presented the Integrated Planning Framework Model to all MFNSS schools, and 265 teachers received training.

Treaty Education in MFNSS Schools

The K–12 teachers of all MFNSS schools were provided two Treaty education training sessions. The two-day sessions were to give teachers a *Treaty Education Toolkit* and learning resources that contain foundation-building information on Treaties and history. The teachers will use the training and toolkits to integrate Treaty content and four ideas: Relationships, Traditional Teachings, History, and Treaties. The training created opportunities to acquire new knowledge and understandings, learn about the Treaty relationship and oral traditions, and broaden student learning experiences by building on Treaty education concepts. Thirty teachers participated, and 30 *Treaty Education Toolkits* were distributed this school year.

CHALLENGES AND SHORT-TERM STRATEGIES

Conducting follow-up visits with schools was a challenge. The oral language learning using morning routines took longer than expected as the teachers needed support adapting and practising the language. The introduction to the

posters will help teachers when preparing for the next school year. Creating tangible resources is time consuming and is in high need as few resources are available that are unique to each First Nation and dialect.

The First Nations Languages and Cultures team is committed to providing optimal support to all schools and committed to better understanding how each school's needs can be addressed.

Several challenges were encountered within the educational framework, including a lack of language resources and proficient speakers, which hinders the comprehensive integration of languages into the academic curriculum.

Another challenge is inadequate teaching materials to support residential schools and Treaty education. The lack of resources and comprehensive educational materials impedes effective instruction in language and culture.

An obstacle to fully implementing the programs is the limited space and access to locations for land-based education activities and hands-on

learning experiences that can connect students with their local environment. Dedicated spaces for land-based programs promote student identity and help develop a sense of belonging and connection.

There are short-term strategies to address the immediate need to support language and culture teachers, improve land-based education, expand language resources, and provide Treaty education training. These efforts aim to enhance instructional delivery, promote cultural relevance, and foster understanding and respect within the classroom.

The Languages and Cultures coordinator will continue building capacity and relationships with all teachers and identify areas for improvement through professional development opportunities and training. It is essential to ensure that language and culture programs continuously improve so they can meet the needs of First Nations students, their First Nation, and all MFNSS schools.

INCLUSIVE EDUCATION

ARDEL SMITH

BEd, PBDSE

Inclusive Education Facilitator

Anishinaabe, Hollow Water First Nation

NADINE HART

BEd, PBDSE

Inclusive Education Facilitator

Cree, York Factory First Nation

The Inclusive Education facilitators are part of a multidisciplinary team. The facilitators are responsible for providing support services directly to resource and classroom teachers, principals, and Directors of Education in the Manitoba First Nations School System (MFNSS) schools.

OBJECTIVES

The Inclusive Education facilitators aim to create a culture of inclusion within the school by fostering acceptance, understanding, and respect for all students, regardless of their abilities or disabilities. The facilitators work closely with resource teachers to develop Student-Specific Plans and SMART (Specific, Measurable, Achievable, Realistic, and Timed) goals for pupils with diverse learning needs, ensuring the student's strengths, interests, and challenges are valued. This collaboration involves sharing knowledge, skills, and resources, and offering assistance to ensure that every student receives appropriate support and accommodations.

The Inclusive Education facilitators foster collaboration with school personnel, including resource teachers, educational assistants, classroom teachers, principals, and Education Directors. This collaboration establishes a streamlined process for referrals, screening mechanisms, assessments, and interventions involving school staff, clinicians, Jordan's Principle programs, and specialized service providers, who work together to address the needs of students requiring additional support.

School personnel receive training to support the student-specific planning process and how to effectively report on student progress. School personnel are also assisted with developing individualized student plans that are tailored to each student's needs.

Training programs were conducted to equip school personnel with the necessary skills to accurately and efficiently prepare and complete Special Education Program (SEP) work plans, student profiles, and reports.

SUCCESS STORIES

Teacher and Inclusive Education Facilitator Meetings

Collaboration meetings were convened regularly to provide teachers with support for the upcoming school year. These sessions facilitated discussions on students' individual needs and allowed for the formulation of comprehensive plans to engage and support the students effectively during and after clinical sessions.

Student-Specific Planning

The student-specific planning process was a significant focus, aiming to address the diverse learning needs of students throughout their educational journey. The process involved the collaborative effort of a dedicated team to ensure that each student's needs were identified, addressed, and supported through carefully tailored plans. Resource teachers played a crucial role in regularly monitoring and updating these plans.

Inclusive Education Facilitators Team and Clinical Team Meetings

Monthly meetings were organized for the Inclusive Education facilitators and Clinical team. These sessions served as platforms to discuss updates, challenges, and successes in implementing inclusive education practices. Ensuring meticulous record-keeping of case records, assessment reports, and statistical data was emphasized during these meetings.

Violence Threat Risk Assessment (VTRA) Training

VTRA aims to develop, train, and prepare collaborative multidisciplinary teams with expertise in early intervention, prevention, and aftermath strategies for crises, trauma, violence, and conflict. Resource teachers and all involved with students in SEP will gain awareness and strategies that VTRA provides and delivers effectively. This comprehensive training equipped the facilitators with effective crisis intervention, prevention, and management skills.

Student Profiles and Resource Management

Efforts were directed toward updating and prioritizing student profiles, ensuring clinical services were efficiently administered throughout the year. Completing Data Collection Instruments (DCI) facilitated accurate record-keeping and submission of pertinent data to Indigenous Service Canada (ISC).

Nonviolent Crisis Intervention (NVC) Training

Staff received NVC Training to prevent and de-escalate high-risk behaviour using restrictive and non-restrictive methods. This training allows facilitators to assist and train colleagues and staff to focus on proactive strategies, such as recognizing signs of elevated emotion and calming/de-escalating strategies. NVC also focuses on reactive strategies for when someone has already become aggressive. This training aimed to equip the facilitators with the skills to handle crisis situations effectively.

Integrated Planning Professional Development

Collaboration with the MFNSS Languages and Cultures team facilitated professional development in integrated planning. Educators delved into curricular planning strategies to ensure equal opportunities for all students, regardless of their abilities or disabilities.

An Inclusive Education facilitator collaborates with resource teachers and a team of clinicians to develop, review, revise, and evaluate Student-Specific Plans (SSP) using goals and success criteria. Sharing information regularly and communicating via MS Teams, email, and in-person meetings were required to ensure support was provided.

The goal is to empower resource teachers with the tools and support needed for effective student-specific planning. By providing guidance, training, and mentorship, resource teachers were assisted to begin the student-specific planning process confidently. With input from the clinicians, the plans developed can meet the diverse needs of the students.

SSPs became roadmaps for success, driving academic, behavioural, and emotional growth. Real-time feedback and ongoing evaluation ensured staying on track and celebrating every milestone achieved. The collaborative efforts transformed planning and created a culture of inclusion and encouragement. The incredible teamwork indicates the power of collaboration in supporting inclusive education.

CHALLENGES AND SHORT-TERM STRATEGIES

Growing Our Inclusive Education Programming Survey

Inclusive education programming will continue to be enhanced. Feedback from resource teachers on the student-specific planning process is invaluable, and the insights will guide service delivery, give the team a better understanding of current practices, identify areas for improvement, and shape future initiatives. This survey is essential in helping create a more inclusive and supportive learning environment for all.

Understanding these factors can help the team address challenges and enhance collaboration within the student-specific planning process. Strategies such as providing support for time management, promoting a culture of collaboration, and offering training can help improve participation and engagement. Regular evaluations of the process and feedback mechanisms can also aid in identifying areas for improvement and implementing necessary adjustments. By providing a collaborative environment, the team can ensure that resource teachers receive the inclusive support they need to succeed.

A short-term strategy involves developing educational goals tailored to each child's capabilities to ensure that every student actively participates in classroom and school settings while recognizing their abilities rather than limitations. Collaborating with parents, educational assistants, teachers, and principals is crucial in establishing immediate methods to deliver quality education within an inclusive environment.



INTERVENTION SUPPORT

BRETT BANFIELD

Social Service Worker Diploma, B.H.Ecol, BEd, PBDE
Intervention Support Facilitator

The Intervention Support facilitator works collaboratively with the school administration, students, and staff of MFNSS. The facilitator is a liaison between students and teachers, assists students with classroom expectations, and supports classroom motivation and management strategies. A tiered system approach is used unless safety and behaviour intervention plans are required.

OBJECTIVES

The objective is to become familiar with each student's needs and establish community connections while creating goals for MFNSS's 11 schools. As a team, the School System staff are currently working on several objectives, including Responsive Classroom training and implementation, delivery of Positive Behaviour Intervention Support (PBIS), completion of the Middle Years Development Instrument Survey, Behaviour Intervention Referral(s), anti-bullying presentations, career development exposure, and, soon to be available, Nonviolent Crisis Intervention training for all MFNSS schools.

SUCCESS STORIES

PBIS is an evidence-based, tier-one preventative approach that promotes positive and proactive practices when responding to student school-wide behaviour in the shared areas of a school (e.g., hallways, gymnasium, playgrounds).

PBIS is tailored to individual schools by each school's staff, who develop a school-wide behaviour matrix.

I have seen this program work in a prior school I worked at, and in time, it made a noticeable difference.

– A staff member who is participating in PBIS

The Stop Bullying! workshop is designed for high school students. During this workshop, students receive a presentation about bullying prevention that highlights key concepts (i.e., roles involved, types of bullying, and discussion of how to stop it). High school students created a storyboard, made short videos, and presented these anti-bullying videos to elementary students.

The Stop Bullying! workshop was presented at one school. During the implementation of the Stop Bullying! workshop, approximately 95% of the 29 high school students engaged and completed their storyboards.

CHALLENGES AND SHORT-TERM STRATEGIES

Time management skills are a must for this position. Delivering Positive Behaviour Intervention Support (PBIS) to all MFNS schools can be challenging as three visits, per school, are required. Next school year, a map of a delivery schedule with some flexibility will be created to provide optimal intervention support to the schools.

DATA

The Middle Years Development Instrument serves as a benchmark in gauging the socio-emotional status of the schools. It was used as part of the Human Early Learning Partnership (Research Brief, 2020), and it is a “self-report questionnaire that asks children in middle childhood about their thoughts, feelings, and experiences... [and] about the lives of children both in school, in the home and the First Nation, from their perspective.” MFNS schools had an approximate 67% completion rate. These participation numbers are relevant to support better targets for future intervention strategies based directly on students.



LITERACY

EVELYN CAMERON

BIDS, BEd, PBDE, Early Childhood
Education II/III
Literacy Facilitator
Anishinaabe, Peguis First Nation

TIFFANY COTE

BA, BEd
Literacy Facilitator
Anishinaabe, Cote First Nation

The Literacy Program supports schools in classroom-based instruction, assessment, and implementation of the new K–8 English Language Arts Curriculum. The Literacy facilitators assist educators with curriculum and resource materials relevant to students and support integrating First Nations perspectives into the provincial curriculum.

OBJECTIVES

Literacy helps students to develop understanding, empathy, and critical thinking. Reading is the foundation on which we learn and grow. However, literacy is more than just reading and writing. Developing literacy skills in students is one of the most valuable ways to ensure they can achieve their full potential. The Literacy facilitators support student learning and engagement through improved instruction and assessment practices, and they build inclusive learning communities that are child-centred, responsive, respectful, and relevant. The Literacy facilitators promote health, safety, and well-being using a culturally responsive environment. The program focused on building capacity and the best practices for literacy instruction in classrooms.

SUCCESS STORIES

The Literacy Program provided training in Fountas & Pinnell Leveled Literacy Intervention, as well as a workshop on early literacy and literacy stations. The training provided all educators with hands-on learning and classroom management skills to promote a literacy-enhanced learning environment.

Leveled Literacy Intervention Workshop

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small group, supplementary literacy intervention for students who find reading and writing difficult. Its goal is to lift literacy achievement of students not achieving grade-level reading expectations.

The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading.

- Deepen and expand comprehension with close reading.
- Elevate the expertise of teachers.
- Increase reading volume by engaging students in large amounts of successful daily reading.
- Increase student engagement with books that build knowledge.
- Intervene with small groups of struggling readers to maximize growth.
- Meet the needs of struggling readers.
- Monitor student progress.

It was valuable to me as a teacher because you constantly learn and evolve. The intervention will help me adapt to what my students need. Excited to start LLI.

*– Teacher from MFNSS School,
Fountas & Pinnell Leveled Literacy
Intervention Workshop*

Early Literacy and Literacy Stations Workshop

Developing letter recognition skills is essential for early childhood literacy development. Children’s knowledge of letter names, shapes, and sounds sets them up for success as they learn to read and write. Literacy Stations and Literacy Centres involve the organization of classroom and scheduling routines. The modelling of large and small group instruction supports literacy development in classrooms.

It made me reflect on how I have been teaching in class and feel motivated and refreshed. The presenters were excellent!

– Teacher from

MFNSS School, Early Literacy/Literacy Stations Workshop

Fountas & Pinnell Interactive Read-Aloud Classroom Kits

The Literacy Program provided all MFNSS schools with the *Fountas & Pinnell Classroom Interactive Read-Aloud Collection*. Read-Aloud promotes the joy of reading, expands children’s vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interests.

CHALLENGES AND SHORT-TERM STRATEGIES

One of the challenges was that more training was required on classroom-based assessments and accurately completing evaluations. As a short-term strategy, the Literacy facilitators visited the schools and provided one-on-one refresher training to teachers on reading assessments. Annual professional development in literacy assessments will improve the accuracy and consistency of data output.

DATA

The CLEVR online data management system is used to obtain student reading assessments. Forms were created for Fountas & Pinnell assessments so teachers could input them digitally. This tool was designed to quickly retrieve and analyze key literacy data for teacher planning.

NUMERACY

MICHAEL VALDEZ

BS, BEd, Numeracy Facilitator

SHERYL PRINCE

BA, BEd, Numeracy Facilitator

Anishinaabe, Sandy Bay Ojibway First Nation

The Numeracy Program provides all classroom teachers with math curriculum, assessment, and instructional support. The program focuses on building capacity and best numeracy instructional practices in classrooms. MFNSS uses First Nations perspectives in planning and supporting the delivery of training and programming to improve quality instructions and curriculum standards for First Nations students. Numeracy allows staff and students to make sense of time, numbers, shapes, and patterns. Mathematics is used daily to meet the demands of daily life, so students must develop solid numeracy skills early.

OBJECTIVES

The objectives of the MFNSS Numeracy team involve supporting the implementation of the Manitoba provincial curriculum, strengthening assessment practices in numeracy, organizing school-based math festivals and Pi Day celebrations, advocating for the adoption of the guided math approach to differentiate instruction, and nurturing confident math teachers.

SUCCESS STORIES

Guided Math Training

As part of the Forward Planning, the Numeracy Program conducted two professional development trainings on Differentiating Instruction using the Guided Math Approach. Thirty-five MFNSS teachers, who received the training, have started implementing the program in their classrooms to maximize student growth and individual success. More teachers are expected to be trained for the incoming school year.

Excellent training session!

Very informative and engaging.

