

# SHK DAY

*Learn together. Grow together.*

ANNUAL REPORT 2019-2020





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& the Board President
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# Learn together. Grow together.

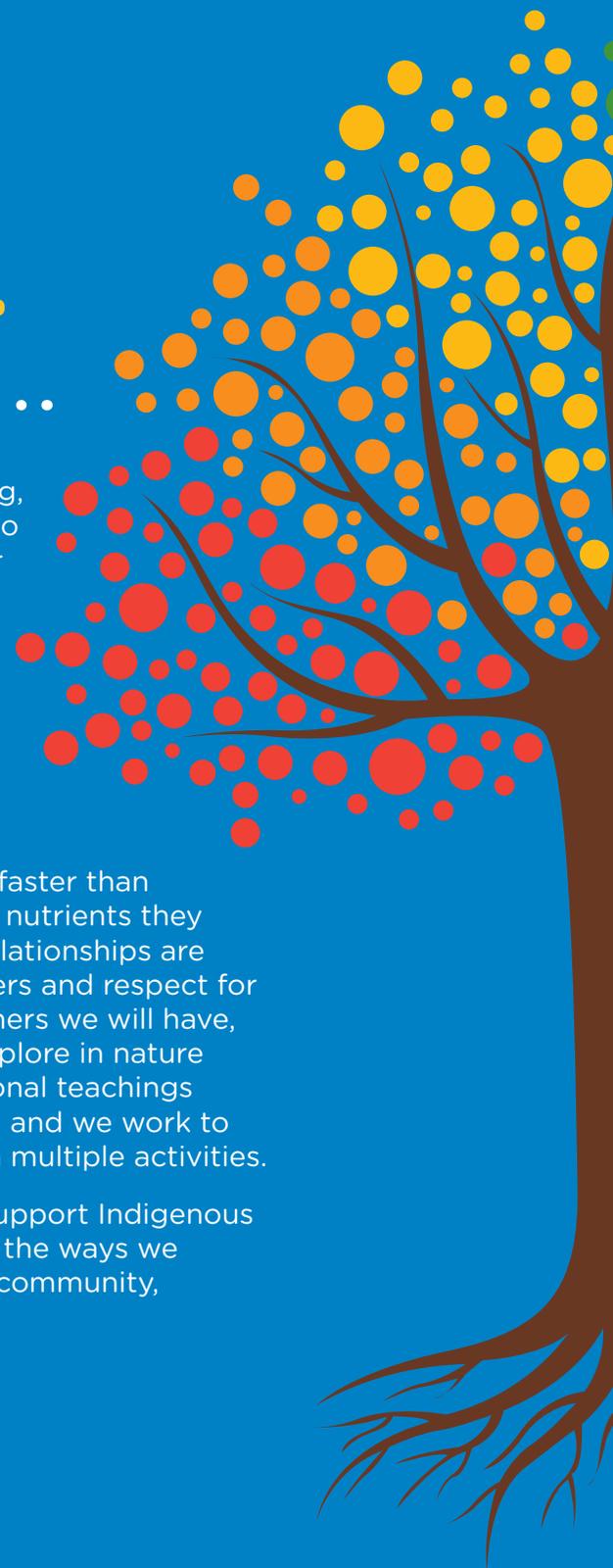
.....

Children are born ready to learn. They are always changing, growing, moving and learning. It's important to Shkoday to remember our shared sacred responsibility to care for our children so we can learn and grow together.

Development is how children grow physically, spiritually, mentally and emotionally as they learn to communicate think and socialize, all the while recognizing their strong sense of identity and culture. Each child brings a special gift to us and we must nurture their identity and belonging to help them grow.

During the first years of a child's life, they are developing faster than they ever will. Healthy food gives children the energy and nutrients they need to grow and develop, while early experiences and relationships are the foundation of future learning. Teachings from our Elders and respect for Mother Earth and all of her children are the greatest teachers we will have, and the growth of our program intertwines the time to explore in nature and connect with knowledge keepers. Culture and traditional teachings are at the heart of what Shkoday does as an organization, and we work to strengthen cultural identity in every program and through multiple activities.

We are learning together and growing together, to help support Indigenous children and families now and into the future. Discover all the ways we have learned and grown together over the past year as a community, organization, family and as individuals.





## ABOUT SHKODAY:

Shkoday is a community-based organization helping Indigenous children create a brighter future. The organization ignites the spirit within to support families, children and youth on their journey to a well-balanced life.

Through holistic and cultural programming, Shkoday is passionate about connecting families to their community, culture and inspiring role models. This sparks a sense of belonging and nurtures the identity and spiritual fire in every child, youth and family member.

Shkoday's knowledgeable, warm and caring staff share and exemplify love, skills, language and knowledge, to encourage and facilitate cultural education and programming for children, youth and families.

## VISION

Children are honoured as gifts from Creator. We are here to help guide their young spirits. Our responsibility is to see and nurture a strong Anishnabek identity in children, youth, with families, community members and partners.

## MISSION

Shkoday Abinojjiwak Obimiwedoan will exist to support children, youth and caregivers on their life journey by providing a healthy environment and experiences that reflects the cultural values of the extended family and community. In all of our programming, we will see and nurture the spirit/fire in every child, youth and family member through the presence of strong, caring people who share and carry on the love, skills, language and knowledge.

“  
**Education is  
not the filling of  
a pail, but the  
lighting of a fire.**  
”



# Gitchi-Meegwetch!

## to our Funders

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**A special thank you to the  
below organizations for  
additional contributions:**

- United Way of Thunder Bay
- St. Ignatius High School
- Definitely Superior Art Gallery
- Thunder Bay Community Foundation - Meredith Karam Family Fund

# MESSAGE FROM

## The Board President and Executive Director

Boozhoo:

Since the beginning and now well into over 20 plus years as an organization, Shkoday's philosophy has remained the same - to develop and deliver programs that promote the healthy development of Anishinaabe children while supporting their families and respecting their parents and guardians as their primary teachers. Our culture and traditions have continued to be the foundation of our work in the community and with our families.

