



ANNUAL REPORT

2021-2022

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AGENDA

Opening Prayer, Elder Carolyn Moar

11:00 AM

Opening and welcome remarks

11:05 AM

Message from Tracy Sanderson, President

11:10 AM

Keynote Speaker – Nikita. C

Nikita is a mother of two beautiful sons and a past participant of Ikwe. She will be sharing her story about how Ikwe supported her and her family when they needed a safe place to go.

11:30 AM

Business Meeting:

- Call to order of 2022/2023 Annual General Meeting
- Adoption of the 2021/2022 Minutes
- Adoption of the President's Report
- Adoption of the Executive Director's Report
- Auditor's Report
- Appointment of the Auditor
- By-law Amendments
- Nomination Committee Report
- Whistleblower Act Report

11:55 AM

Closing Remarks and Adjournment of the Meeting

12:00 PM

Closing prayer, Elder Carolyn Moar



PRESIDENT'S MESSAGE

I would like to acknowledge that we are in Treaty 1 Territory, the traditional lands of the Anishinaabe, Cree and Dakota as well as the birthplace of the Métis Nation and Heart of the Métis Homeland.

We are extremely proud of the hard work that staff and management have continued to do this past year. We have seen an increase in the number of women, children and LGBTQ2S+ community accessing shelter support services. There is an increased need for more shelter space and transitional housing so that there is safe and affordable housing for all. Ikwe sits on several working groups with sister agencies who are focused on the development of transitional housing for participants impacted by violence. There are several opportunities in the works and at different stages of development, these units will make a monumental difference in the lives of many folks impacted by domestic and family violence.

With the support of grants from Women and Gender Equality Canada (WAGE) and End Homelessness Winnipeg (EHW) we have been able to provide families with food kits and basic needs kits ensuring food security. We have been able to support staff as they continued to provide crisis support services, follow-up, housing, and childcare

throughout this pandemic. We are so incredibly thankful to both funders for supporting our initiatives and for believing in the work we do with community. End Homelessness Winnipeg has funded Ikwe for the last handful of years to support families with their housing needs, advocacy, personal safety, cultural programming, and life skills programming. Thank you for your continued support!

Thank you to the Family Violence Prevention Program for your ongoing commitment and support to funding shelter services. Thank you for your support and understanding of the need to provide culturally appropriate support services to our participants and thank you for always making yourselves available to us when needed.

Thank you to our donors, we are grateful for the contributions to the participant needs of Ikwe, we value what you continue to do endlessly. Your donations whether they are service-related product donations or monetary have and continue to immensely help many of the families

and have a positive impact on everyone. A huge thank you to all the Shoppers Drug Marts that have allocated the proceeds of their “Love You” Campaign to Ikwe for the past several years. You have made a huge difference in the lives of so many families and we can’t thank you enough.

I would like to thank my co-board members for volunteering their time to support Ikwe achieve and grow the vision and mission of the shelter. You give with your heart, and you offer your many gifts, I am truly honoured to share a space with all of you.

Thank you to staff and management for carrying out the work that needs to be done but most importantly for your kindness, love and empathy when working with the families of Ikwe. Without all of you, our safe space would not exist.

In closing, I would like to thank everyone who has joined us today. Thank you for always supporting Ikwe.



TRACY SANDERSON
BOARD CHAIR / PRESIDENT



A stylized profile of a person's head in shades of green and black, facing right. The interior of the head is filled with several large, colorful feathers. The feathers have intricate patterns in orange, white, black, and green, with some featuring circular or dot patterns. The background is a dark green gradient.

EXECUTIVE DIRECTOR'S MESSAGE

I would like to extend a very warm welcome to everyone, thank you for joining us at Ikwe's 35th Annual General Meeting. I would like to acknowledge that we are in Treaty 1 Territory, the traditional lands of the Anishinaabe, Cree and Dakota as well as the birthplace of the Métis Nation and Heart of the Métis Homeland.

This past year we continued to navigate through the realities of Covid-19 and the uncertainty that came with it. We saw the number of women and children needing access to shelter services continue to climb and we experienced the continued need to access safe and affordable housing for these families. We saw many families who were seeking cultural safety, support and programming that not only supported them but supported their family unit and restoring the sacred bond with their children.

We successfully ran the Red Road to Healing Family Violence Program six times this past year, which is a family violence program that is offered through culture, ceremony, and teachings.

Ikwe continues to build partnerships with other community organizations so that we can continue to provide wrap around support services to the families. A large focus of our partnerships has been on transitional housing units for families impacted by domestic and family violence. These units will provide safe and affordable housing, a space to connect with others in a good way and all phases of the planning stages for these units has been done with care, kindness, and love.