– MFNSS

Middle Years Teacher/Participant

Hands-On Manipulatives

The Numeracy Program partnered with Spectrum and purchased hands-on manipulatives to maximize the power of tools and promote intentional play. These materials were distributed to teachers to create a numeracy-enhanced classroom. More hands-on manipulatives will be purchased for next year.

Miigwech to MFNSS for providing these resources. I am very excited to utilize these manipulatives with my students.

– MFNSS Grade 3 Teacher

Math Fest Flourishes

MFNSS schools continue to build fearless and confident young mathematicians through Math Fest. Schools have unique themes, including STEM (Science, Technology, Engineering, and Mathematics), community, academics, and land-based, incorporating First Nations perspectives. This year, 10 MFNSS schools conducted their own local Math Fest to inspire students to explore the richness and beauty of mathematics through activities that encourage collaborative work, critical thinking, creativity, and problem solving. Math Fest planning involved a community-based approach, weaving in the importance of First Nations culture and language and, most importantly, celebrating life connections in math.

Youth Land-Based Numeracy Fair

MFNSS Numeracy participated in the first annual Land-Based Numeracy Fair for northern schools. Ten students from Grades 5–9 from each of the participating schools actively engaged in the event. The students explored several land-based activity stations and connected mathematical concepts with nature, which made the learning experience even more engaging. A Numeracy facilitator prepared “The Math of Bowhunting” station, where students tried to hit targets after learning the basic concepts of accuracy, precision, probabilities, and measurements.

Integrated Planning

The Numeracy team has actively promoted cross-curricular planning and integrating First Nations perspectives into the math provincial curriculum. The Numeracy facilitators attended and co-facilitated a series of workshops, conducted regionally and in schools’ professional development. Each teacher was provided with training, templates, and curriculum resources to implement a model integrating mathematics.

Numeracy Round Tables

Adhering to the four priorities of MFNSS, the Numeracy facilitators and a team conducted round table sessions and received excellent feedback based on the exit slips.

Program Analysis and Guided Math Training – October 2023

This two-day session focused on the Schedule of Early Number Assessment (SENA), its first year of implementation in MFNSS schools, and Differentiating Instruction using the Guided Math Approach.

Partnered with MFNERC High School Numeracy Round Tables – November 2023 & January 2024

The Numeracy facilitators invited the high school math teachers of MFNSS to participate in MFNERC round tables. The sessions focused on assisting the teachers in preparation for the Grade 12 math provincial exams and centralized markings,

allowing the participants to network and collaborate with other MFNERC and MFNSS schools’ representatives regarding “what is working” regarding practices, resources, planning, and instruction.

Forward Planning using the Guided Math Approach and Utilizing Appropriate Manipulatives – February 2024

This activity engaged the participants in Differentiating Instruction using the Guided Math Approach and using tools to enhance the numeracy programming in the classrooms.

Great choice of presenters! Well done!

– MFNSS Grade 8 Teacher.

Intervention Support in Partnership with 3P Learning (Mathletics & Mathseeds) – May 2024

Twenty-four MFNSS teachers received a training refresher on Mathseeds and Mathletics, focusing on assessment and data-driven planning. These online programs address student learning gaps and build math skills in a fun and engaging atmosphere.

CHALLENGES AND SHORT-TERM STRATEGIES

Technology and internet connection impact the utilization of online platforms and digital resources, such as maximizing the usage of Mathletics and Mathseeds. Some MFNSS schools lack proper technology and have unstable internet connections. Teachers could use e-books and print options for students without access to technology and the internet at home.

Another challenge was ensuring that all teachers at MFNSS schools were trained in the Guided Math Program and implementing the program in all classrooms. Over the next two years, more regional training will be provided to all teachers, and more manipulatives will be distributed.

Data analysis from the SENA results is a huge challenge. SENA is a formative assessment that focuses on skills and is not designed as a grade-specific assessment; it focuses only on the number strand. The Numeracy unit suggests using Mathletics' Assessment, the pre-test and post-test, to gather more relevant data, which captures student results in all strands of math, so teachers know where the students are in each grade level.

Building capacity among MFNSS teachers is one of the aspirations in the Numeracy unit. Most school administrators have identified their math leads; others even have a math working committee. These math leads are the right-hand individuals and coordinators in numeracy programming, such as SENA training, Math Fest planning, and implementing other math programs.



OPERATIONS AND MAINTENANCE

DON BUCK

Red Seal (Carpentry)

Operations and Maintenance Coordinator

Cree, Opaskwayak Cree Nation

The Operations and Maintenance (OM) Program oversees school assets and ensures MFNSS schools are safe and healthy environments that support effective education delivery. Support is provided to all MFNSS schools to resolve maintenance and facility issues. The OM Program supports MFNSS schools in ensuring a safe and healthy facility is accessible for all MFNSS students and staff by monitoring and coordinating any required maintenance or repairs the schools may need. The OM coordinator works closely with service providers, suppliers, contractors, school administration, and maintenance staff to complete requests.

OBJECTIVES

The OM coordinator assists maintenance staff by conducting annual sprinkler and fire alarm inspections and providing fire extinguisher training.

SUCCESS STORIES

The OM coordinator continues to schedule the annual sprinkler and fire alarm inspections for MFNSS schools. The inspections are currently up-to-date and meet fire code requirements. The OM coordinator facilitated upgrades for local school projects such as security camera upgrades, entrance door access systems with intercom and camera, play structures, baseball diamonds, and basketball courts for school grounds. Maintenance staff had training opportunities, such as attending a simulated fire extinguisher training seminar. Fire extinguisher training is essential, and knowing how to use one in an emergency is invaluable. The training was successful, and maintenance staff acquired the skills to inspect and use the fire extinguishers.

CHALLENGES AND SHORT-TERM STRATEGIES

The main challenges are ensuring maintenance staff have the proper personal protective equipment, consistently delivered and effective sup-

plies, and cost-effective training so staff can handle daily tasks, emergency situations and new technology. Providing maintenance staff with personal protective equipment and training greatly reduces the risk of injuries or illness. Due to their geographical locations, remote First Nations have had challenges related to transport companies being unable to deliver supplies and products directly to their schools. The issue was resolved by acquiring a private trucking company to deliver directly. Taking inventory of maintenance supplies and having a replenishment plan ensures adequate supplies are received on time.

DATA

Safety training certificates were issued to maintenance staff who participated in training seminars. The staff names and address information were collected to track certified staff to ensure that all maintenance staff received the training. The certificates include expiry date information that assists with coordinating recertification courses for future training sessions

PHYSICAL EDUCATION AND HEALTH

MIKE THOMAS

BEd, Physical Education and Health Facilitator

Cree, Chemawawin Cree Nation

The Physical Education and Health Program strives to provide students and staff with the tools to adopt and maintain healthy lifestyle practices. Educating about a healthy lifestyle through a First Nations lens has proven critical to the program's success, as students can see how culture is reflected within the curriculum. The overall health of students and staff through physical, social, and emotional support is essential for all other learning. The program helps students learn how to lead healthy lives and how their history and culture, reflected through their sports, games, and traditional teachings, impact their way of knowing.

OBJECTIVES

The Physical Education and Health Program promotes innovative strategies and creative practices to foster physical fitness and health from a First Nations perspective. Teachers are supported in developing supplementary curricula and resource materials integrating First Nations perspectives into the provincial curriculum. The facilitator organizes and leads regional sports events and wellness events and delivers professional development to school staff.



SUCCESS STORIES



3rd Annual MFNERC/MFNSS Cross-Country Meet

Over 253 athletes from Grades 5 to 12 attended the 3rd Annual MFNERC/MFNSS Cross-Country Meet, which was held on September 26, 2023, at La Barriere Park in St. Norbert, Manitoba. Staff and students from Sioux Valley, Chief Sam Cook Mahmuwee Education Centre, Garden Hill High, Lake St. Martin, Chemawawin, Pinaymootang, Indian Springs, Lake Manitoba, Mantou Sakahigan Kiskinamakewikamik, Neil Dennis Kematch Memorial, Sergeant Tommy Prince, Miskooseepi, Ginew, Charles Sinclair, Dakota Plains, and Amos Okemow Memorial Schools were excited to participate in in-person competition.

Categories included two-, three-, and four-kilometre races. The top three racers from each category received plaques, and the overall meet winner earned a championship trophy and a school banner to showcase in their school's gymnasium.

Hosting an event of this magnitude required many dedicated volunteers, who made the meet successful. Special thanks to all the volunteers from MFNERC/MFNSS who gave their time and energy to ensure things ran smoothly. The event has always been well attended and has grown exponentially since the first annual meet. Participants from all over the province travel exceptional distances to participate in the event, which speaks to its popularity and success. This year, participants flew from the Island Lakes region to attend.



5th Annual MFNSS Basketball Tournament

Five different MFNSS schools, including Ginew, Keeseekoowenin, Lake St. Martin, Miskooseepi, and Pinaymootang Schools, participated in the 5th Annual MFNSS Basketball Tournament held at Sergeant Tommy Prince School on March 20 and 21, 2024.

The tournament emphasized participation as much as winning. Lake St. Martin came out on top, beating Pinaymootang in the finals, while Miskooseepi came in third place.

Due to the uniqueness of MFNSS schools, the tournament is set up as a Grade 6–9 coed tournament, which is unlike other divisions that, typically, host separate male and female tournaments and age categories.





Land-Based Physical Education and Health Program Gatherings

MFNSS Physical Education and MFNERC Land-based Physical Education facilitators co-facilitated two Land-Based Physical and Health Program Gatherings in Thompson and Winnipeg. The two-day sessions promoted and provided physical education and health teachers from different schools the opportunity to receive information on topics such as inclusive and adaptive games and activities; net and wall games; the province's Fit Kids, Healthy Kids program; fundamental movement skills; and sledge hockey. The Fit Kids, Healthy Kids program teaches the fundamentals of movement, which builds confidence and competence in sports and recreational activities. The following MFNSS schools attended the gathering: George Saunders Memorial, Keeseekoowenin, Lake St. Martin, Mahpiya Hdega (2), Miskooseepi (2), Pinaymootang, and Sergeant Tommy Prince.



3rd Annual MFNSS Softball Tournament

What made this event a huge success was the participation of over 13 teams, from across Manitoba, that included over 350 student-athletes, teachers, chaperones, bus drivers, and volunteers. The tournament was held at the Little Mountain Sportsplex in Winnipeg. Keeseekoowenin School defeated Chief Sam Cook Mahmuwee Education Centre in the final to bring home the championship banner for their school.





1st Annual MFNSS Rock Climbing Championship

The 1st Annual MFNSS Rock Climbing Championship was held in the Miskoosepi School on January 25, 2024. According to research, the indoor rock climbing championship was the first in the world for Indigenous students. The event was made possible because of the state-of-the-art rock climbing facility in Miskoosepi School, which was made available to participants for the championship. Four schools participated in the 1st annual event, including Sergeant Tommy Prince, Ginew, Black River Anishinabe and, the host school, Miskoosepi. Black River Anishinabe School won the overall banner for their school.

CHALLENGES AND SHORT-TERM STRATEGIES

Finding professional development opportunities in physical education and health in Manitoba can be challenging. To help the department grow, the Physical Education and Health facilitator may need to look outside the province for better professional development opportunities. The facilitator will continue to lead professional development for others in the physical education and health field.

Schools should purchase supplementary curricula and resource materials to enhance physical education and health programs.

PRIVATE HOME PLACEMENT

LORETTA DORION

PHP Coordinator

Métis, Thicket Portage

CHELSEA BEARDY-BLAND

ECE II, PHP Counsellor (Thompson)

Cree, York Factory First Nation

BARRY CHOKEN

BA, Child & Family Application Training – Child Protection Branch,

PHP Counsellor (Winnipeg)

Anishinaabe, Lake Manitoba First Nation

TANYA SANDY

PHP Counsellor (Winnipeg)

Anishinaabe, Northwest Angle 33B

The Private Home Placement (PHP) Program provides financial, academic, and personal assistance to eligible First Nations members toward completing a high school program. Students can attend any high school in Manitoba, with most attending in Thompson and Winnipeg. The PHP Program is specifically for students attending a regular high school program up to the maximum age of 21. The PHP Program does not fund students in an adult education program. The PHP coordinator works closely with the PHP counsellor in Thompson, the PHP tuition coordinator, and the newly hired PHP counsellor in Winnipeg.

OBJECTIVES

The PHP Program's main objective is to help students be successful academically, as well as physically, mentally, emotionally, and spiritually. The program strives to do this by having an annual orientation session where students are taken on school tours, giving the students an idea of what is out there. This year, students from York Landing toured the Duke of Marlborough School in Churchill and the R.D. Parker Collegiate in Thompson. Kinonjeoshtegon and Bloodvein First Nations students toured Tec Voc, Children of the Earth, Gordon Bell, Sisler, and R.B. Russell high schools in Winnipeg. Once a student is enrolled in the school of their choice, staff work with students throughout the school year to offer academic and well-being support. The ultimate objective is for each student who starts school in September to stay and finish the school year in June.

SUCCESS STORIES

The PHP Program had 19 graduates in June 2024. This year was the first time the PHP Program took students on a tour of the Duke of Marlborough High School in Churchill. The Northern PHP Forum was held in Thompson on December 5–6, 2023. The Southern PHP Forum was held in Winnipeg on February 5–6, 2024.

Students in the PHP Program can find it challenging to leave home and often have a difficult first year in high school. Some students have a hard time transitioning, and other students can flourish in the PHP Program. This year, a student who was previously struggling is now thriving in academic studies. They received all the credits they worked for in the first semester, attended classes regularly, and volunteered in school activities.

CHALLENGES AND SHORT-TERM STRATEGIES

Transitioning must be one of the biggest challenges students face. Students often come from small First Nations but must reside in larger centres to attend high school. This transition is a huge cultural shock. The PHP Program has provided northern and southern students with forums on mental health, self-love, breaking negative cycles, and healthy living. A possible strategy would see the development of a transition program for students leaving the PHP Program, which would include education on life skills, communication skills, and cultural diversity.

DATA

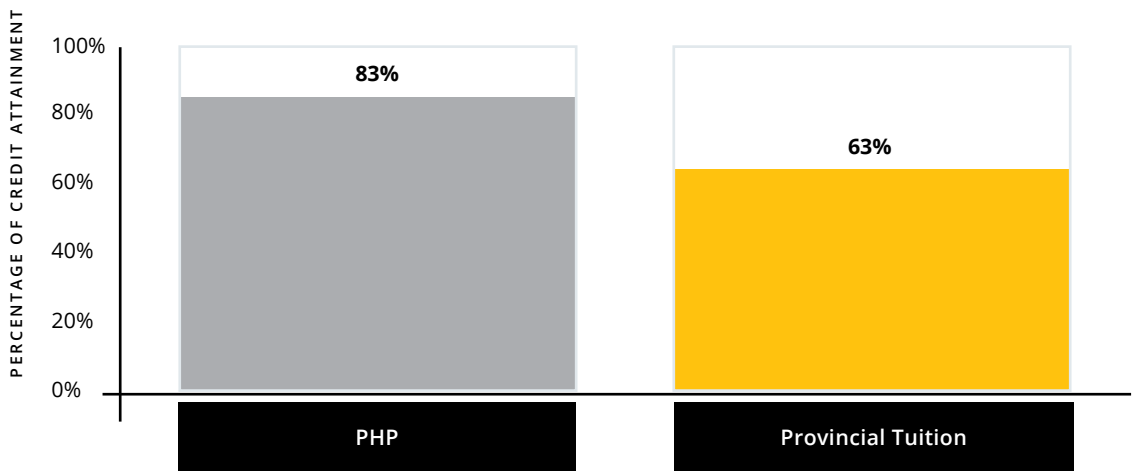
The PHP counsellor gave students a survey in December 2023 asking what type of support they need, what concerns they had/have about their current living situation and home placement, and their overall well-being. The survey gave a better understanding of students' experiences and feelings about the program. Another survey, for current PHP students, will be conducted before the end of the 2024 school year, asking them for recommendations or suggestions for the next school year. The PHP Program aims to encourage and support the success of First Nations students who must leave home for education opportunities.