We began the year by embarking on a journey of exploration and learning. We explored how the community recognized our organization, and how to move forward in a good way. In June, at our Aboriginal Head Start (AHS) graduation we were excited to announce our new organizational branding Shkoday- Igniting the Spirit Within, as we felt this truly identified who we are. We continue to strive to ignite that Spiritual spark within each child and youth by teaching and encouraging learning of the Anishinaabe culture and traditions.

We wish to acknowledge Elder Ernie Kwandibens for accepting our asemma (tobacco) and agreeing to provide another year of spiritual guidance to the Board of Directors and organization. At our Annual General Meeting three members were elected to our Board of Directors, expanding our board to seven people who provide guidance, policy and strategic direction to Shkoday.

In August, prior to school start up, an Elder took the staff on a medicine walk, where staff continued their learning journey by seeing and harvesting various medicines. Another Elder and Shkabe (Firekeeper), with staff and volunteers, rebuilt the sweatlodge so that sweats could be held throughout the year.

A Program Director started in September to oversee the programs, build, and expand the existing program curriculum, and assist in program sustainability. In addition, the Cultural Coordinator was able to begin evening programming to co-incide with the sweat-lodge evenings.

Staff and children were excited to see our new van with the new logo which became very recognizable in the community while picking up and dropping off children. They especially enjoyed riding in the van with the "flames". In addition, many children were excited to explore the fire truck, police car, ambulance, and the Santa bus who visited

the AHS program, while others were more excited about visiting the airport and Wasaya Airline planes.

School-aged children enjoyed many Biwaase'aa events including Powwows, feasts, Family Fun Fridays, and especially enjoyed a new program where children who attended the Biwaase'aa program in one school would go and visit another Biwaase'aa school's program. Children from different schools would meet, learn various teachings and participate in recreational and educational events together. This program eased the transition between children when participating in the joint school events on Family Fun Fridays as children had built relationships with other children who attended another school.

Our programming changed in March 2020 due to the Covid-19 pandemic. Shkoday responded immediately by providing food hampers and care packages which were delivered to families. In addition, by adapting and transitioning into a virtual learning experience, staff continued to assist families through social media and telephone contact, providing families with resources, and referrals, providing a friendly ear, and making and delivering cultural and educational resources while assisting children navigate the school's on-line learning portal. New and existing partnership arrangements changed and expanded.

As we end this fiscal year, with the continued help of our extended community, we look forward to many successes in 2020-2021. A community of people and organizations that understand the importance of coming together in unprecedented times, and that strive to work together for the betterment of our children and community.

We wish to extend our sincere appreciation to the Board of Directors, staff, volunteers, families and friends for their invaluable contributions and for making a positive difference in many people's lives.

Miinawaa ga-waabamin,



Marilyn Junnila,  
Executive Director



Paul Francis Jr.,  
President of the Board

# STRATEGIC DIRECTIONS



## Story time

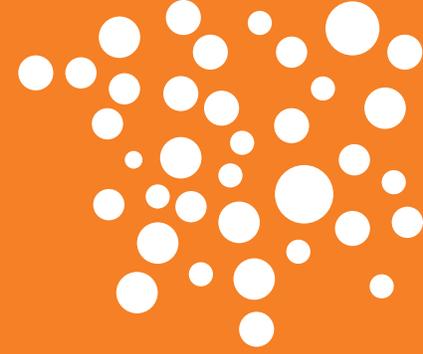
“

My son attended the after school program at Our Lady of Charity school for four years. In that time he formed friendship and found support in the leaders at the program. My son of non-Indigenous descent loved learning about the culture and has even continued in Indigenous language studies going into high school. While in the program, he formed relationships with the leaders and they all hold a special place in our hearts, especially Lyndahl, the Youth Outreach Worker, who had taught our son about culture and how to be an understanding individual. My son is a wonderful human being who never judges and embraces all culture and I truly believe it stemmed from the program. He has chosen a career path in Indigenous law and this wouldn't be possible without the program and the leaders that have opened their hearts and culture to him. I will be forever grateful to the program and Lyndahl, because without them, my child wouldn't see the divisions that our world currently faces.

”

2019-2020

# KEY HIGHLIGHTS



- New organizational branding was announced at the Aboriginal Head Start graduation ceremony in June 2019.
- The Board of Directors increased to seven directors with four new directors coming on board in June 2019.
- A Program Director was hired in September 2019.
- Board Governance training occurred in October 2019 with the Shkoday Board of Directors inviting Neechee Studio directors to participate.
- Shkoday received a new van for the Aboriginal Head Start program.
- Upgraded three computers in the administrative offices. Received a donation of a laptop and computer.
- The Sweatlodge was rebuilt, and the Lodgekeeper began holding sweats twice a month.
- Additional lighting was installed in the parking lot, and a heater was purchased for the lodge.
- Additional funding was secured so the Cultural Coordinator was able to schedule evening programming to coincide with the sweat lodge evenings.
- Shkoday staff shifted to the online/physical distancing approach in March to provide support to parents, children and school staff during COVID-19.



# POWWOW TEACHINGS

## ETIQUETTE AND INFORMATION

It's important to understand that cultural identity can be a source of confusion for Indigenous people, especially those who have not grown up in a "traditional" way. As the foundation of all Shkoday's programs, we celebrate cultural identity and encourage a reconnection to the culture and traditions through language, singing, participation in traditional and cultural practices, which will all be an influence in an individual's life-long journey. It is imperative that we respect where individuals are in their learning journey, and that "culture" means different things to different people.