Over this past year Ikwe has been very busy and we wouldn't be able to support families without our team of amazing staff. Thank you to all of them for their continued love and support of the families we provide care services too. For their dedication,

Miigwech,

**KIM FONTAINE
EXECUTIVE DIRECTOR**

kindness, endless laughter and sometimes tears, but most importantly for lifting every woman up who comes to us needing a safe place to rest her head and rebuild her life.

Thank you to Ikwe's board of directors for their support, their time, their wisdom and for sharing their gifts and knowledge, they play an integral part in supporting the vision and mission of the shelter. I am truly honoured to look up to these strong and beautiful Indigenous women. Thank you for supporting me as the Executive Director and believing in me.

Thank you to the Family Violence Prevention Program for your ongoing support and funding and to End Homelessness Winnipeg for your continued support and commitment to safe housing for all people. Without our funders we wouldn't exist and could not offer the life saving support services we do, thank you always for all of your support!



BOARD OF DIRECTORS



Tracy Sanderson – President
Karen Beaudin – Vice- President
Priscilla Sternat McIvor – Director
Dorothy Rokovetsky – Director
Joanne Green – Director
Carolyn Moar – Ikwe Elder

We would also like to acknowledge the services of staff that have left us this past year and wish them well in their future endeavours:

Charlene Ouellette – Follow Up/Interim Housing Worker
Shannon Myers – Resident Support Worker
Tara Fontaine – Resident Support Worker
Chantal Bear – Resident Support Worker
Selena Nabess – Cook
Diane Bousquet –Cook

OUR STAFF

MANAGEMENT

Kim Fontaine
Executive Director
Joyce Blackhawk
Finance Officer
Melvina Swampy
Administration Officer

FOLLOW-UP/INTERIM HOUSING

Karen Campbell
Follow-up Worker
Carly Dickey,
Follow-up Worker

CRISIS PROGRAM

Doreen Murdoch
Resident Support Worker
Tracy Fontaine
Resident Support Worker
Diane Morrisseau
Resident Support Worker
Myrna Kaminawaish
Resident Support Worker
Sheila Sinclair
Resident Support Worker
Pamela Ryder
Resident Support Worker

Tahnee Flett

Resident Support Worker

Rhonda Abraham,

Resident Support Worker

Alyssa McGregor

Resident Support Worker

Rochelle Drury

Resident Support Worker

Melissa Jansen

Resident Support Worker

Staci Stewart Barnes

Resident Support Worker

Sincerae Kirkness

Resident Support Worker

Courtney West

Resident Support Worker

Emily Plett

Resident Support Worker

Destiny Dano

Resident Support Worker

Melissa Budden

Resident Support Worker/PT Housing

Kelsie Sanderson

Housing Support Worker

Krista Stacey

Receptionist

Amanda Myers

Children Support Worker



VALUES & BELIEFS

CULTURE: Our work Supports the preservation and restoration of our First Nations cultures. We offer opportunities to be served in our Indigenous languages. We respect who we are and feel at home in our culture. We are inclusive and affirming of all cultures.

RESPECT: We will be open-minded and mindful of others and their needs, beliefs, values and ideas. We will ask, not assume and listen to the answers. We embrace client-centered approaches and support the power of the family. We act with humility, dignity and fairness. We will find our voices and help others find theirs. We will speak out with the women and children and let ideas and concerns be heard. We will act with confidence and take on new challenges, even when it is very difficult. We will ask for help when we need it. We understand and honour the different roles we play.

INTEGRITY: We will practice transparency and dependability and do what we say we will do. We will hold ourselves as individuals and as an organization to a high standard. We will seek understanding and knowledge and refrain from judgement and jumping to conclusions. We will use information thoughtfully and think about the long and short term effects of our actions. We will maintain the privacy of clients and the confidentiality of client files.

COMPASSION: We will work to strengthen each individual's ability to hold themselves in esteem; to nurture and care for themselves, their families and others. We will continue to find our path as individuals so that we can be respectful helpers of others. We are mindful of professional boundaries. We will be perceptive of and sensitive to the effects of our work on ourselves, our colleagues and the women and children we serve. We will seek balance in our lives and our work. We will build our values into all of our work. We will create an environment that looks, feels and sounds safe, warm and welcoming.

MISSION

To Support Indigenous women and their children end family violence, by offering shelter during crisis and nurturing hope, change and empowerment for tomorrow.

VISION

Families finding peaceful solutions together.

SERVICE PRINCIPLES

The Service Principles guide all of our work and reflect the wisdom of our Elders.

Physical

We strive to empower abused Indigenous women by providing and caring for her particular immediate physical need wherever possible including safety, shelter, accommodation, medical care, and emergency provision such as food and clothing for her and her children. She will be guided to establish on-going safety or personal protection plans for her specific situation.