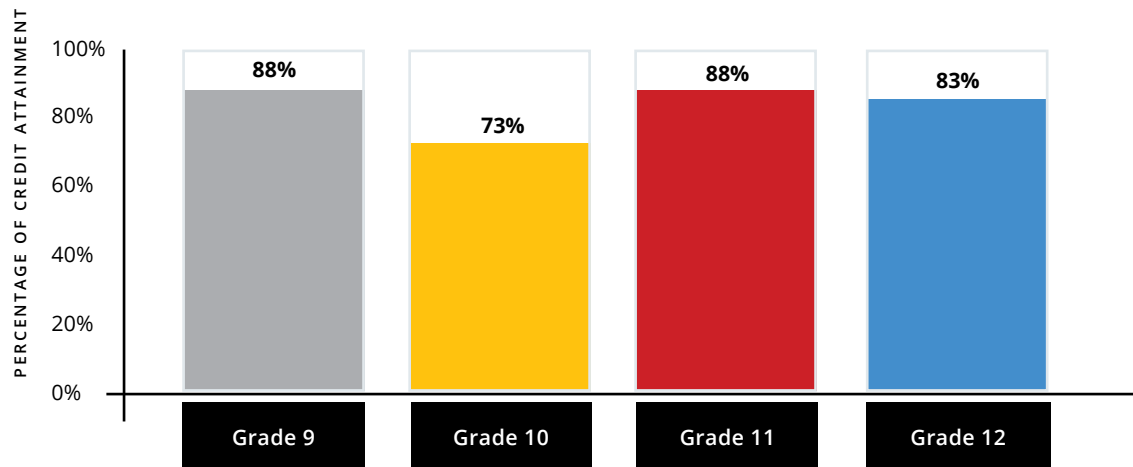
PHP and Provincial Tuition Credit Attainment

The Private Home Placement (PHP) Program is available for students who do not have a high school in their First Nation. Students enrolled in the PHP Program attend schools in Winnipeg or other communities that offer high school programming. MFNSS tracks the PHP Program’s high school credit attainment in Grades 9–12. The following figure provides an overview of the average credit attainment for students in Grades 9–12 enrolled in the PHP and Provincial Tuition Programs for the 2023–2024 school year.

OVERVIEW OF PHP AND PROVINCIAL TUITION CREDIT ATTAINMENT 2023–2024

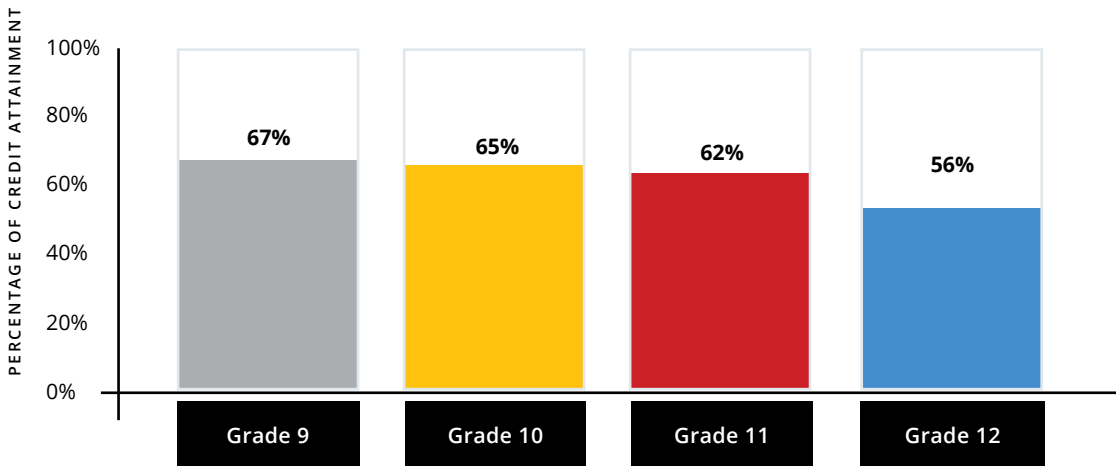


PHP CREDIT ATTAINMENT 2023–2024



The Provincial Tuition Program is for students who do not have a high school in their home First Nation. In many cases, students can attend a high school in a neighbouring community and are bused back and forth daily. In some instances, students may also attend a school that offers academic and/or vocational courses or high school programs not offered in their First Nation through a school of choice. MFNSS pays tuition fees for eligible students enrolled in this program. MFNSS tracks the high school credit attainment of all bused students on the nominal roll enrolled in Grades 9–12, including those in federal, provincial, private, or independently funded schools.

PROVINCIAL TUITION CREDIT ATTAINMENT 2023–2024



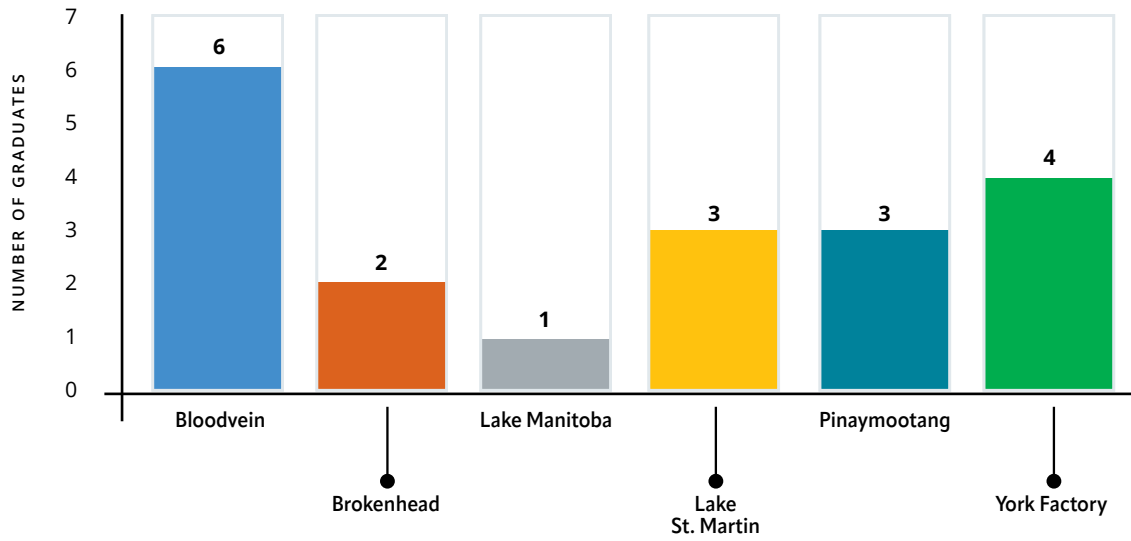
PHP and Provincial Tuition Grade 12 Graduates

MFNSS tracks the number of Grade 12 graduates enrolled in PHP and Provincial Tuition Programs. In 2023–2024, there were 43 Grade 12 graduates, including 19 in the PHP Program and 24 in the Provincial Tuition Program.

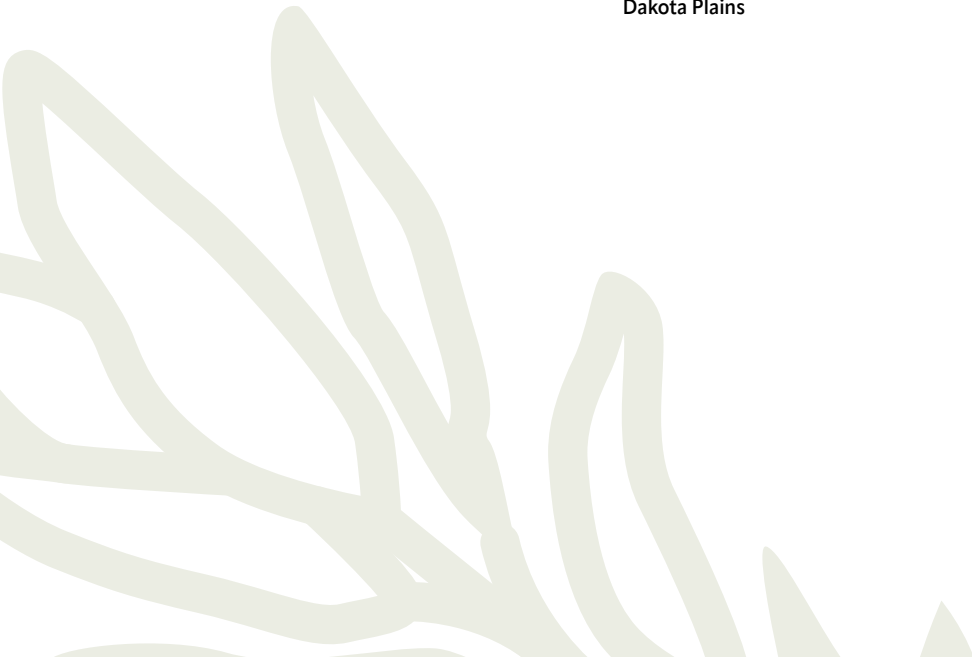
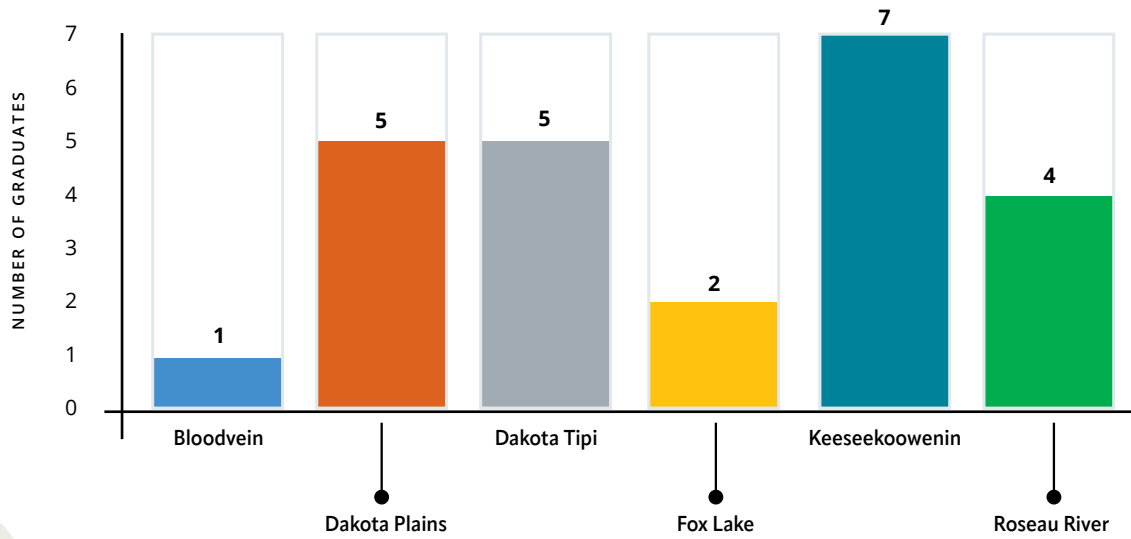
OVERVIEW OF PHP AND PROVINCIAL TUITION GRADUATES 2023–2024



PRIVATE HOME PLACEMENT GRADE 12 GRADUATES 2023-2024



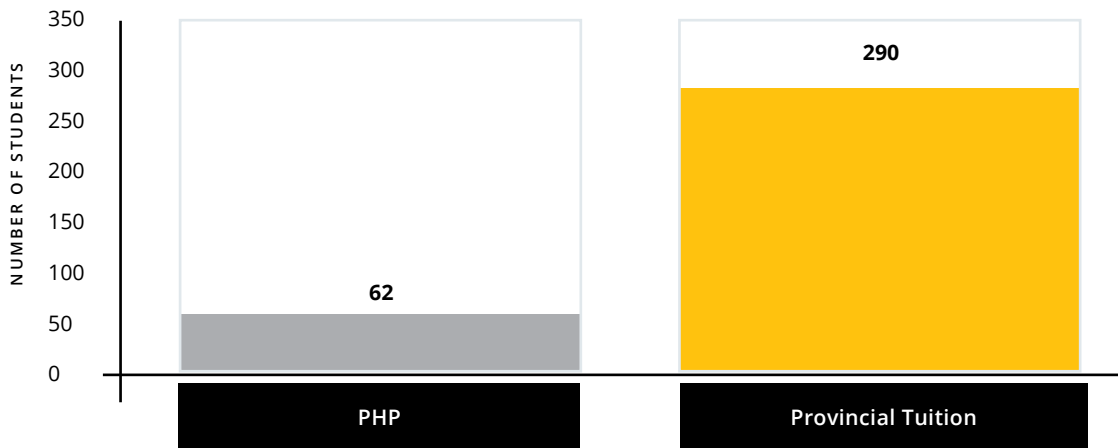
PROVINCIAL TUITION GRADE 12 GRADUATES 2023-2024



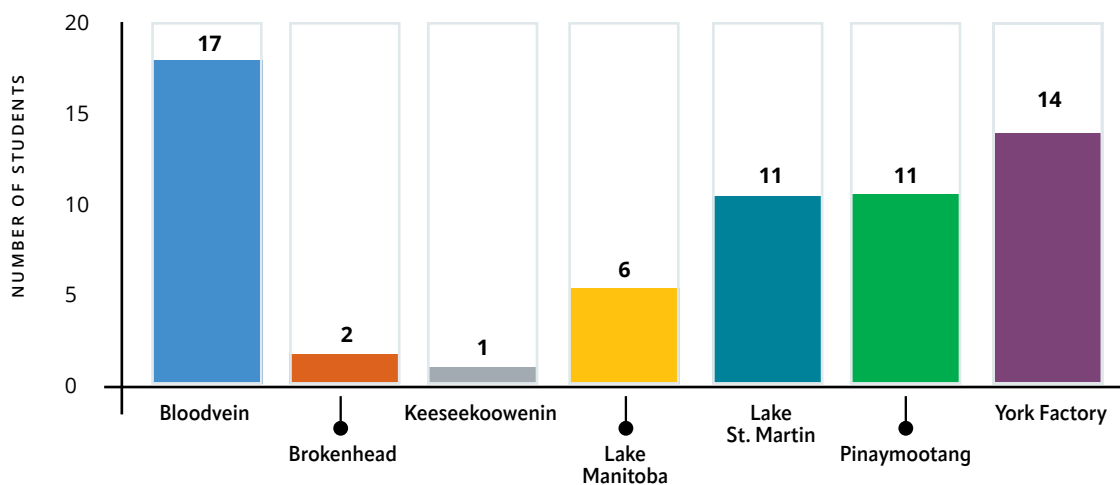
PHP and Provincial Tuition Enrollment

MFNSS tracks the nominal roll for all students enrolled in PHP and Provincial Tuition Programs. In 2023–2024, there were a total of 352 students, with 62 enrolled in the PHP Program and 290 enrolled in the Provincial Tuition Program.