One of the ways that Shkoday celebrates cultural identity is at our hosted Powwows. These fun, educational events are a gathering place, for learning, sharing, meeting up with friends, and celebrating life. Powwows are also sacred events that include ceremonial songs and dances. People should stand during all ceremonial songs and dances. Some of these include the Grand Entry, Flag Songs, Veteran Songs, Honour Songs and any other song the Master of Ceremonies (MC) designates as a ceremonial song.

Attendees to a powwow should listen to the MC as they will announce the different songs and let attendees know when they can dance and when they cannot. They will also provide other information and news.

The dancers wear regalia while they are dancing. There are many types of regalia and dance styles. It may vary depending upon who you receive your teachings from and where you are geographically located. If you are unsure of something, please ask the dancer as most will be open to sharing information with you. Just remember do not take a picture of them or touch any of their regalia without receiving permission first.



**GRASS DANCER:** The grass dance, is said to be the oldest form of dance and comes from the prairies. Some say it came to being from stomping down the grass at the beginning of a powwow, while others say it is from tying the sweet grass braids to the dancer's belts. The regalia is usually adorned with yarn and ribbon. The swaying dance style features a loose and flowing movement, similar to long grass moving in the wind, with an emphasis on shoulder-shaking. The regalia usually has a lot of white, gold, silver or other brightly-coloured yarn and ribbons. Dancers may wear shirts and pants with beaded or decorated belts, side tabs, and a beaded harness which can reach from the shoulders to the knees. The Grass Dancer does not wear bustles of any kind.

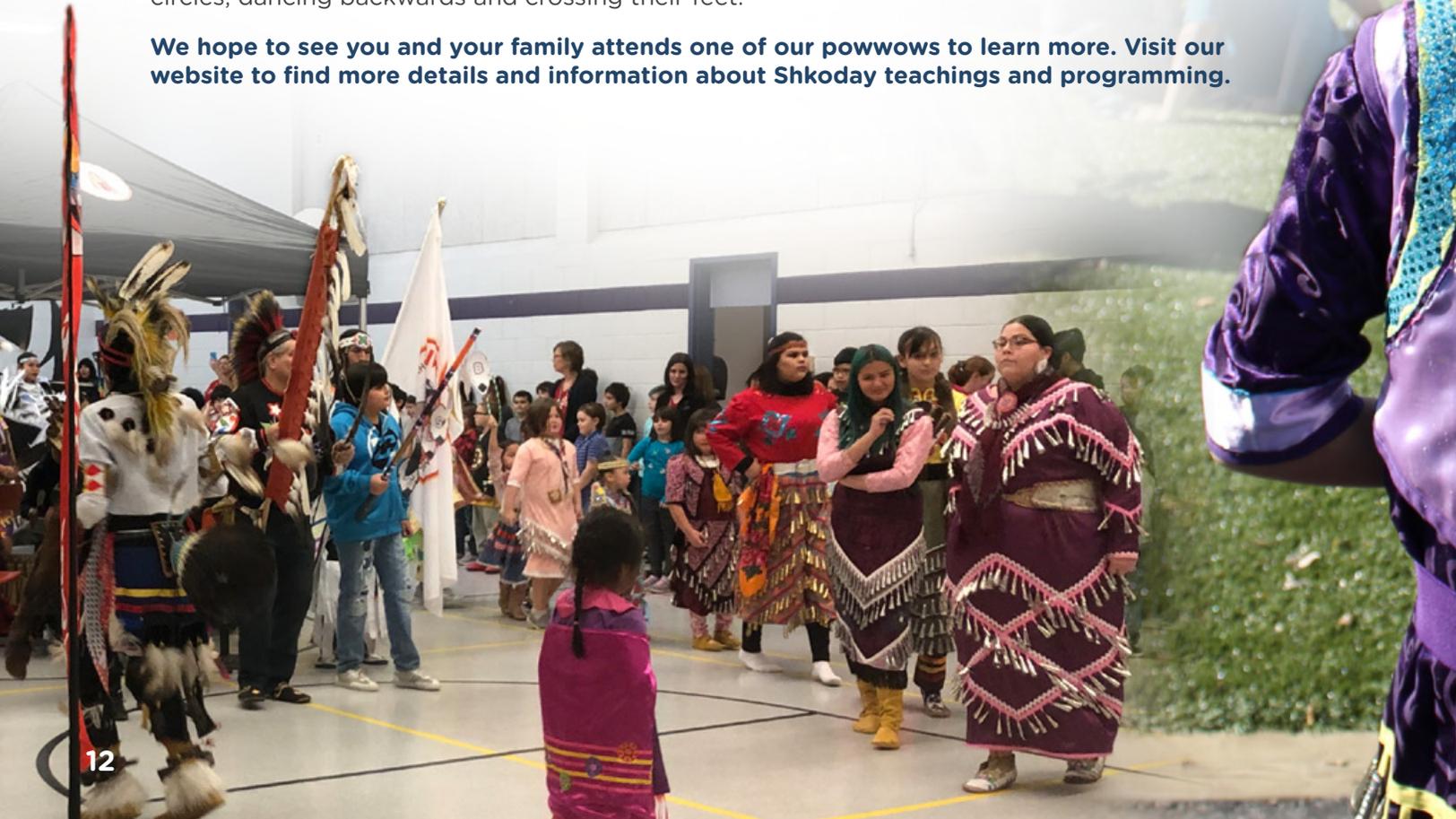
**MEN'S TRADITIONAL:** The men's traditional dancer re-enacts the hunt. Dancer's take two steps with one foot and then two steps with the other, moving his body and head as though he is hunting for game. The dance will have a large "U"-shaped Eagle Feather bustle attached to the waist and worn on the back which extends past the shoulder. A long porcupine hair roach with a spreader holds two feathers, and is accompanied with a breastplate, vest, an apron, armbands and cuffs, all with elaborate beadwork. The bells jingle along with the beat of the drum and are tied over the cuffs on the dancer's pants. The dancer carries a variety of objects including an Eagle wing fan in his hands.