Emotional

We strive to empower abused Indigenous women by helping her restore her positive emotional well-being. We offer caring, sharing, listening and understanding in an environment of unconditional support and advocacy. By linking her to her Indigenous community sisterhood, offering counselling, practical help, acceptance and a respectful attitude without prejudice or judgement, we foster emotional healing from the scars of abuse that can last a lifetime.

Mental

We strive to empower abused Indigenous women to her fullest cognitive capacity, enabling her to assess and plan an independent future with clarity, strength and hope. As advocates we shall nurture self-care as prerequisites to self-respect and a strong sense of self-worth. We provide encouragement, that she may assume courage and determination in working towards her own personal vision of empowerment. We endeavour to do this through education, referrals to other services and counselling. We believe that intellectual understanding of her victimization as a partner and the effects of colonization as an Indigenous person will provide personal and historical insight enabling her to shed low self-worth and the deleterious effects of physical, mental, emotional and spiritual abuse

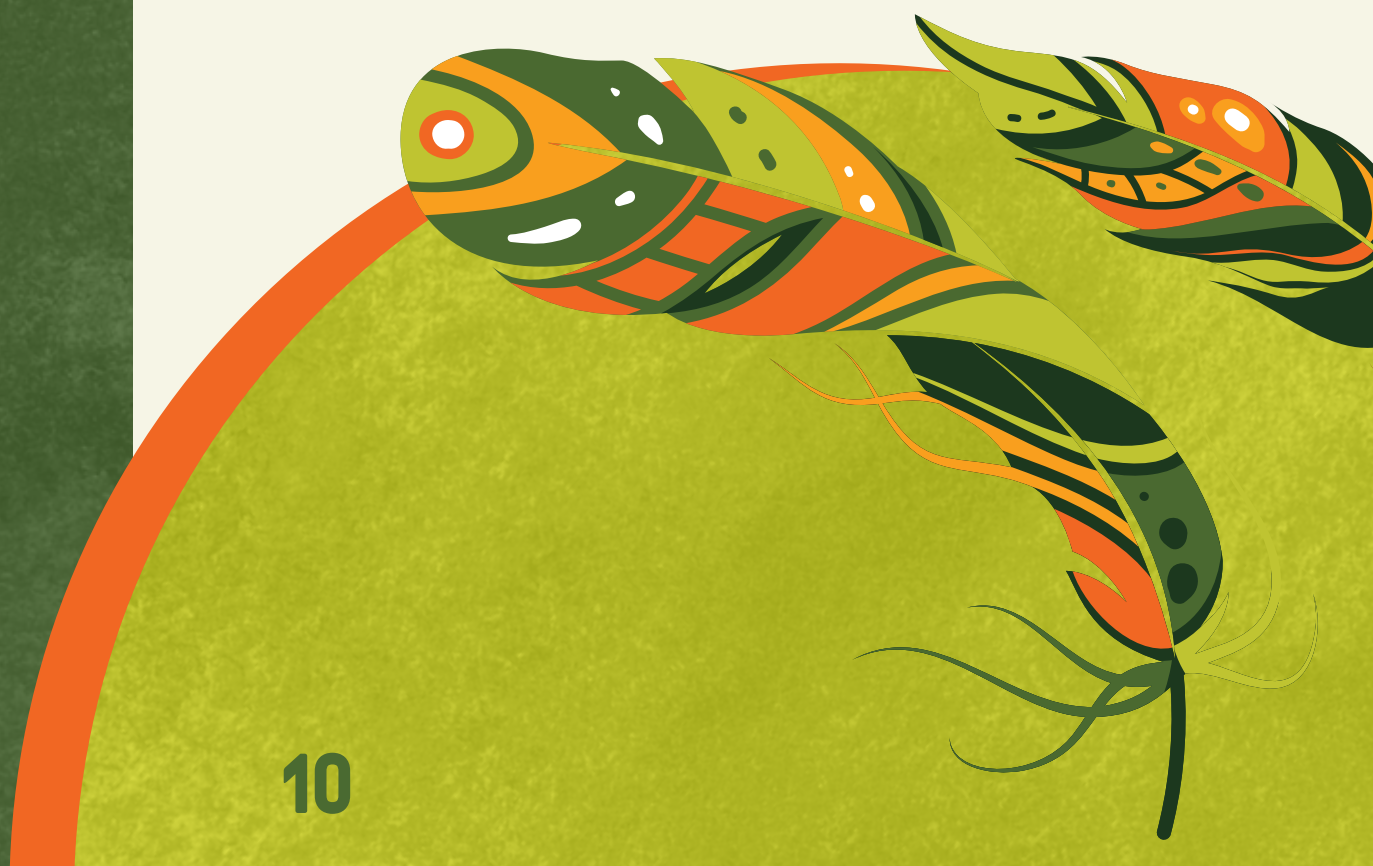




Spiritual

We strive to empower abused Indigenous women at her level of need, awareness and experience with the spiritual life power, strength and truth available from knowing the Great Spirit in a personal sacred manner; respecting inner illumination as dynamic over religious doctrines and dogmas. Spiritual counselling (Christian, Indigenous spirituality, etc.) and the use of the power of prayer as taught by our Elders during crisis, dysfunction, death, divorce, grief, trauma and illness is and always has been a support base to our meaningful and vital existence. We recognize, encourage and promote the full use of the spiritual gifts attained when in unity and immersion with the Great Spirit. We Support our sisters in accessing all forms of empowerment, not disregarding the greatest avenues of empowerment obtained in union with the great Spirit. Through the avenues of charity and love, we strive to enable abused women to rediscover self-worth and self-esteem.

IT IS OUR BELIEF THAT EACH OF THESE FOUR ASPECTS OF HUMANITY IS INCOMPLETE WITHOUT THE OTHER. THE GOAL OF USING THE TRADITIONAL FOUR DIRECTIONS OF EMPOWERMENT IS WHOLENESS.





IKWE-WIDDJIITWIN INC. 34TH ANNUAL GENERAL MEETING

Zoom Virtual Conference Call September 29, 2021

Board Members in Attendance:

Tracy Sanderson – President
Priscilla Sternat-McIvor – Director
Dorothy Rokovetsky – Director