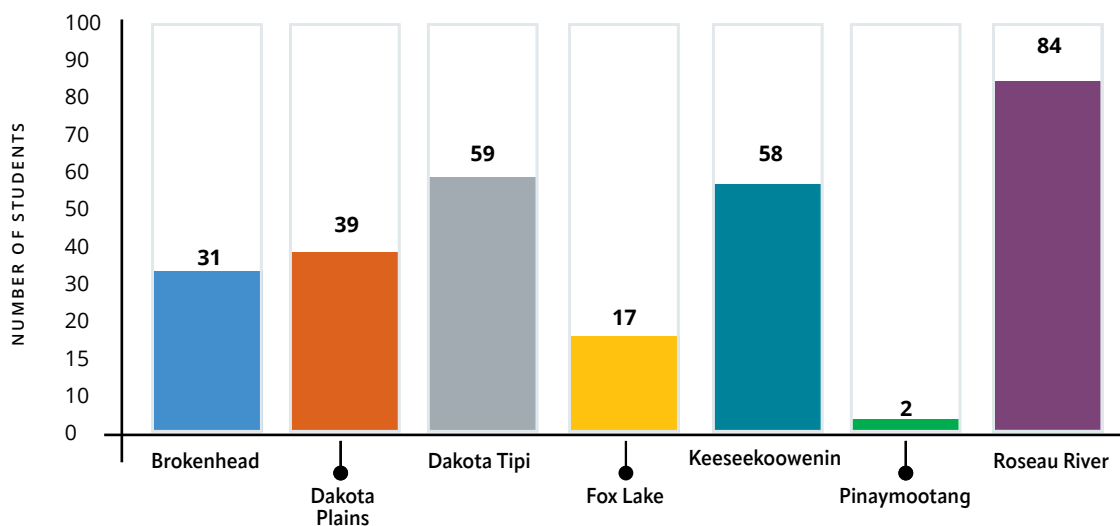
OVERVIEW OF PHP AND PROVINCIAL TUITION ENROLLMENT 2023-2024



PRIVATE HOME PLACEMENT ENROLLMENT 2023-2024



PROVINCIAL TUITION ENROLLMENT 2023-2024



SCHOOL DATA MANAGEMENT

KIM O'LANEY

BEd, PBDE, MEd

School Data Management Coordinator

Anishinaabe, Sagkeeng First Nation

The School Data Management Program manages the collection, organization, and analysis of student data, school records, and other information to support effective instructional service planning and delivery. The School Data Management coordinator organizes and establishes data collection, usage, and analysis processes in collaboration with MFNSS schools and system staff. The coordinator supports data-driven decision making to inform planning and improve processes, practices, and policies with the intent to increase student outcomes and success. The coordinator provides leadership in developing and maintaining MFNSS data management systems.

OBJECTIVES

The School Data Management coordinator provides ongoing administrative support to MFNSS schools and staff with data collection and reporting processes, including the nominal roll census report, annual reports, school assessment reports, and comprehensive data reports. The coordinator supports school staff in utilizing the Outcomes Student Information System (OSIS) more efficiently, ensuring maintenance and accuracy of student data and school records, and allowing for full functionality of reporting options to streamline data collection and reporting processes. Collaborative and cross-departmental tasks ensure that MFNSS schools and system staff can access effective technology tools and applications that support data management processes.

SUCCESS STORIES

2023 Training for MFNSS Schools: Nominal Roll Online Reporting and Dadavan Outcomes

The School Data Management coordinator has streamlined the nominal roll reporting processes, including the online reporting and rollover process. A two-day training session was provided to all MFNSS information workers and administrators. The sessions included training on the nominal roll online reporting process using the Indigenous Services Canada (ISC) portal and completing the nominal roll rollover process using the Nominal Roll Data Collection Instrument (DCI) function in OSIS. All MFNSS schools completed the 2023–2024 rollover process using the Outcomes DCI with updates to reports made

online. A working session was also provided for schools to complete the provincial Education Information System reports using Outcomes, which included student demographics and high school marks. In preparation for the 2024–2025 nominal roll reporting, MFNSS schools will be supported to complete the Outcomes end-of-year procedures, updating student and staff information in the DCI, allowing completion of the rollover of nominal roll data.

Circle of Knowledge and Practices 2023 Conference: Nominal Roll Data Collection and Reporting Processes

A Nominal Roll Data Collection and Reporting Processes workshop was delivered at the Circle of Knowledge and Practices conference on October 5–6, 2023 at the Victoria Inn and

Convention Centre in Winnipeg. There was a review of the nominal roll reporting processes and options available, including online reporting using the ISC portal and completing the roll-over of the nominal roll using the Nominal Roll DCI option available in the Dadavan Outcomes Student Information System (OSIS). The session also provided strategies for using Microsoft Teams and SharePoint to centralize and manage the data required to complete the *Nominal Roll Student and Education Staff Census Report*.

School Assessment and Comprehensive Data Reports: Data Collection and Reporting Processes

The School Data Management coordinator supported all MFNSS school administrators with a data collection process and checklist to help complete each school's 2020–2024 School Assessment Reports. The Comprehensive Data Report is a supplement to the School Assessment Report and includes data sets from the four priority areas of the strategic plan. The coordinator assisted MFNSS schools and system staff with the data collection in the priority areas, including the Middle Years Development Instrument Survey, Language and Culture Surveys for administrators and students, and numeracy assessments utilizing the 3P Learning Mathletics program.

Technology Tools and Applications: Digital Learning Environment and Dadavan Outcomes

The School Data Management coordinator works collaboratively with the Digital Learning Environment (DLE) team and Outcomes trainers to ensure MFNSS schools and system staff are provided with ongoing technical support with data management processes, technology tools, and applications, such as Microsoft 365, OSIS, CONNECT, CLEVR, and 3P Learning Programs. In 2023–2024, the DLE team completed the Manitoba Education and Training Number (MET) project that allowed MFNSS schools to acquire MET numbers in bulk for all students from Nursery to adult education. This process has also ensured the accuracy of student records in Outcomes and alignment with the student information in the provincial and federal education information systems.

CHALLENGES AND SHORT-TERM STRATEGIES

There is a need to develop a Digital Learning Framework that aligns with the MFNSS data management plan, which includes using technology tools and applications to streamline data collection and reporting processes. The digital data collection strategy has streamlined the collection of literacy data by utilizing CLEVR. There continues to be a need for staff training to use these tools and applications. Additional staff must provide ongoing support, training, and monitoring of the tools and applications to ensure full functionality, including CONNECT, CLEVR, and Outcomes, and Microsoft 365 applications such as Planner and Power BI. Professional Learning Communities (PLC) to support data-informed planning at the school and system level require ongoing support. The School Assessment and Comprehensive Data Reports identify successes, challenges, and recommendations. The MFNSS team will work with schools' PLC teams to analyze data, discuss implications, and use the findings to inform the goals and actions found in each of the priority areas of schools' individual plans.

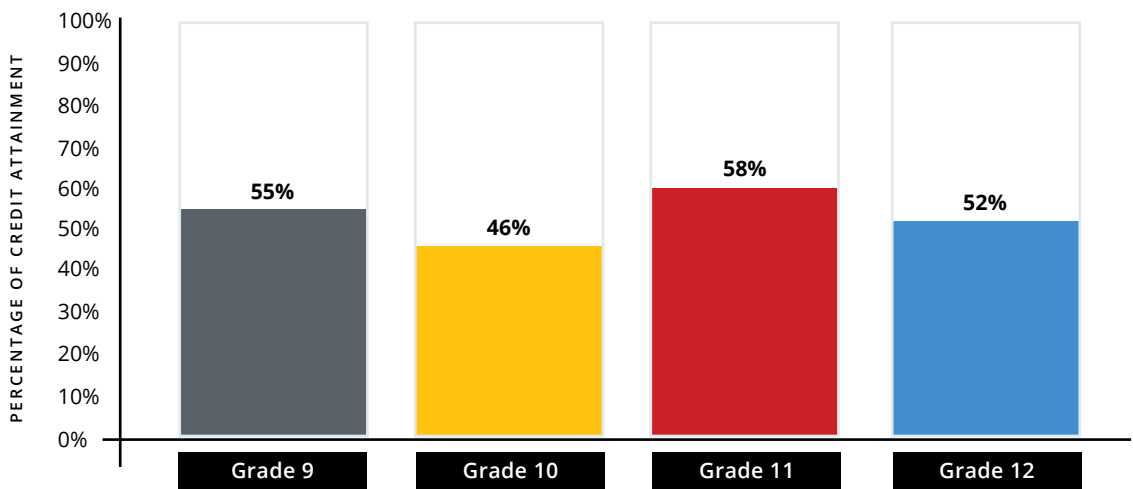
DATA

The School Data Management coordinator supports MFNSS schools and system staff with ongoing data collection and reporting processes. The coordinator provides support with the data collection, preparation, and analysis of the data sets reported in MFNSS annual reports. A consultative, collaborative planning approach is used when working with school and system staff. Professional Learning Communities provide input in the data-driven decision-making process to inform planning at the school and system level, ensuring alignment with MFNSS strategic planning priorities. MFNSS schools and system staff utilize Microsoft 365 applications. Microsoft Teams and SharePoint are used regularly for sharing documents and resources, team meetings, ongoing communication, and school and system data centralization. Forms are also used periodically to gather participant feedback on professional development and training sessions.

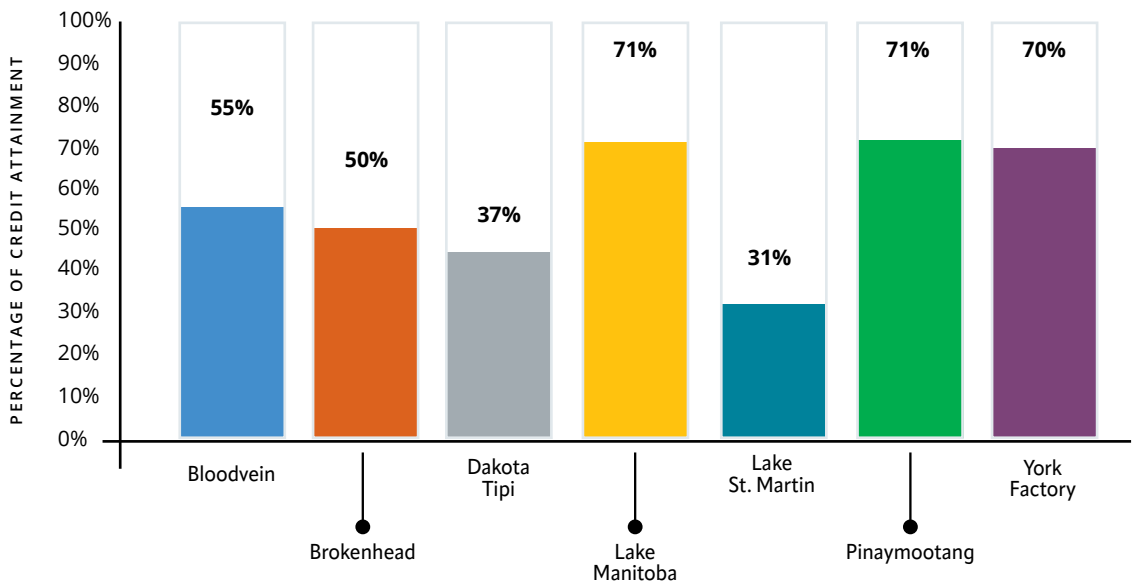
CREDIT ATTAINMENT 2023-2024

Credit attainment refers to the number of course credits completed by Grades 9–12 students in a school year. Students in Grades 9–12 earn course credits toward high school graduation. MFNSS tracks the credit attainment of students in Grades 9–12 enrolled in MFNSS schools. For the 2023–2024 school year, seven MFNSS high schools offered Grades 9–12 high school programs.

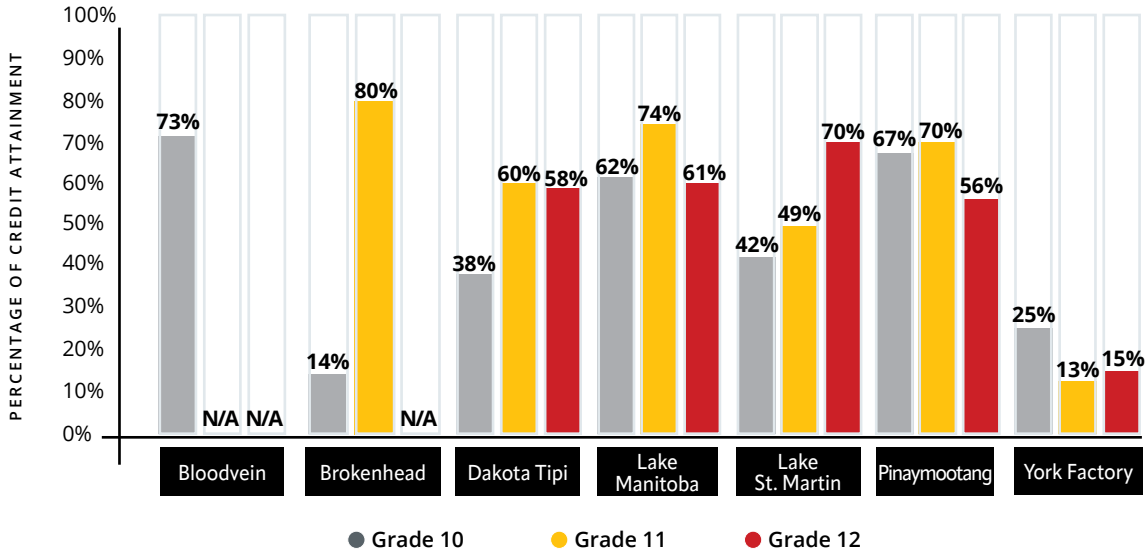
OVERVIEW OF MFNSS HIGH SCHOOL CREDIT ATTAINMENT 2023-2024



OVERVIEW OF GRADE 9 CREDIT ATTAINMENT 2023-2024

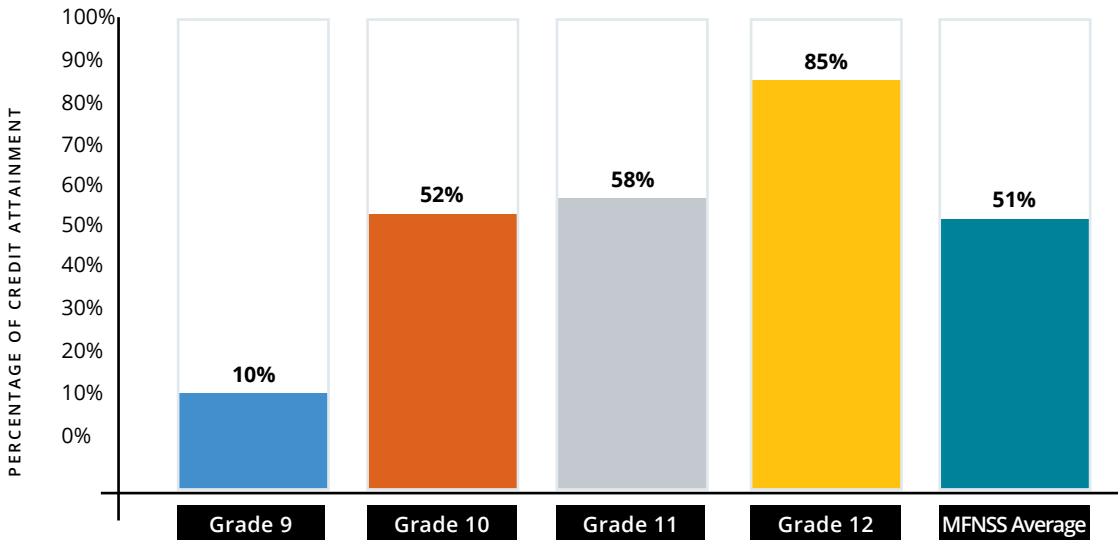


OVERVIEW OF GRADES 10-12 CREDIT ATTAINMENT 2023-2024



For the 2023–2024 school year, seven schools enrolled students in Wapaskwa Virtual Collegiate: Bloodvein, Dakota Tipi, Keeseekoowenin, Lake St. Martin, Pinaymootang, Roseau River, and York Factory. The following figure provides an overview of the percentage of courses completed for Grades 9–12 students. The total average for all credit attainment in Wapaskwa Virtual Collegiate is 51 per cent.