**WOMEN'S TRADITIONAL:** The Women's Traditional Dance is said to be the oldest form of women's dancing. Dancing with elegance and grace, participants keep rhythm with the drum by bobbing up and down as they dance in one spot or take very slow and poised steps. They always keep one foot in contact with Mother Earth. The white buckskin dress is accompanied by a folded shawl with long fringes carried over one arm and usually a fan in the other hand. Their jewelry and regalia includes intricate beadwork, beaded barrettes, a beaded yoke with long buckskin strips that extend to the ankles and beaded moccasins. Some dancers may also carry a beaded bag.

**FANCY SHAWL:** This dance is very fast-paced with the high-stepping footwork, graceful jumps, spins and intricate footwork being a whirl of beauty, agility and grace, which mimics butterflies in flight. The brightly coloured, shawl is decorated with ribbon fringes, appliques and designs, held with outstretched arms, and worn over the shoulders. The dancer wears beaded moccasins which cover the calf and a decorated skirt with ribbon fringes. This dance may have been originated in the mid 1900's on the Canada and US border.

**JINGLE DRESS:** The jingle dress dancers wear a skirt or dress with 365 cones, which jingle when their move. The intricate footwork and the dress design accommodates both the traditional and contemporary footwork. Dancers often move their feet in a pattern, with the dancer turning in full circles, dancing backwards and crossing their feet.

**We hope to see you and your family attends one of our powwows to learn more. Visit our website to find more details and information about Shkoday teachings and programming.**





## Story time

“

As a parent and an Indigenous person, I am truly grateful for such an inclusive program that is open to all students as it provides the opportunity to break barriers and systemic racism at an early age. The staff ensure that parents are also welcome to activities such as fall and spring feasts, the Christmas Open House, events, and cultural activities such as powwow's. I am very grateful that my children's school advocates for the continuance of this inclusive program as I feel reconciliation is needed at the early age and I understand that currently Ontario's curriculum does not have a strong Indigenous knowledge program or language program—the Biwaase'aa After-School Program provides that opportunity for my children. I am hopeful that the program will continue to be offered to our children.

”

# THUNDER BAY ABORIGINAL HEAD START REPORT



Thunder Bay Aboriginal Head Start programming (AHS) is designed for Indigenous children aged 2 to 6 years of age. Our licensing capacity is at 62, which equates to 124 children potentially attending programming throughout four classrooms, one of which is funded through the Thunder Bay District Social Services Administration Board, and three are funded by the Public Health Agency of Canada.

Shkoday alternates groups of children so that each child participates two days per week, while DSAAB allows for more flexibility so that some children may attend four days per week due to its subsidization.

## Story time

A parent from the Aboriginal Head Start (AHS) program shared how much his son had grown during the past year at AHS. His child began the program in September, and was very quiet, with speech difficulties. AHS connected the parents and child to a speech and language teacher who worked with them on a regular basis at AHS and through telephone support. By the end of the year, the parent's were so proud of how their son's language and vocabulary had grown.

This past year we have been able to partner with the Children's Centre Thunder Bay, to have additional resource teachers, and teacher's assistants in our classrooms. In addition, the Children's Centre has provided mentoring and additional professional development workshops to the Aboriginal Head Start staff.

Pre-school aged children are enrolled in our program, which is based on AHS's program principles and the Ministry of Education's "How Does Learning Happen, Ontario's Pedagogy for the Early Years (2014)".

Throughout the past year, our team has focused on the promotion of health, education, nutrition, and holistic development. Our community-based

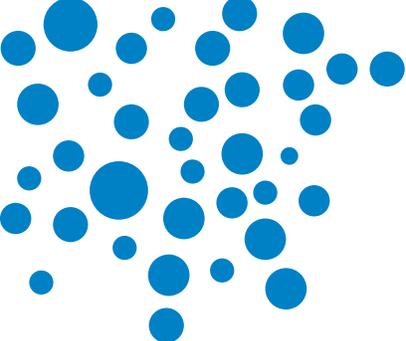
program is built on the identified needs and concerns of the children and families attending the program. Parents and caregivers are our children's primary teachers. Therefore, we empower and encourage parents and caregivers to provide traditional and cultural parenting. We support the spiritual, emotional, intellectual, and physical growth of each individual child in a cultural and academic learning environment. The provision of parental support and involvement in all aspects of our program are encouraged.

“

**Too often we give young people cut flowers, instead of teaching them to grow their own plants.**

”





# BY THE NUMBERS

## 2019-2020



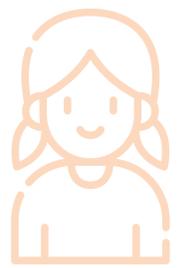
# 38

**CHILDREN**

returned to Head Start from the 2018 - 2019 program year.

# 48

**NEW CHILDREN**  
entered the program throughout the year.



# 11

**CHILDREN**

entered the DSAAB program with access to subsidy throughout the year.



# 38

home visits conducted.

# 40

home outreach services via phone, e-mail, or site visit.

Aboriginal Head Start was able to reach

# 137

**CHILDREN**

who had experience in our Toddler, Preschool or Kindergarten Program.



# Communication

As of March 31, 2020:

**226**

Communication  
Notes sent home

**663**

monthly planning  
calendars and  
newsletters

**641**

Event Invitations

Social media was utilized using our Shkoday website and Facebook page to promote communication with families and caregivers of our program.

# Community Engagement

Developing partnerships with various agencies and community services is important in assisting our families and staff. Over the course of the year, we had guests who participated or visited our program. We also had opportunities to engage within the community.

There were

**286**

VISITS

at our center from various stakeholders within the community. They came to tour, volunteer, participate in our program or meet with children, staff and parents.

**49**

OPPORTUNITIES

arose outside of our center. These consisted of field trips and community celebrations.

**15**

ELDER VISITS

for cultural programming in the classrooms, feasts & celebrations.

**8**

SWEATS

occurred with Shkabe and Elder in attendance.

**2**

CULTURAL DAYS

to set up the Sweatlodge.

**5**

CULTURAL  
EVENINGS

took place with traditional cooking, beading, skirt & drum making planning.

# MILESTONES & EVENTS THROUGHOUT THE YEAR

## Nutrition:

- Apple picking.
- Baking and cooking: Children decided what they wanted to make and were excited when they were able to mix, measure, stir, pour and taste the final product.
- Children were given healthy meals and snacks. They were introduced to something new each month.



## Education/School Readiness:

- Public Library visits for parents and children.
- Painting Days.
- Cultural Teachings about animals.
- Conservatory Field Trip.

## Parental Involvement:

- Open House Event.
- Sweat Lodges hosted by the Cultural Coordinator.
- School Board Presentations.



## Culture & Language:

- Spring seasonal Feast – Elders provided teachings, storytime and interacted with children and parents.
- Changing of cedar medicine -Teachings about natural medicine.
- Centennial Park & Old Fort William Historical Park Field Trips.
- Ojibwe songs and Drumming Sessions.
- Smudging – Children learned how to smudge so they can do it on their own. It became a part of their regular day.
- Thunder Bay Art Gallery Norval Morriseau Art Display: The Toddler Group went with their parents to the art exhibition. Parents really enjoyed the opportunity to view the artwork.



## Health Promotion:

- Visits from Dental Hygienists, Police Officers, Paramedics and Fire Fighters.
- Boulevard Lake & Wasaya Airways Field Trips.
- Bush Walks- Children enjoyed exploring the bush behind our playground. They observed the changes in the seasons, changes in animals (rabbit), bark on trees and animal tracks.
- Winter Carnival.
- Snowshoeing.

## Social Support:

- Speech and language pathologist visits.
- Visit from Thunder Bay City Transit Santa.
- Craft session with The Creative.
- Representation at Flag Raising Ceremony for Week of the Child.
- Staff attended Tikinagan's Open House.
- Confederation College Recruitment Fair Presentation.



# BIWAASE'AA REPORT

Biwaase'aa has a goal to increase the life skills of Indigenous children, youth and their families through strategies of academic improvement, emotional development, cultural awareness and nutritional support.

Biwaase'aa partners with seven elementary schools and one high school to provide a safe place for students ages 7-18 years of age to access academic and life skills, inclusive to cultural teachings.

The Biwaase'aa staff build trust and establish a positive rapport with students which in turn increases student success and achievement through:

- Mentoring and role models
- Literacy and numeracy support
- Cultural and traditional knowledge exchange
- Presentations with students and parents/caregivers.

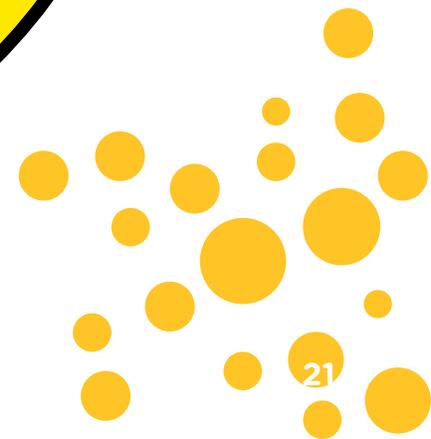
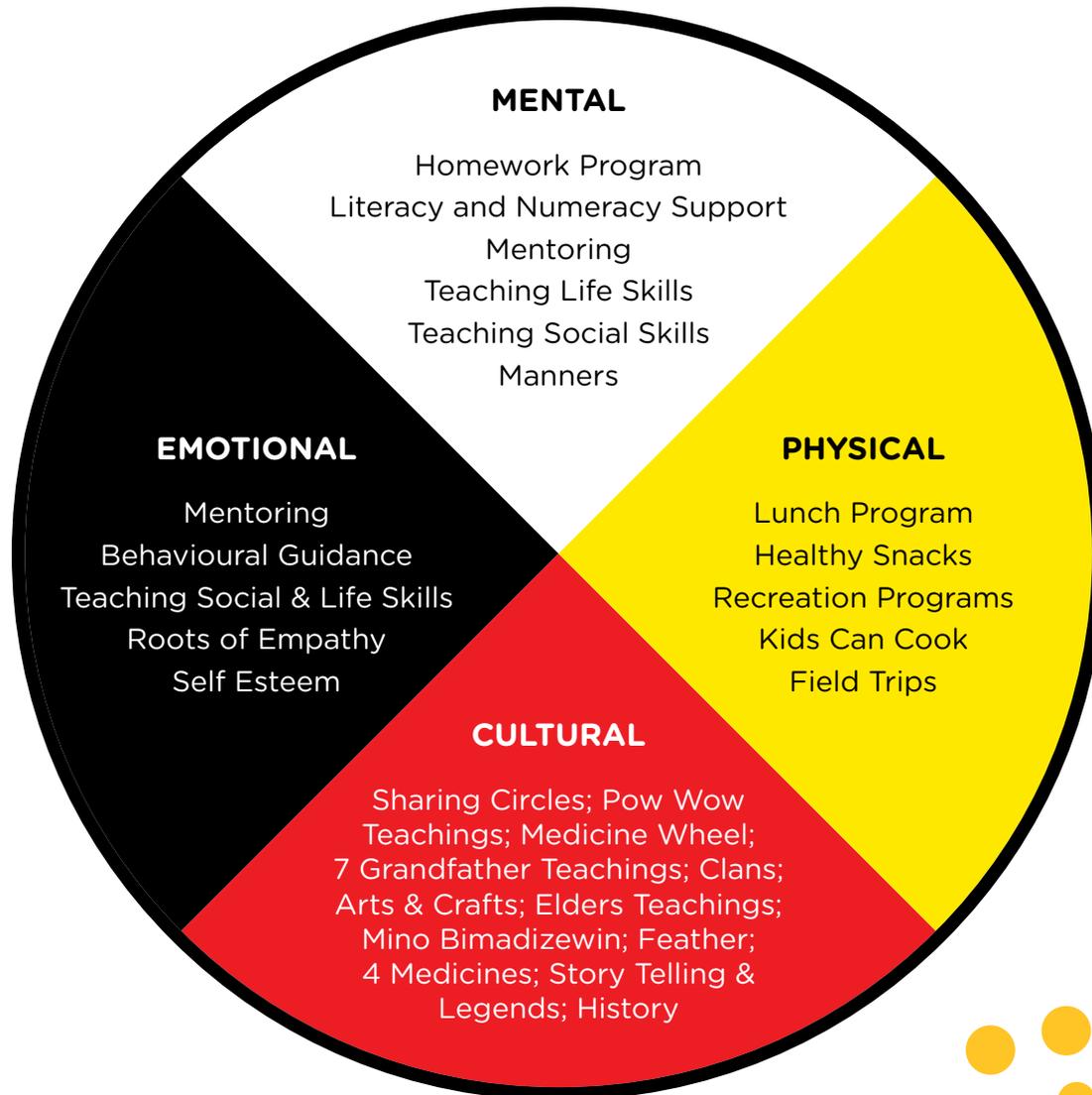
## Story time