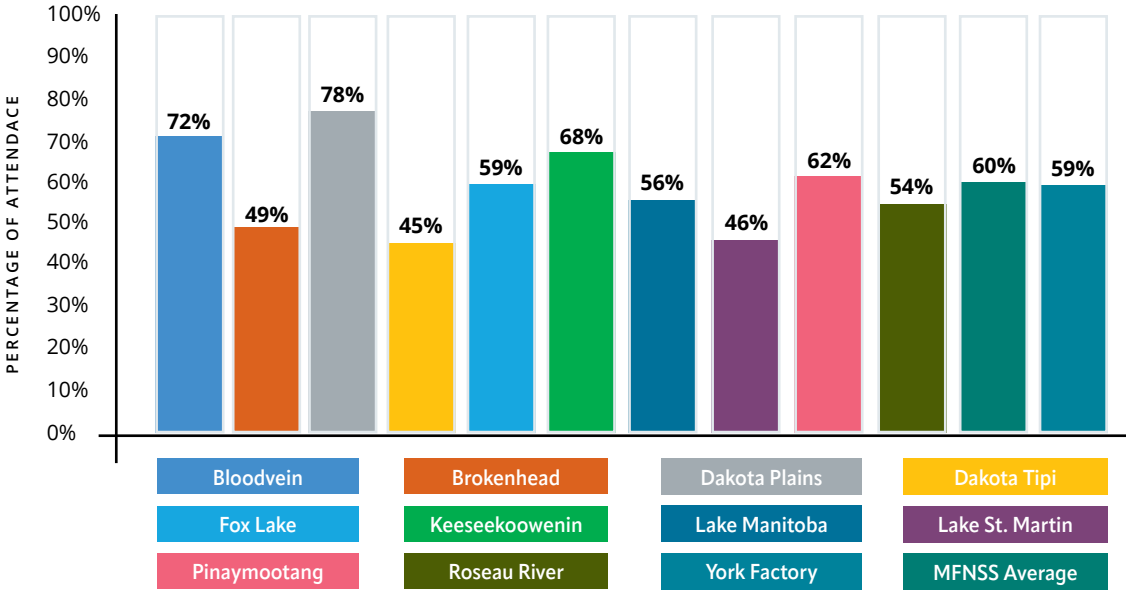
OVERVIEW OF MFSS WVC CREDIT ATTAINMENT 2023-2024



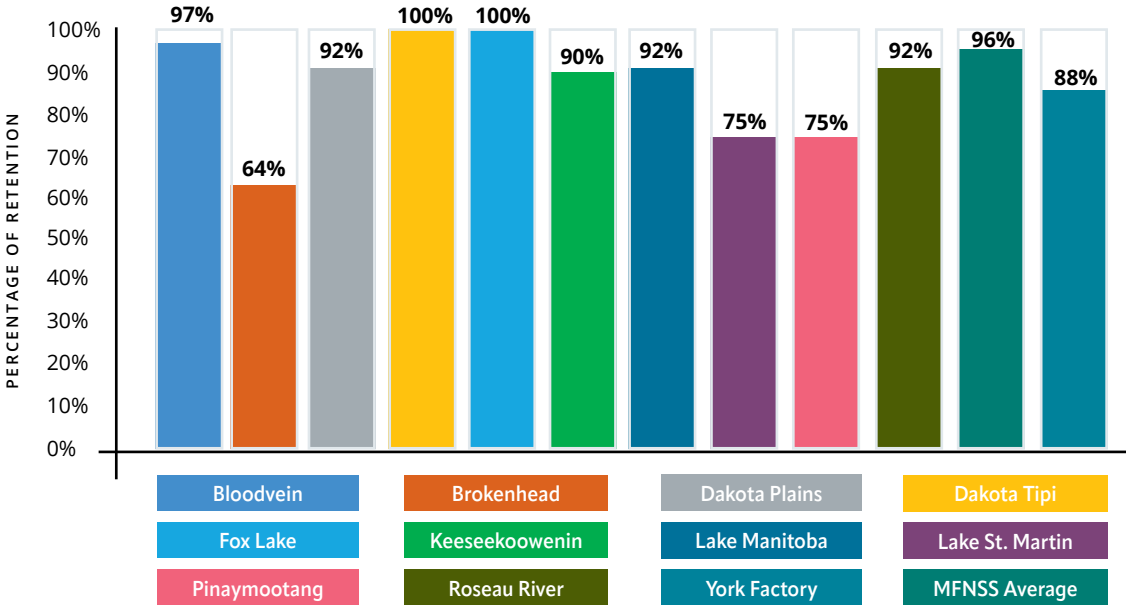
ATTENDANCE 2023-2024

Student attendance is a key indicator of student success and a predictor of achieving student outcomes, including credit attainment and high school graduation. The following figures show the student attendance average and retention rate in the 2023–2024 school year. The total attendance average for all MFNSS schools is 59 per cent. The student retention rate for all MFNSS schools is 88 per cent. This rate reflects the percentage of students in attendance at the end of the year out of those in attendance at the beginning. Although the average attendance is low, the average retention rate is high across all schools indicating that student enrollment has been consistent from the beginning of the school year to the year end.

MFNSS AVERAGE STUDENT ATTENDANCE 2023-2024

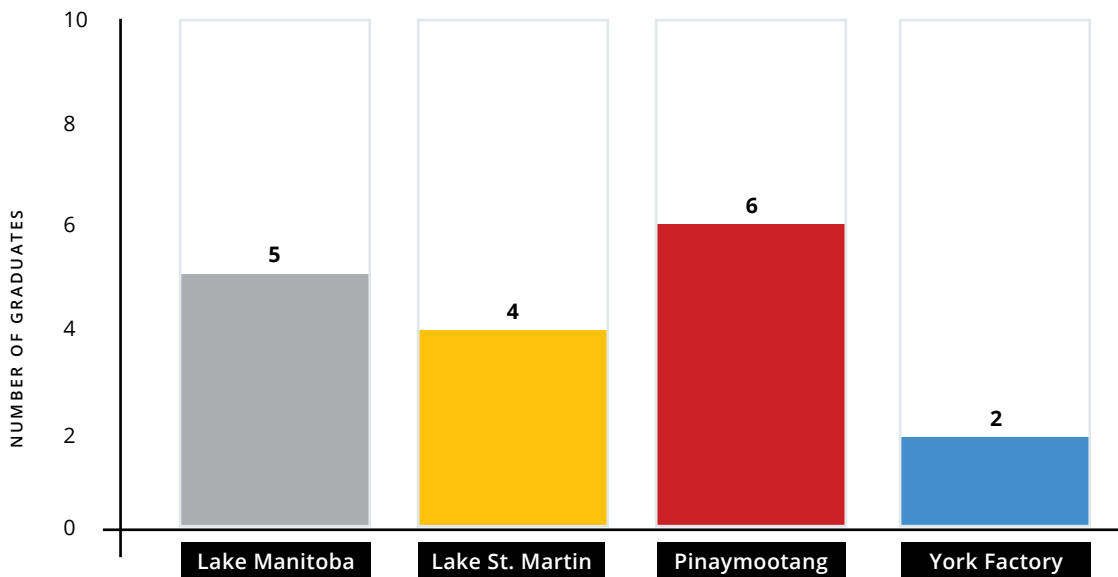


MFNSS STUDENT RETENTION OVERVIEW 2023-2024



MFNSS HIGH SCHOOL GRADUATES 2023-2024

Grade 12 graduation is a key measure of student success. High school completion is a time to celebrate students' successful attainment of all the educational requirements for a high school diploma. MFNSS tracks the number of grade 12 graduates of all students on the nominal roll. Students may be enrolled in federal, provincial, private, independently funded schools, or the Private Home Placement Program. The following figure provides an overview of the number of Grade 12 graduates at each First Nations school. In 2023–2024, there were 17 Grade 12 graduates in four MFNSS schools.

MFNSS HIGH SCHOOL GRADE 12 GRADUATES 2023–2024

SCIENCE

ROCKFORD MCKAY

BSc, BEd, Science Facilitator

Anishinaabe, Berens River First Nation

The MFNSS Science facilitator provides support for science programming. This support includes the implementation of the provincial science curriculum; integration of First Nations perspectives in STEM (Science, Technology, Engineering, and Mathematics); and training for proper chemical storage and disposal.

OBJECTIVES

The Science Program objectives include providing comprehensive support to school administrators, teachers, and teams in implementing the Manitoba Science Curriculum, which involves conducting whole-school workshops, utilizing the Integrated Planning Approach—where land-based activities serve as a foundation for integrating science, math, ELA, social studies, and other subject outcomes. Collaboration with all MFNSS schools is essential to develop yearly plans for land-based programming that seamlessly integrate provincial outcomes.

Some objectives encompass offering classroom support through activities such as drone flight school, First Nations astronomy/planetarium sessions, robotics instruction, and guidance with science fair projects.

SUCCESS STORIES

An MFNSS student won a spot to attend the Canada-Wide Science Fair Nationals for the first time. The middle-year student's science project tested water and fish samples for mercury levels. They discovered that eating too many fish from Lake Manitoba and Lake St. Martin could harm a person's health. The project implied the community's water supply may have higher mercury content than optimal, which caused the student to suggest that the local water supply needs to be professionally analyzed. The student researched methodology with the support of the MFNSS Science facilitator to do this type of testing. Using test strips, the student devised a method to take fish samples and test for mercury levels.

This example highlights the success of the middle-year science program and the overall improvement of science education in MFNSS schools. There has been an increase in the number of participating schools in science fairs. This year, five of the schools attended the MFNERC Science Fair, which hosted many high-quality experimental projects.

Most schools have students participate in the Remote Control Flight School. This workshop introduces students to drone piloting, following Transport Canada rules. They learn basic regulations, the theory of flight, radio telephony, navigation, and human factors. Students with more training could be tested for drone certification.



Canada-Wide Science Fair

Most schools have received cultural science support, including workshops in First Nations astronomy using the portable planetarium and GPS training for mapping and geocaching. These workshops blend well with school land-based education initiatives.

A new workshop introducing students to computer coding using robotics has been introduced. Students learn block-based coding with the latest LEGO robotic kits.

To date, there have been 25 school service visits this year. During this time, 32 different workshops were provided. The following is a list of workshops given and the amount: drone workshops (13), Integrated Planning Model workshops (10), science fair workshops (4), First Nations astronomy workshops (4), and robotics workshop (1).

These workshops gave the students experiences that would not have been possible otherwise. Very few school divisions offer these types of workshops. They are unique and very specialized to meet the needs of the MFNERC member First Nations.

CHALLENGES AND SHORT-TERM STRATEGIES

This year, the Science Program will foster student interests and hands-on learning. When students enjoy learning, they attend classes. The Science Program has provided opportunities for students to experience flight and see views of the First Nation from the sky. The Science Program's focus is to help teachers gain new opportunities to meet the provincial curriculum and inspire students to create a passion for learning and new career ambitions. Many students enjoy attending the workshops.

A challenge is the lack of science resources teachers need for hands-on learning. Students require a science program that is not focused on worksheets and deskwork. Students can become very engaged when a science program is focused on hands-on learning. Science activities can not only meet science outcomes they can also provide improved skills and knowledge for math and ELA outcomes. Without students applying this knowledge to concrete problems, the learning can easily be lost. A good science program cements the learning, which the student can then adapt for other outcomes.

SOCIAL STUDIES

PAMELA BOULANGER

BEd, BA, Social Studies Facilitator

Anishinaabe, Peguis First Nation

The Social Studies facilitator aims to assist teachers with the social studies curriculum by providing necessary resources, support, and materials that acknowledge and appreciate First Nations cultures and languages. The facilitator also supports the integration of Indigenous perspectives using the Manitoba curriculum, which aligns with First Nations' history. The facilitator works closely with other instructional team members to provide integrated services.

OBJECTIVES

The primary goal of the Social Studies facilitator is to encourage collaborative group instruction for classroom teachers. This method engages students and promotes social mastery, peer teaching, and confidence building. Collaborative group instruction is adequate for most learners at all levels and helps students retain information quickly during delivery.

The facilitator aims to integrate all aspects of First Nations perspectives, while being mindful of each First Nations' history. This approach helps teachers create age-appropriate lessons and support materials that align with the concept or theme.

SUCCESS STORIES

The facilitator explored some small group instruction practices with some teachers. Support for struggling learners was supported by providing lesson plans that included four different centres with the intent of assisting the learner in meeting the outcomes. The centres were designed to be engaging, meet curricular standards, and cater to all levels of learners.

The Social Studies facilitator has successfully visited all 11 MFNSS schools. The facilitator met with teachers who deliver the social studies curriculum. The facilitator also participated in and presented on Treaty education and the Integrated Planning Model for all 11 schools. Teachers are interested in learning how to teach the Treaties innovatively and how to teach about First Nations perspectives.

The facilitator will continue learning about the histories of MFNSS First Nations. Comprehending and appreciating each First Nation's unique characteristics, challenges, and strengths will benefit the social studies unit and will assist the facilitator in guiding the teacher in delivering the social studies curriculum efficiently, leading to student success.

CHALLENGES AND SHORT-TERM STRATEGIES

At times there are challenges such as balancing classroom support and professional development sessions while ensuring that material, resources, and learning activities are available. The plan is to provide resources, materials, and lessons through Microsoft Teams. Learning about the local First Nations would assist the Social Studies facilitator in planning and identifying appropriate resources.