“

My daughter has been attending the after-school Biwaase'aa program for three years now. This year we understood the program would not be running due to funding issues. This news left my daughter extremely upset as she is at an age where daycare no longer interests her, but the Biwaase'aa program offers more opportunities that she enjoyed and needed such as homework assistance, developing social skills and being able to take part in cultural activities. She was ecstatic to learn that the program would be running after all.

”

Biwaase'aa programing is based on the Teachings of the Medicine Wheel and are designed to meet the needs in the following component areas: cultural, mental, physical, and emotional.



# BIWAASE'AA SCHOOLS:

## Elementary Schools:

- St. James Public School
- Ogden Community Public School
- St Ann School
- Sherbrooke Public School
- Our Lady of Charity Catholic Elementary School
- McKellar Park School
- Vance Chapman Public School

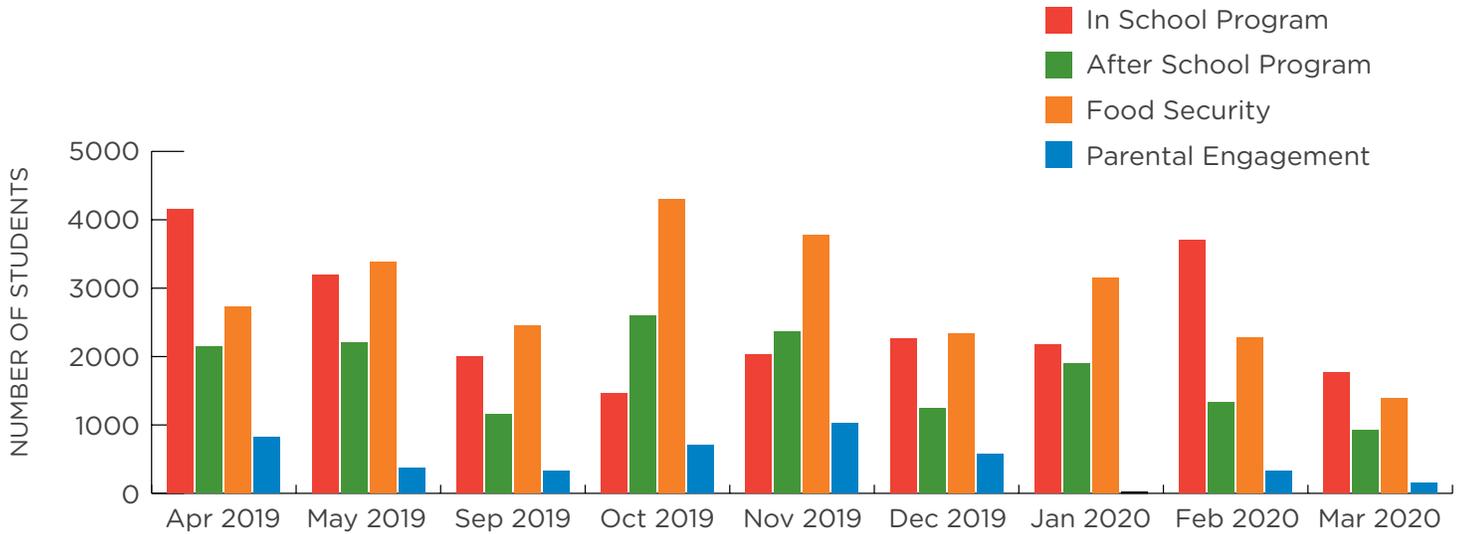
## High School:

- Westgate Collegiate & Vocational Institute



One Uncle credits the Biwaase'aa program with helping his nephew adapt to a new learning environment. The child was new to Thunder Bay, having moved here from a remote reserve when his mother became ill and he had to stay with his uncle. The child was quiet, didn't know any classmates as he started the school year late, and was having difficulties catching up with his school work. The Uncle encouraged him to go the Biwaase'aa program in his school and ask for some assistance. The child went and as the Uncle indicated *"grew into his shoes"*. He became more outgoing, met friends, laughed a lot, learned about and practiced the grandfather teachings with the teachers, principal and at home. *"He is such a happy, outgoing child now."*

# SCHOOL PARTICIPATION & ATTENDANCE:



## STUDENT ATTENDANCE IN 2019-2020



## STUDENT ATTENDANCE ON AVERAGE PER MONTH PER SCHOOL



Teachers praise Biwaase'aa staff for their assistance in literacy and numeracy and are impressed with their cultural teachings presentations.

The Youth Outreach Workers received training in FASD, First Aid/CPR, Safe Food Handling, Making liquid medicines, and much more.

Frontier College, Confederation College, Lakehead University, and high school students enhanced their school career choices by completing placements with the Youth Outreach Workers.

Many parents have shared that their children learn valuable cultural teachings in the Biwaase'aa program and they are proud of the items they bring home, and sometimes even learn from their children.

Many children express to staff how they miss them when they are away from school. At the end of the day, the children look forward to coming back to school to continue engaging in their activities and friendships through the program.

Several fun and educational events and activities were enjoyed throughout the year. Powwows, Feasts, tubing, bowling, Indigenous Olympics, a trip to Gammondale Farm along with Regalia making and other culturally inspired teachings kept the children engaged in their learning journey.

Communication remains a strength between Youth Outreach Workers and their registered children. On a regular basis, teachers seek their assistance to problem solve and help communicate with children speaking their traditional language. Schools continue to request Biwaase'aa programming with expanded curriculum and activities.

## Little Eagles Mentorship Program

Little Eagles Mentorship Program is a part of the In-School programming, which is a seven-week program designed using the Seven Grandfather Teachings: Respect, Love, Wisdom, Bravery, Honesty, Humility, and Truth.

Through Traditional Teachings, stories, sharing circles and interactions with community leaders and Elders, youth learn about the importance of cultural identity, values, beliefs and tradition. Students experience improved self-esteem and confidence; learn life and living skills that help deal with racism, bullying and peer pressure all the while improving their academic performance.



## After-School

Activities are immersed in Indigenous culture and traditions. This provides youth with the opportunity to build and support their physical, cultural, mental and emotional well-being.



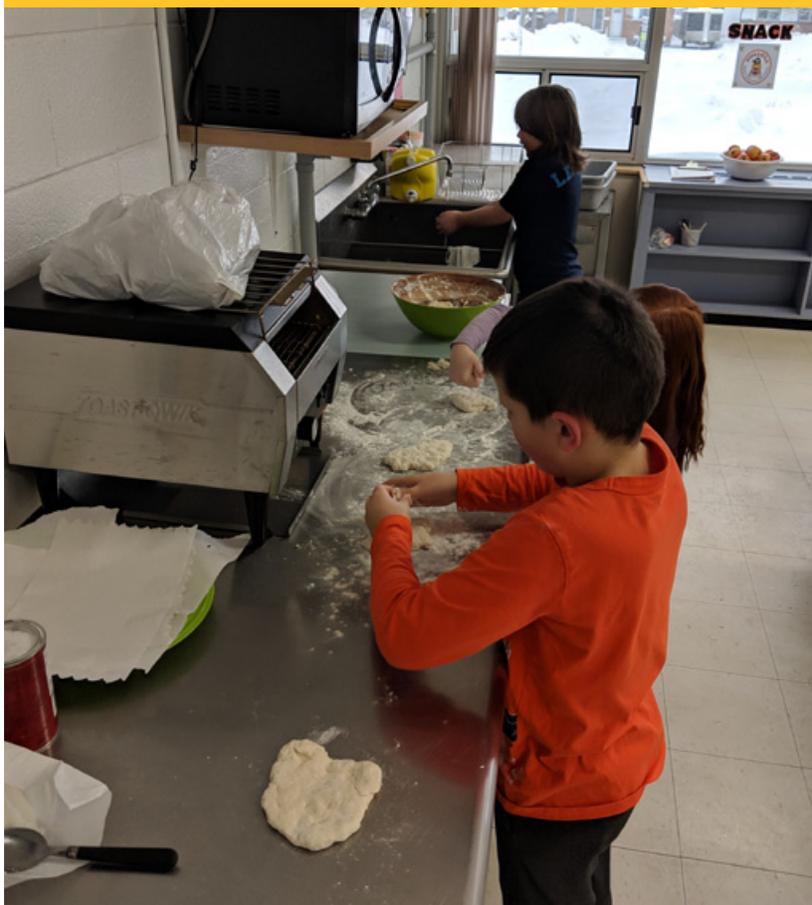
## In-School

The Biwaase'aa In-School component allows for the establishment of trust, rapport, and security which increases student academic performance. The program includes going into classrooms to speak about various topics relevant to Indigenous people. Students have access to role modeling/mentorship, literacy and numeracy support, cultural teachings and presentations, powwows and feasts, and cultural outreach services.



## Nutritional Supplementation

Healthy food helps to meet students' nutritional needs, which in turn will improve their ability to learn, engage in physical activities, and develop positive eating habits that aid in growth and development. Traditional Teachings related to food and hunting, gathering and harvesting are shared with the students and their families at special cultural events.



“

There are two gifts we  
should give our children;  
One is roots, and the  
other is wings.

”

## Story time

A few years ago a Youth Outreach Worker (YOW) spent a considerable amount of time with one child who was shy and didn't want to participate in school activities or classes as the child was having difficulties. Recently, the worker met up unexpectedly with this child's mother. The mother remembered the worker indicating that the child will still ask about them, and will reminisce about the good times that the child had in the Biwaase'aa program. The child, who is now in Grade 10, credits the YOW with encouraging him to remain in school, and to take one day at a time in his learning journey.