STRATEGIC PLANNING

CHARLES FONTAINE

BA, BEd, MEd, Strategic Planning Coordinator

Anishinaabe, Sagkeeng First Nation

The Strategic Planning coordinator assists with developing, implementing, and monitoring the MFNSS Strategic Plan. The Coordinator supports school success plans and collaborates with the system and staff to implement identified collective goals.

OBJECTIVES

The objective of the Strategic Planning coordinator is to assist schools in collectively overseeing and managing the strategic plan's priority areas and supporting each school's improvement initiatives.

SUCCESS STORIES

The Strategic Planning coordinator worked with MFNSS staff priority teams to support completing work plans corresponding to the MFNSS Strategic Plan. This process was done through convened meetings throughout the school year. Key meetings, such as MFNSS Director and principal meetings, were used to share updates on the MFNSS Strategic Plan and obtain feedback. Staff meetings were also organized to examine the priorities of the Strategic Plan with colleagues. Discussions were incorporated into the process of monitoring the MFNSS Strategic Plan. Ongoing, open surveys are used to gain the perspectives of MFNSS staff and students. The surveys enable input and perspectives to be gathered for additions and revisions to the plan moving forward.

The Strategic Planning coordinator supports schools in continuing efforts to sustain Professional Learning Communities (PLC) and Response to Intervention (RTI) programs. These are critical strategies to help all students. Meetings were held at the school level with active participation from school staff. Four MFNSS schools have begun implementing Positive Behaviour Intervention Support (PBIS) and support the student behaviour system. Schools involved with

this model are at the initial stage of development with the completion of a Behavioural Matrix. As part of a group of assigned staff, the Strategic Planning coordinator supported the Integrated Planning Project implemented with MFNSS schools. The workshop sessions were well received by MFNSS school staff.

CHALLENGES AND SHORT-TERM STRATEGIES

The Strategic Planning program area will digitize the MFNSS Strategic Plan using an online platform recommended by the supervisors and supported by the Information Technology unit. The completed online platform will provide a clear visual representation of the MFNSS Strategic Plan and its progress. Establishing a reporting cycle with relevant data from all stakeholders is essential to create an online working document for review. Building school capacity in school success initiatives such as PLC, RTI, and PBIS and providing precise data on the impact of these programs will be required. The coordinator will create a schedule with schools where they allocate time and energy to implementing these school improvement processes.

STUDENT SUPPORT SERVICES

CHARISSE CYR

BEd, MEd, Student Support Services Coordinator

Anishinaabe, Cote First Nation

The Student Support Services coordinator is responsible for leading a multidisciplinary team to coordinate the development and implementation of appropriate programming for students with exceptional learning, social/emotional, behavioural, physical, and special healthcare needs.

OBJECTIVES

The objective of the Student Support Services coordinator is to collaborate with school staff to develop referral procedures, screening methods, and intervention strategies. Training sessions for school staff on planning for students and providing reporting mechanisms to monitor student progress will be conducted. The coordinator will assist school staff in developing individualized plans for students and will facilitate collaboration among school staff, clinicians, Jordan's Principle programs, and specialized service providers to meet the needs of students requiring extra support. The coordinator trains school staff to prepare and complete Special Education Program (SEP) work plans, student profiles, Data Collection Instrument (DCI) reports, and offers professional development opportunities on various topics related to inclusive education.

SUCCESS STORIES

Resource Teacher Gathering and Monthly Meetings

Meetings have been organized to support Resource Teacher and Principal Gatherings planning. These meetings were in response to schools wanting more information about resource programming. The Student Support Services team has hosted monthly resource teacher meetings focused on student-specific planning, mental health issues, literacy focus, and other topics as needed.

Professional Development

Training was conducted for early years teachers with the Responsive Classroom program, which focused on social-emotional well-being and classroom management. The department also provided a DCI working session with resource teachers to support their data input and collection.

Shared Leadership Meeting and Planning Sessions

Every other week, leadership meetings are held with Inclusive Education staff to consult and collaborate with the Clinical team lead for problem solving, planning, and producing information to continue providing excellent service to MFNSS schools.

Jordan's Principle Information Session

An information session for Jordan's Principle staff working with MFNSS member First Nations was supported. The purpose was to collaborate and inform the staff about the clinical services provided at the school level and how MFNSS can partner with Jordan's Principle staff to offer appropriate services to the students in the First Nations.

CHALLENGES AND SHORT-TERM STRATEGIES

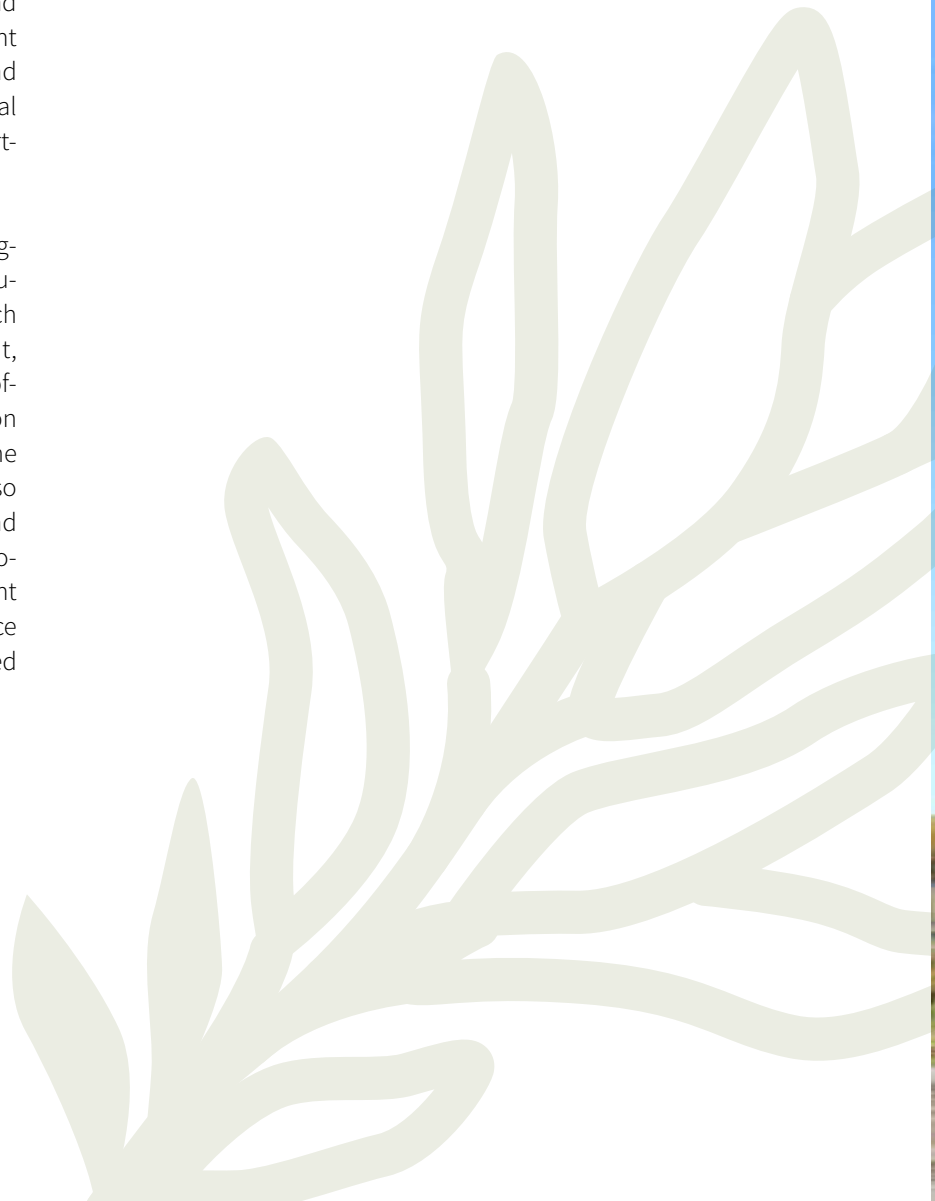
Planning school visits remains challenging due to issues such as cancellations, weather, and scheduling. Student Support Services continue to plan fair and equitable school visits and schedules based on need. There is a continued effort to strive for better communication within the departments and between department and clinical staff. Providing more in-depth educational assistant training will be a focus in the 2024-2025 school year.

DATA

Growing Our Inclusive Education Programming Survey

The enhanced inclusive education programming and resource teachers' feedback on the student-specific planning process are invaluable. Insights will guide service deliveries and provide a better understanding of current practices, identify areas for improvement, and shape future initiatives. This survey is essential in helping create a more inclusive and supportive learning environment for all.

Understanding factors helps address challenges and enhance collaboration within the student-specific planning process. Strategies such as providing support for time management, promoting a culture of collaboration, and offering training can help improve participation and engagement. Regular evaluations of the process and feedback mechanisms can also aid in identifying areas for improvement and implementing necessary adjustments. By providing a collaborative environment, the Student Support Services team can ensure that resource teachers receive the inclusive support they need to succeed.



TRANSPORTATION

ALBERT STEVENS

Transportation Coordinator

Cree, Sapotaweyak Cree Nation

The Transportation coordinator oversees and facilitates the purchase of new buses and school vehicles, acts as a liaison between the school and bus maintenance facilities, and provides updates on new initiatives and developments regarding school bus equipment. Some key responsibilities include maintaining a comprehensive database of all school bus drivers for MFNSS, monitoring and updating safety records semi-annually, and liaising between the Province of Manitoba and MFNSS.

OBJECTIVES

The objectives involve overseeing the acquisition of buses and school vehicles, managing the certification, and upgrading of bus drivers, and ensuring bi-annual government safety inspections for school buses.

SUCCESS STORIES

The Transportation coordinator assisted in purchasing school buses and vehicles this year. There has been training for bus drivers to keep them updated and to refresh their knowledge of school bus programming. Annual support training ensures bus drivers have optimal training and meet student transport requirements. Regular contact and linkages with partners within the Education and Early Childhood Learning department of the Province of Manitoba are part of the commitment to First Nations schools.

CHALLENGES AND-SHORT-TERM STRATEGIES

One of the significant changes this year was implementing a new requirement for the safety and compliance of buses in First Nations. This ruling impacted all First Nations schools, as each First Nation owns their school buses. The Transportation coordinator liaised between the First Nation, the School System, and the province to ensure the buses met the new requirements.



TUITION

GALE GOVEREAU

Tuition Administrator

Métis, Fisher Bay

OBJECTIVES

The PHP coordinator and the Tuition administrator work together to meet with most of the bused students at Lord Selkirk Regional Secondary, Roseau Valley, Strathclair, and Gillam Schools about credit incentive cheques and review their course performance. The intention is to do the same with Portage Collegiate and Westpark School-sponsored students.

SUCCESS STORIES

The PHP coordinator and the Tuition administrator have been in contact and had meetings with the Education Portfolio counsellor and the Roseau River Anishinabe First Nation, in conjunction with the principal and vice-principal at Roseau Valley School, trying to build a collaborative team approach for the bused students.

The PHP coordinator and the Tuition administrator have been working with the staff of the Indigenous Services Centre at the Lord Selkirk Regional Secondary School, in conjunction with the principal at Sergeant Tommy Prince School, to build a collaborative team approach to assist the bused students from Brokenhead Ojibway Nation.

The PHP coordinator and the Tuition administrator have worked towards a meeting with the bused students at their schools (Lord Selkirk, Strathclair, Roseau Valley, and Gillam) to establish relationships, review their report cards, distribute credit incentive cheques, and encourage them to continue to excel in their studies.

There were 24 bused student graduates: one from Brokenhead, five from Dakota Plains, five from Dakota Tipi, two from Fox Lake, seven from Keeseekoowenin, and four from Roseau River.

CHALLENGES AND SHORT-TERM STRATEGIES

Building new relationships with member First Nations and the schools where their students attend is interesting, challenging, and rewarding. The hope is that this will result in more student success.



ORGANIZATIONAL MANAGEMENT AND TECHNOLOGY

SUMMARY OF INTERNET CONNECTIVITY

ALLISON MCDONALD

BEd, BSc, Director of Organizational Management
and Technology

Anishinaabe, Peguis First Nation

The Manitoba First Nations School System (MFNSS) sought the expertise of the Manitoba First Nations Education Resource Centre (MFNERC) for guidance on acquiring IT equipment. The organization's collective bargaining power enabled MFNERC to secure favourable pricing through volume discounts. All devices procured, including laptops and desktops, were subject to an imaging process. This process was carried out by either IT personnel or the vendor using a standard or specially provided "golden image."

A critical situation has arisen in 8 of the 11 MFNSS schools, where essential infrastructure components have reached end-of-life status, as the original manufacturer no longer supports them. These schools must promptly initiate purchase requests to replace the outdated infrastructure, which includes servers, switches, wireless access points, and routers.

The Information Technology (IT) unit has begun the School Device Compliance Project with the Digital Learning Environment (DLE) team. The project's goal is to align all laptops, desktops, iPads, and servers within MFNSS schools with the established IT policies of MFNERC. Compliance efforts include standardizing device naming conventions, updating software, eliminating unnecessary software, and other related tasks. In addition, IT representatives have been

actively participating in budgetary discussions at various MFNSS schools, focusing on procurement processes and quarterly reporting protocols.

Overall ticket counts were 462. MFNERC had 110 school visits, most for upgrading critical infrastructure and components. Preparation and service hours (during school visits) totalled 624 at MFNSS schools, and 340 hours were spent on resolving tickets remotely. A total of 964 hours was spent servicing MFNSS schools.

FIRST NATION	SCHOOLS	SERVICE RECORDS	ACTIVITY HOURS
BLOODVEIN FIRST NATION	Miskoosepi School	40	5
BROKENHEAD OJIBWAY NATION	Sergeant Tommy Prince School	29	27
DAKOTA PLAINS WAHPETON NATION	Mahpiya Hdega School	28	8
DAKOTA TIPI FIRST NATION	Dakota Tipi First Nation School	19	25
FOX LAKE CREE NATION	Fox Lake School	20	17
KEESEKOOWENIN OJIBWAY NATION	Keeseekoowenin School	40	14
LAKE MANITOBA FIRST NATION	Lake Manitoba School	80	47
LAKE ST. MARTIN FIRST NATION	Lake St. Martin School	90	7
PINAYMOOTANG FIRST NATION	Pinaymootang School	56	60
ROSEAU RIVER ANISHINABE FIRST NATION	Ginew School	28	123
YORK FACTORY FIRST NATION	George Saunders Memorial School	32	7
TOTAL		462	340

Bloodvein First Nation Miskoosepi School

- Internet service provider is Starlink, enjoying speeds of 150 Mb/sec download and 20 Mb/sec upload.
- The school submitted 40 service desk tickets. Below is a summary of the visits:
 - **Training & Reporting:**
Conducted Laserfiche training and facilitated report card writing using Dadavan Outcomes.
 - **Network & Support:**
Repaired network access in a Kindergarten classroom, delivered equipment, and provided desktop support.
 - **Hardware Updates:**
Replaced firewalls, updated, and enrolled laptops, and replaced hard drives in a NAS device.
 - **Connectivity Solutions:**
Installed cabling for point-to-point links and troubleshoot connectivity issues at the Adult Ed Building.

Brokenhead Ojibway Nation Sergeant Tommy Prince School

- The school uses a fibre optic internet connection provided by High-Speed Crow with symmetrical upload and download speeds at 50 Mb/sec.
- The school generated 29 tickets in the 2023–2024 school year. Below is a summary of the visits:
 - **Training & Reporting:**
Conducted Laserfiche training and facilitated report card writing using Outcomes by Dadavan.

- **Network & Support:**
Repaired network access in a Kindergarten classroom, delivered equipment, and provided desktop support.
- **Hardware Updates:**
Replaced firewalls, updated, and enrolled laptops, and replaced hard drives in a NAS device.
- **Connectivity Solutions:**
Installed cabling for point-to-point links and troubleshoot connectivity issues at the Adult Ed Building.

Dakota Plains Wahpeton Nation Mahpiya Hdega School

- The school is serviced by Xplore two-way wireless internet connection with 50 Mb/sec symmetrical bandwidth.
- The school submitted 28 service desk tickets. Below is a summary of the visits:
 - **UPS Replacement & Support:**
Replaced a faulty uninterruptible power supply (UPS) and provided desktop support.
 - **Troubleshooting:**
Addressed power and connectivity issues.
 - **Software Installation:**
Installed Mavis Beacon typing software.
 - **Inspection:**
Conducted a site survey and inspected equipment.

Dakota Tipi First Nation Dakota Tipi School

- The school's internet is fibre primarily with Xplore and HBNI as a backup. Speed is 50 Mb/sec download and 50 Mb/sec upload.
- The school submitted 19 tickets. Below is a summary of the visits:
 - **Laserfiche Training:**
Conducted training sessions on Laserfiche software.
 - **Laptop Management:**
Delivered and recovered additional laptops to ensure compliance with IT policies.
 - **Data Management:**
Deployed laptops, backed up and transferred data.
 - **Technical Support:**
Troubleshoot issues related to laptops.

Fox Lake Cree Nation Fox Lake School

- The school is serviced by a fibre optic internet connection through Xplore and has a 50 Mb/sec symmetrical bandwidth.
- The school submitted 20 service desk tickets. Below is a summary of the visits:
 - **Computer Lab Survey:**
Conducted a survey of the computer lab upon arrival at the school.
 - **UPS Installation:**
Installed the uninterruptible power supply (UPS) at the end of the school day.
 - **Computer Lab Upgrade:**
Worked on the computer lab computers, upgraded and connected them to the domain.

- **Smartboard Issue:**
Identified that the smartboard is not working, possibly due to a faulty lamp.
- **Maintenance:**
Noted that floor ports and plugs require cleaning and repair.
- **Printer Setup:**
Two printers were installed for the principal and the administrative staff.
- **Admin Training:**
Conducted admin training in Outcomes by Dadavan.

Keeseekoowenin Ojibway Nation Keeseekoowenin School

- The school upgraded the connectivity with a new internet service provider, Yellowhead Broadband, providing speeds of 75 Mb/sec download and 25 Mb/sec upload.
- The school submitted 40 service desk tickets. Below is a summary of the visits:
 - **UPS & Server:**
Replaced a faulty UPS, installed a new server, and provided desktop support.
 - **Device Delivery:**
Delivered laptops.
 - **Compliance & Updates:**
Initiated the process to make systems compliant. Ordered, imaged, and delivered devices. Installed a new firewall and consulted with staff on various iPads.
 - **Hardware Survey:**
A survey of most systems in the school was conducted to assess the hardware.

Lake Manitoba First Nation Lake Manitoba School

- The school is serviced by two-way wireless internet with 50mb/sec symmetrical bandwidth provided by Xplore.
- The school generated 80 tickets in the 2023–2024 school year. Below is a summary of the visits:
 - **UPS Installation & Support:**
A new uninterruptible power supply (UPS) was installed, and desktop support was provided.
 - **System Restoration:**
Power and connectivity were restored to the school's systems, and equipment was delivered.
 - **Maintenance & Troubleshooting:**
The new UPS was installed, power cords were organized, an internet issue was checked, and iPads and laptops were returned for and from repair.
 - **Network Configuration:**
The Network Interface Card (NIC) in the UPS was installed, and configuration was attempted. iPads and Laptops were delivered to the school.

Lake St. Martin First Nation Lake St. Martin School

- Serviced by Bell MTS Internet, which delivers 25 Mb/sec download and 10 Mb/sec upload.
- The school submitted 90 service desk tickets. Below is a summary of the visits:
 - **Training & Reporting:**
Conducted Laserfiche training and facilitated report card writing using Outcomes by Dadavan.

Pinaymootang First Nation Pinaymootang School

- Pinaymootang continued to be serviced by Xplore wireless internet. The school has 50 Mb/sec upload and download available bandwidth. Teacherages have residential Starlink units.
- Pinaymootang generated 56 service desk tickets. Below is a summary of the visits:
 - **Training & Installation:**
Conducted Dadavan Outcomes training for elementary teachers and installed UPS systems.
 - **Connectivity & Support:**
Addressed connectivity issues, provided desktop support, and replaced an end-of-life firewall.
 - **Wireless & Workstations:**
Set up secure wireless for staff and updated and deployed workstations.
 - **Equipment & Infrastructure:**
Delivered and set up upgraded computer systems, assessed and suggested upgrades for server/switch racks, and planned installation of a Point-to-Point link.
 - **Device Management:**
Managed iPads, including returning them to teachers and pushing through app purchase requests.
 - **Technical Assessments:**
Conducted surveys for Wi-Fi access points and HDMI cable lengths for security cameras and checked the registration of a Starlink setup.
 - **Hardware & Software Setup:**
Exchanged old systems for upgraded ones, installed wireless cards and USBs, and attempted configurations with Microsoft Intune.

Roseau River Anishinabe First Nation Ginew School

- The school has 1000 Mb/sec download and 200 Mb/sec upload internet connection provided by Valley Fiber.
- The school submitted 28 service desk tickets. Below is a summary of the visits:
 - **Security & Access:**
Reconfigured the firewall and the administrative password.
 - **Wireless & Support:**
Provisioned wireless services, delivered equipment, and provided desktop support.
 - **Compliance & Connectivity:**
Achieved school-wide compliance and verified Wi-Fi functionality.
 - **Account Management:**
Updated accounts and continued with the Compliance project to maintain Remote Monitoring and Management (RMM) visibility.
 - **Enrollment & Updates:**
Nine gaming PCs from the school were enrolled to ensure they met compliance standards.
 - **Mobility & Network:**
Delivered mobile laptop carts and a network rack to support device compliance.
 - **System Updates:**
Performed updates on student computers for compliance and troubleshoot issues with wired connectivity.

York Factory First Nation George Saunders Memorial School

- The school has Starlink connectivity with 150 Mb/sec download and 20 Mb/sec upload.
- The school submitted 32 tickets. Below is the summary of the visits:
 - **System Redo & Training:**
Reconfigured Desktop Minis and laptops and instructed a teacher on iPad restoration.
 - **Compliance & Connectivity:**
Achieved school-wide compliance and verified Wi-Fi functionality.
 - **Equipment & Support:**
Assisted with photocopier repairs, delivered equipment, and set up user systems and printers.
 - **Infrastructure & Setup:**
Installed a new server, switches, and UPS and addressed local issues, focusing on compliance.

FIRST NATION	CONNECTION TYPE	SPEED (MBPS)	PROVIDER	STARLINK
BLOODVEIN FIRST NATION Miskoosepi School	Satellite	150d/20u	Starlink	YES
BROKENHEAD OJIBWAY NATION Sergeant Tommy Prince School	Fibre optic	50d/50u	High-Speed Crow	
DAKOTA PLAINS WAHPETON NATION Mahpiya Hdega School	Wireless Internet	50d/50u	Xplore	
DAKOTA TIPI FIRST NATION Dakota Tipi First Nation School	Fibre optic	50d/50u	Xplore	
FOX LAKE CREE NATION Fox Lake School	Fibre optic	50d/50u	Xplore	
KEESECKOOWENIN OJIBWAY NATION Keeseekoowenin School	Wireless Internet	75/25u	Yellowhead Broadband	
LAKE MANITOBA FIRST NATION Lake Manitoba School	Wireless Internet	50d/50u	Xplore	
LAKE ST. MARTIN FIRST NATION Lake St. Martin School	Fibre optic	25d/10u	Bell MTS	
PINAYMOOTANG FIRST NATION Pinaymootang School	Wireless Internet	50d/50u	Xplore	YES (teacherages & residential only)
ROSEAU RIVER ANISHINABE FIRST NATION Ginew School	Fibre optic	1000d/200u	Valley Fiber	
YORK FACTORY FIRST NATION George Saunders Memorial School	Satellite	150d/20u	Starlink	YES



HUMAN RESOURCES

DELORES DANIELS

BBA, HR Management Diploma

Director of Human Resources

Anishinaabe, Peguis First Nation

OBJECTIVES

The Human Resources (HR) Department is the people division of MFNERC. HR is dedicated to attracting and retaining qualified First Nations employees to fulfill the vision and mission and to have a successful working career with MFNERC.

HR's role remains neutral by coordinating balanced employer and employee interests through policy development and implementation. HR works to protect the organization against litigation, including advocating and supporting employee rights within. The HR team consists of seven HR staff in an in-person service delivery model to support 241 MFNERC employees and 527 MFNSS employees.

SUCCESS STORIES

Instructional staff retention has been relatively stable for 2023–2024, considering Canada's shortage of qualified teachers. MFNSS teacher salary scales continue to be competitive, as well as employee benefits. Salary scale increases for MFNSS support staff were implemented on September 1, 2023. Staff expressed delight with the salaries and benefits along with the HR support to both school administration and staff. MFNSS continues to provide retention incentives to qualified teachers north of the 53rd parallel. MFNSS supports school staff who continue to invest in their personal education by taking their Bachelor of Education or other school upgrading in their home First Nation.

During the 2023–2024 school year, Kinonjeoshtegon First Nation signed with MFNSS to become the 12th member school effective for the 2024–2025 school year.

HR regularly visits MFNSS schools, participates in budget meetings, provides annual staff orientations, and supports school administration to ensure positive employee relationships and policy adherence.

CHALLENGES AND SHORT-TERM STRATEGIES

MFNSS continues to have recruitment challenges in attracting qualified applicants due to a shortage of teachers in Canada caused by increased retirements, career changes in the non-education sector, and competitive incentives. A laserfiche system has been implemented to track hiring processes internally in a timely manner. HR continues to improve this system.

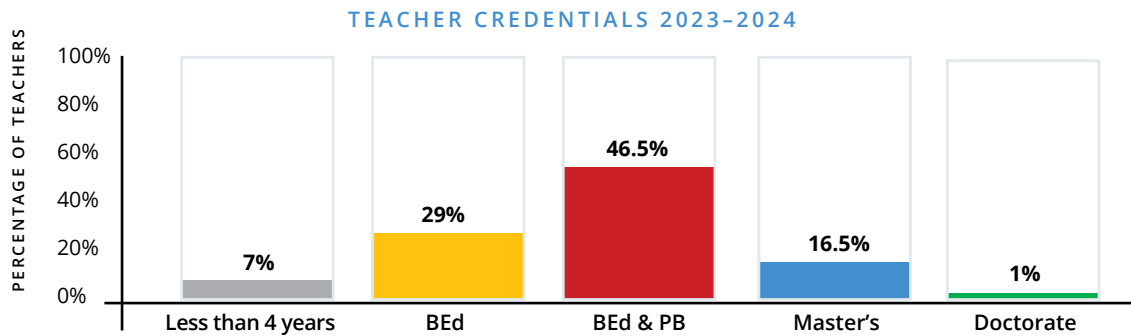
HR staff actively participated in education recruitment and career fairs both within and outside of Manitoba to attract instructional candidates and promote MFNSS on a provincial and national level. HR relies on school principals to request formal information on teachers' credentials and professional school personnel numbers.

Number of staff



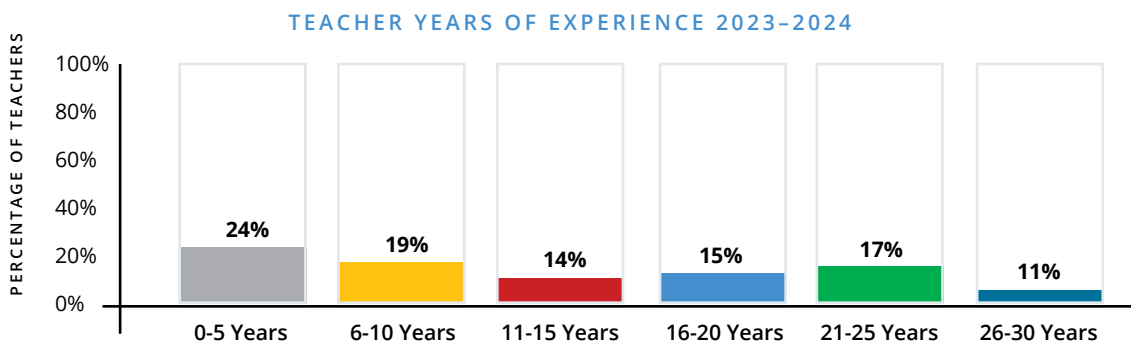
Teacher Credentials

The HR Department maintains a database of MFNSS school staff and teacher credentials, which is reported annually. The following five criteria are used to track the education levels of teaching staff. The figure below indicates the highest percentage of teachers (46.5%) have a Bachelor of Education degree (BEd) and a post-baccalaureate degree (PB), followed by 29% with a Bachelor of Education degree (BEd), 16.5% with a Master of Education degree (MEd), 7% with less than 4 years (certificates/diplomas/other), and 1% with a doctorate (PhD).



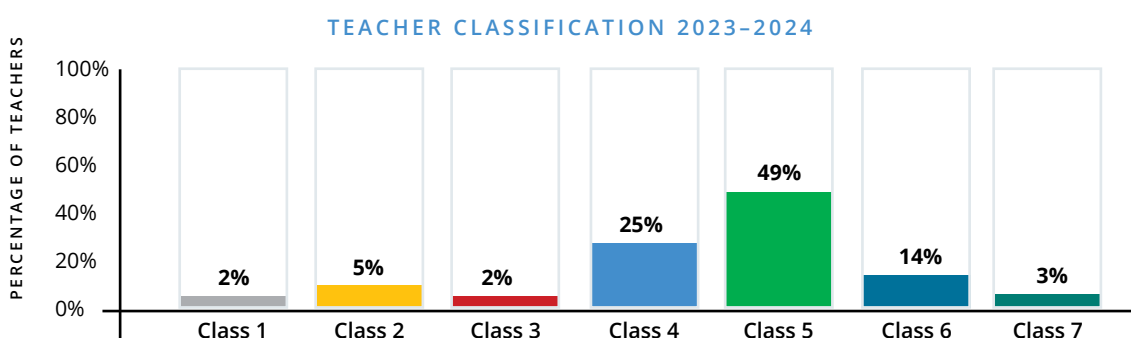
Teacher Years of Experience

The HR Department tracks the years of experience of all teaching staff, which is reported annually. This information is used to inform the salary scale for teaching, which is determined by a teacher's classification (1-7 classes) and years of experience (1-10 years). Six categories are used to track years of experience and also used for staff recognition of years of service. The figure below indicates the highest percentage of teachers have 0-5 years of teaching experience, with 24% of all MFNSS teachers in this category.