# HIGHLIGHTS

2019-2020

Average Parental  
Engagement Per  
Month:

**540**  
PARENTS  
CONTACTED

**40**

In School  
Registration-  
Students per  
School

**220**

After-School  
Attendance Average-  
Students Per Month

**350**

Lunch, Nutrition,  
Meals & Snacks  
provided each  
month per school

*Story time*

“

At the end of this fiscal year, COVID-19 and the school and daycare closure had just begun. The Aboriginal Head Start and Biwaawe'aa staff began phone calls to the children to see how they were and to speak with parents. Children in the program often looked forward to a phone call from their “friend” or “teacher”. They also enjoyed the resources and materials dropped off with ideas to help them continue to stay safe at home.

”

# BOARD OF DIRECTORS

## 2019-2020

**Paul Francis Jr.**  
President

**Frances Wesley**  
Vice President

**Sarah Nelson**  
Secretary

**Bryanna Scott-Kay**  
Treasurer

**Kristy Boucher**  
Director to  
November 2019

**Annette Klement**  
Director

**Megan Clark**  
Director

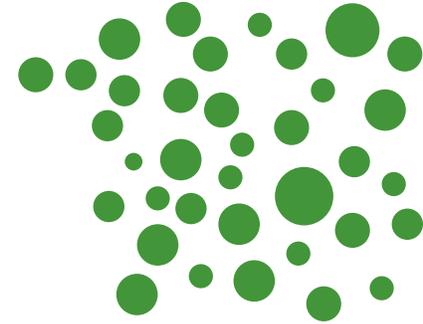
**Shelby Gagnon**  
Director

Spiritual Advisors  
and Elder:

**Ernie Kwandibens**  
**Gerry Martin**  
**Wanda Baxter**  
**Brenda Mason**



# MANAGEMENT & ADMINISTRATION STAFF



**Marilyn Junnila**  
Executive  
Director

**Michael Hull**  
Program Director  
as of August 2019

**Joanne Blackstar**  
Finance Officer

**Randi Cameron**  
Finance Officer

**Melissa Hanlon**  
HR Intern, to  
January 2020

## ABORIGINAL HEAD START STAFF

**Tina Gardner**  
RECE Supervisor, to June 2019

**Eugema Ings**  
RECE Supervisor as of  
August 2019

**Morgan Bannon-Ogima**  
RECE

**Karly Stewart**  
RECE

**Bailey VanderWees**  
RECE

**Willow Lem**  
RECE

**Marissa Rocco**  
RECE

**Melissa Girardin**  
Family Support Cultural  
Coordinator

**Kori Thomson**  
Child Care Assistant

**Rose Card**  
Transportation Driver/Cleaner

**Fred Caputo**  
Transportation Driver

**Robert Baillie**  
Transportation Driver

**Mark Vidotto**  
Transportation Driver

**Jenn Mayo**  
Cook

**Allison Keeash**  
RECE to May 2019

**Valerie Charlie**  
RECE to November 2019

**Pauline Nothing**  
RECE to February 2020

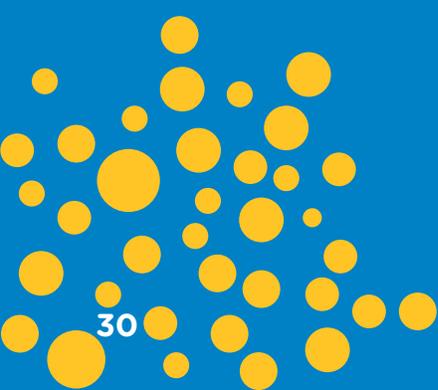
**Michael Belmore**  
Family Support Cultural  
Coordinator to June 2019

**Kayla Vecchio**  
RECE - part-time casual  
staff to June 2019

**Jade Gilbert**  
Part-time casual staff to  
June 2019

**Chrissy Hamlin**  
Part-time casual staff to  
June 2019

**Anna Netemegesic**  
Student to May 2019



# BIWAASE'AA STAFF

**Mary Jane Wolfe**

Program Supervisor to  
February 2020

**Penny Radford**

Program Supervisor as of  
February 2020

**Leona Morris**

Youth Outreach Worker

**Elton Beardy**

Youth Outreach Worker

**Richard Jourdain**

Youth Outreach Worker

**Dannell McGinnis**

Youth Outreach Worker

**Lyndahl McGinnis**

Youth Outreach Worker

**Lloyd Meekis**

Youth Outreach Worker

**Mallory Morrissette**

Youth Outreach Worker

**Tia Scott-Bedard**

Youth Outreach Worker

**Victoria Barber**

Youth Outreach Worker to  
April 2019

**Ryan Saarinen**

Youth Outreach Worker to  
April 2019

**Doug Turner**

Youth Outreach Worker to  
May 2019

**Matthew Wapoose**

Youth Outreach Worker to  
May 2019

**Janine Frogg**

Youth Outreach Worker to  
June 2019

**Dustin Gagne**

Youth Outreach Worker to  
June 2019

**Faith Redsky**

Youth Outreach Worker to  
June 2019

**Dancia Gagne**

Youth Outreach Worker to  
December 2019

**Dakota Meshake**

Youth Outreach Worker to  
January 2020

**Fawn Meshake**

Youth Outreach Worker to  
March 2020

**Amanda Beauvais**

After-school Assistant

**Kim Compardo**

After-school Assistant

**Talia Crow**

After-school Assistant

**Marissa Dunlop**

After-school Assistant

**Preston Kashkish**

After-school Assistant

**Krista Lee**

After-school Assistant

**Fallon Poile**

After-school Assistant

**Leah Meekis**

After-school Assistant to  
June 2019

**Ziigwen Moses**

After-school Assistant to  
June 2019

**Jenna Williamson**

After-school Assistant to  
June 2019

**Chelsea Morrissette**

After-school Assistant to  
November 2019

**Chris Waite**

After-school Assistant to  
November 2019

**Megan Kakepetum**

After-school Assistant to  
January 2020

**Chelsea Zdep**

After-school Assistant to  
February 2020

**Meadow Kemble Matthews**

After-school Assistant to  
March 2020



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