Teacher Classification

The HR Department tracks teacher classification, which is also used to determine salary classification. There are seven levels of classifications. The figure below indicates that the highest percentage of teachers are in class 5, with 49% of all MFNSS teachers in this classification.



MFNSS School Staff and Students

MFNSS completes the Nominal Roll Student and Education Staff Census Report annually for all Participating First Nations (PFN) schools. Nominal roll is the annual student count, taken at the end of September, of students ordinarily resident on-reserve and attending federal, Band-operated, provincial, or private schools at the Kindergarten, elementary, and secondary levels. The table below provides an overview of student enrollment, comprising the nominal roll student count and includes students who attend the local MFNSS school, provincial/private schools, and students enrolled in the PHP Program. As per the Education Governance Agreement 2016, adult education is also captured in the nominal roll for students aged 22 and up enrolled in First Nations schools offering adult education programs. All 11 MFNSS schools offered adult education programs in 2023–2024. The total number of students represents the total head count. This number may not align with the final nominal roll count in the finance section as the Full Time Equivalent student count determines the final funding allocations.

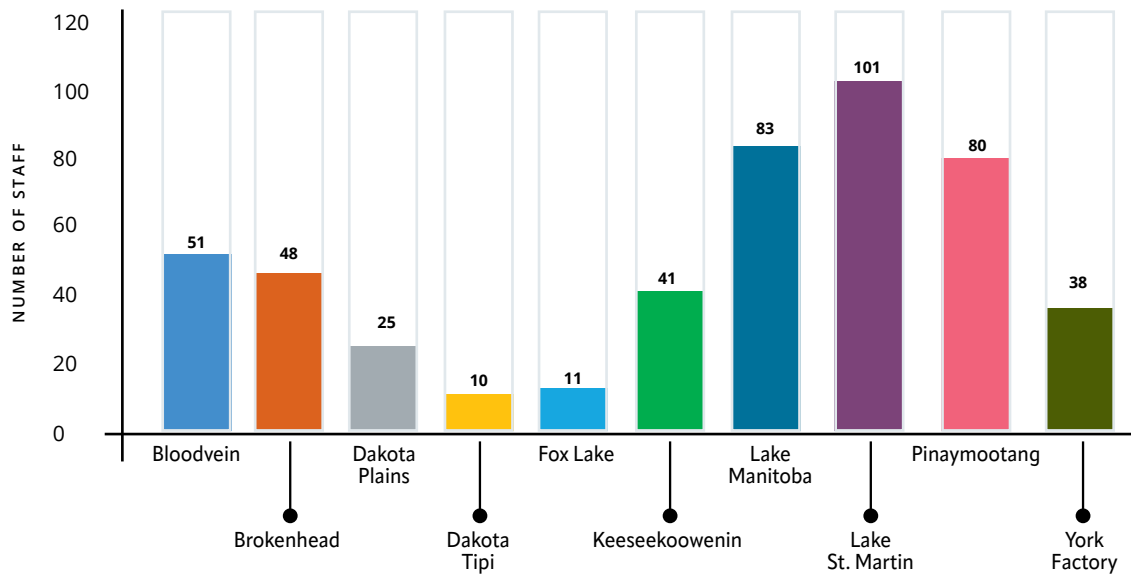
The table also includes the student-teacher ratio, which is the number of homeroom classroom teachers and the average number of students in each classroom. For 2023–2024, the student-teacher ratio for MFNSS schools was 21:1, indicating that each MFNSS school has an average of 21 students per classroom for every homeroom teacher. This is an excellent student-teacher ratio that provides for enhanced student monitoring and support from teachers. Research shows that a lower student-teacher ratio is an indicator of student success.

OVERVIEW OF NOMINAL ROLL STUDENT AND EDUCATION STAFF CENSUS 2023-2024

FIRST NATION	MFNSS SCHOOLS			OTHER SCHOOLS			TOTAL STUDENTS
	Students	Homeroom Teachers	Ratio	Adult Ed	Provincial/Private	PHP	
Bloodvein First Nation	231	12	19:1	42	0	17	290
Brokenhead Ojibway Nation	103	7	15:1	31	31	2	167
Dakota Plains Wahpeton Nation	100	5	20:1	11	39	0	150
Dakota Tipi First Nation	39	3	13:1	41	59	0	139
Fox Lake Cree Nation	32	3	11:1	8	17	0	57
Keeseekoowenin Ojibway Nation	123	6	21:1	19	58	1	201
Lake Manitoba First Nation	334	14	24:1	46	0	6	386
Lake St. Martin First Nation	453	18	25:1	72	0	11	536
Pinaymootang First Nation	378	15	25:1	16	2	11	407
Roseau River Anishinabe First Nation	172	10	17:1	12	84	0	268
York Factory First Nation	171	7	24:1	23	0	14	208
TOTAL/AVERAGE	2,136	100	21:1	321	290	62	2,809

The Nominal Roll Census reporting process also requires all schools to report on the number of education staff employed. MFNERC Human Resource (HR) Department also tracks the total number of staff employed at all MFNSS schools. The figure below provides an overview of MFNSS staff in 2023–2024, which was 527. The figure represents the total number of staff at the 11 schools as of June 2024.

MFNSS STAFF 2023–2024



FINANCE

GEORGE MERASTY

BComm (Hons), CA, CPA, CAFM

Director of Finance

Cree, Flying Dust First Nation

The Finance Department managed a \$93.6 million budget in 2023–24 to support MFNSS schools, and its mission is to handle these funds effectively through careful planning, monitoring, and reporting. The Finance team focuses on cost-effective internal operations, efficient negotiations, and strategic investment management.

FINANCIAL HIGHLIGHTS

- **Total Education Funding:**
\$69,627,241 plus **\$24,021,737** carried forward from the prior year, totalling **\$93,648,978**.
- **Carry Forward to the Next Fiscal Year:**
\$34,761,922.
- **Increase in Revenue:**
Total revenue increased by **\$14,432,133 (18.2%)** due to a higher nominal roll and an improved funding formula.
- **Expenditures:**
MFNSS was under budget primarily due to the timing of the budget increase. The increase in funding was not factored into the budget until late March, resulting in a larger carry forward into the next fiscal year.

OBJECTIVES

- 1. Integrity, Reliability, and Transparency:**
 - Develop and monitor budgets.
 - Maintain and implement the accounting system (Sage 300).
 - Ensure accurate financial reporting and audits.
 - Manage investments effectively.
- 2. Proper Use of Funds:**
 - Conduct financial assessments of funded projects.
 - Ensure spending aligns with project goals and agreements.
- 3. Data Integrity:**
 - Maintain accurate and reliable financial data.

USE OF FUNDS

During the 2023–24 school year, schools used their funding to purchase products, tools, and equipment and pay for transportation. Student activities were increased and teacher recruitment and retention strategies were improved.

FUTURE GOALS

MFNSS aims to finalize funding negotiations with Indigenous Services Canada for the next Five-Year MFNSS Education Governance Agreement with improved funding. The new agreement will address priorities identified by MFNSS and PFNs, including:

1. First Nations language immersion (N–4).
2. Intergenerational effects of residential schools.
3. Recovery learning and data-informed school planning.
4. Technology and connectivity to support the MFNSS through the DLE and Wapaskwa Virtual Collegiate.

FUNDING SUMMARY

The funding model is a method for determining the annual Federal Operational Transfer amount. MFNSS has the discretion to allocate and expend the funds based on its own budget, expenditure decisions, and education programming priorities.

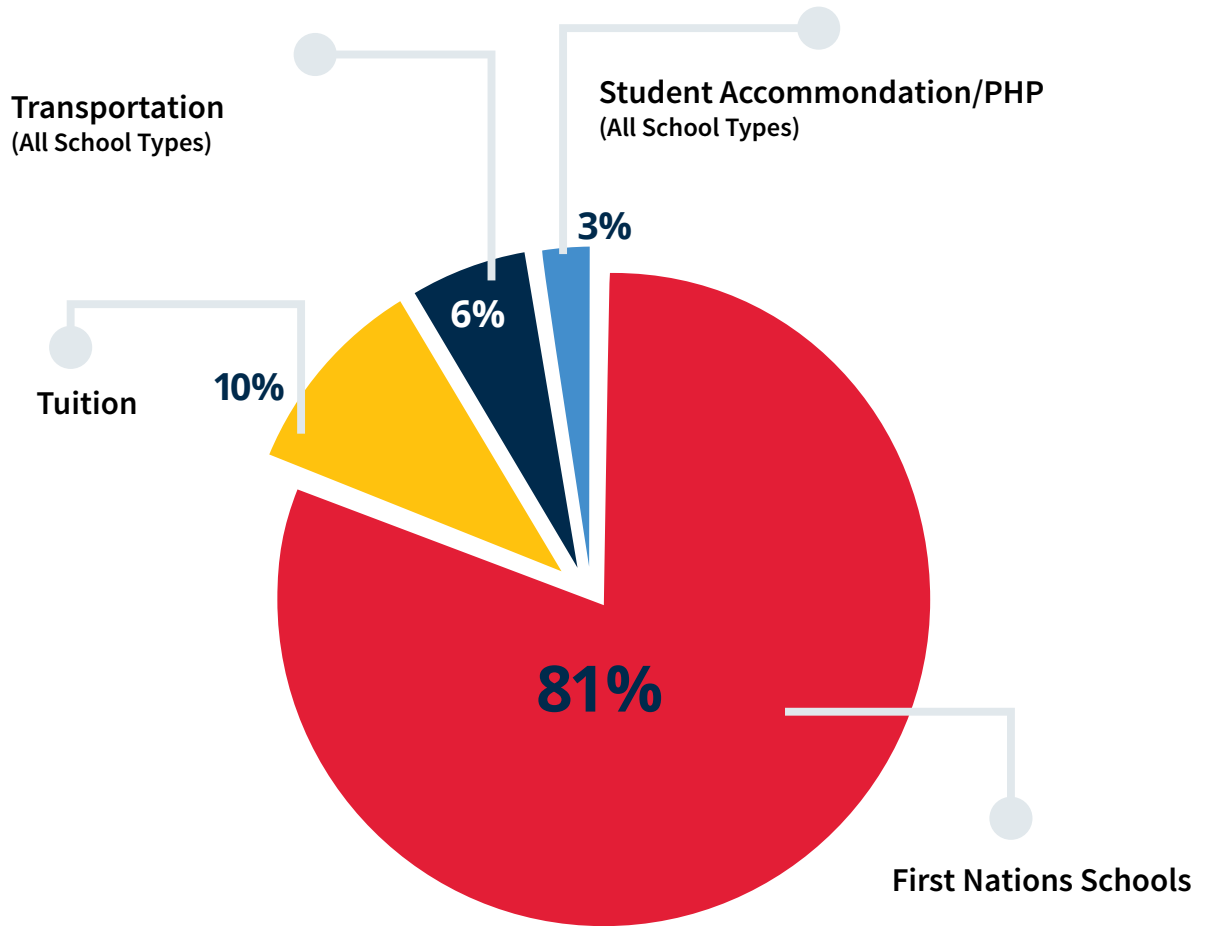
CONCLUSION

By focusing on effective financial management, transparency, and strategic planning, the Finance Department aims to support each MFNSS school's mission and ensure the efficient use of resources. We look forward to continued success and improvement in the coming fiscal year.

Manitoba First Nations School System		2021-22		2022-23		2023-24		Total	
3 Year Funding Summary		% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total	Average
Funded Enrolment									
A. First Nations Schools		86.1%	2,026.0	83.6%	2,032.0	85.5%	2,415.0	85.1%	2,157.7
B. Provincial & Private Schools		13.9%	326.0	16.4%	399.5	14.5%	411.0	14.9%	378.8
Total			2,352.0		2,431.5		2,826.0		2,536.5
Number of Schools			11		11		11		11
Operational Funding									
1. First Nations Schools									
1. First Nations Schools		79.8%	\$ 40,291,553	79.8%	\$ 48,121,785	82.9%	\$ 57,787,016	81.0%	\$ 146,200,354
2 Tuition		11.0%	\$ 5,574,861	10.8%	\$ 6,497,537	9.6%	\$ 6,711,659	10.4%	\$ 18,784,057
3. Transportation (All School Types)		6.1%	\$ 3,055,003	6.4%	\$ 3,841,740	5.7%	\$ 3,978,138	6.0%	\$ 10,874,881
4. Student Accommodation/PHP		3.1%	\$ 1,551,990	3.1%	\$ 1,852,637	1.7%	\$ 1,211,972	2.6%	\$ 4,616,599
Total Funding			\$ 50,473,407		\$ 60,313,699		\$ 69,688,785		\$ 180,475,891
First Nation									
Total Enrolment									
Total Funding per FTE									
Enrolment									
3 Yr Average									
Funding per FTE									
Brokenhead Ojibway		179.0	\$ 21,987	153.0	\$ 26,053	170.0	\$ 25,001	167.3	24,347.2
Bloodvein		238.0	\$ 24,745	252.5	\$ 26,707	290.0	\$ 28,234	260.2	26,562.0
Lake Manitoba		307.0	\$ 20,652	306.0	\$ 24,160	386.0	\$ 23,254	333.0	22,688.6
Pinaymootang		447.0	\$ 20,255	412.0	\$ 25,139	418.0	\$ 23,922	425.7	23,105.1
Roseau River		221.0	\$ 19,730	238.0	\$ 23,978	267.0	\$ 23,791	242.0	22,499.8
Lake St. Martin		414.0	\$ 21,402	441.0	\$ 23,718	540.0	\$ 25,061	465.0	23,394.0
Keeseekoowenin		140.0	\$ 19,176	156.0	\$ 22,726	201.0	\$ 22,453	165.7	21,451.5
Dakota Plains		108.0	\$ 19,555	138.0	\$ 22,112	150.0	\$ 21,829	132.0	21,165.3
Dakota Tipi		87.0	\$ 19,012	115.0	\$ 20,287	139.0	\$ 21,233	113.7	20,177.2
York Factory		166.0	\$ 25,392	167.0	\$ 30,242	208.0	\$ 28,177	180.3	27,937.0
Fox Lake		45.0	\$ 31,800	53.0	\$ 31,371	57.0	\$ 31,415	51.7	31,528.8
Total		2,352.0	\$21,460	2,431.5	\$24,805	2,826.0	\$24,660	2,536.5	\$ 24,078



MFNSS 3 Year Funding Summary (2021-2024)



ANNUAL REPORT



MANITOBA
FIRST NATIONS
SCHOOL SYSTEM

100-1200 Portage Avenue Winnipeg, Manitoba R3G 0T5
Phone: 204-594-6507 | Fax: 204-775-7457
Toll Free: 866-319-4857 | Thompson Toll Free: 1-877-506-1568

www.mfnss.com