Joanne Green – Director

Board Member Regrets:

Karen Beaudin – President

Board Member Absent:

Staff:

Kim Fontaine – Executive Director
Joyce Blackhawk – Finance Officer
Melvina Swampy – Administration Officer
Charlene Ouellette – Follow-up/Interim
Housing Support Worker
Amanda Myers – Children's
Support Worker
Krista Malyk – Reception
Diane Bousquet – Cook

Guests:

Kendall Joiner, Darlene Proctor, Lindsay Hourie, Leah Peters, Moyra Kern, Kristy Hepples, Shane Wepruk, Amrita Chavan, Jamie Carnegie, Nina.C (ECRC), Tia, Valencia, Eva, Jessica

Opening Remarks:

Priscilla Sternat-McIvor

Opening Prayer:

Carolyn Moar – Ikwe Elder

Message from:

Priscilla Sternat-McIvor

Keynote Speaker:

Carolyn Moar



MEETING CALLED TO ORDER AT 1:31 PM

1. Adoption of Agenda: Sept 29, 2021
Motion 1: Motion to adopt agenda as presented 2021
Moved by: Joanne Green
Seconded by: Dorothy Rokovetsky
CARRIED

2. Adoption and Ratification of AGM minutes for 2019/2020
Motion 2: Motion to adopt the 2019/2020 AGM minutes as presented
Moved by: Tracy Sanderson
Seconded by: Joanne Green
CARRIED

3. Adoption of the President's Report:
Motion 3: Motion to adopt President's Report as presented
Moved by: Joanne Green
Seconded by: Dorothy Rokovetsky
CARRIED

4. Adoption of the ED report
Motion 4: Motion to adopt ED report as presented
Moved by: Joanne Green
Seconded by: Tracy Sanderson
CARRIED

5. Auditor's Report:
Presented by Darlene Proctor
Motion 5: Motion to accept the Auditor's report as presented for 2019/2020
Moved by: Dorothy Rokovetsky
Seconded by: Tracy Sanderson
CARRIED

5. Appointment of the Auditor:
Motion 6: Motion to appoint Darlene Proctor of Thornton and Co. for the 2021/2022 fiscal year
Moved by: Joanne Green
Seconded by: Tracy Sanderson
CARRIED

6. By-law Amendments: Ikwe has no changes to our by-laws to report

7. Nomination Committee Report:
Motion 8: Motion to accept Joanne Green as a board of director for the 3-year term of October 2020-October 2023
Moved by: Carolyn Moar
Seconded by: Priscilla Sternat-McIvor
CARRIED

Motion 9: Motion to accept Dorothy Rokovetsky as a board of director for the 3-year term of October 2020-October 2023
Moved by: Tracy Sanderson
Seconded by: Priscilla Sternat-McIvor
CARRIED


8. Whistleblower's Report:
Motion 10: Motion to accept the Whistleblower's report as presented
Moved by: Joanne Green
Seconded by: Dorothy Rokovetsky
CARRIED

9. Closing remarks and Adjournment of Meeting:
Priscilla Sternat-McIvor – Director
Motion 11: Motion to adjourn meeting
Moved by: Tracy Sanderson
CARRIED

Closing Prayer: Carolyn Moar

ADJOURNMENT OF MEETING: 1:55 PM

Recorded by: Melvina Swampy



Signature

September 30th, 2021

Date

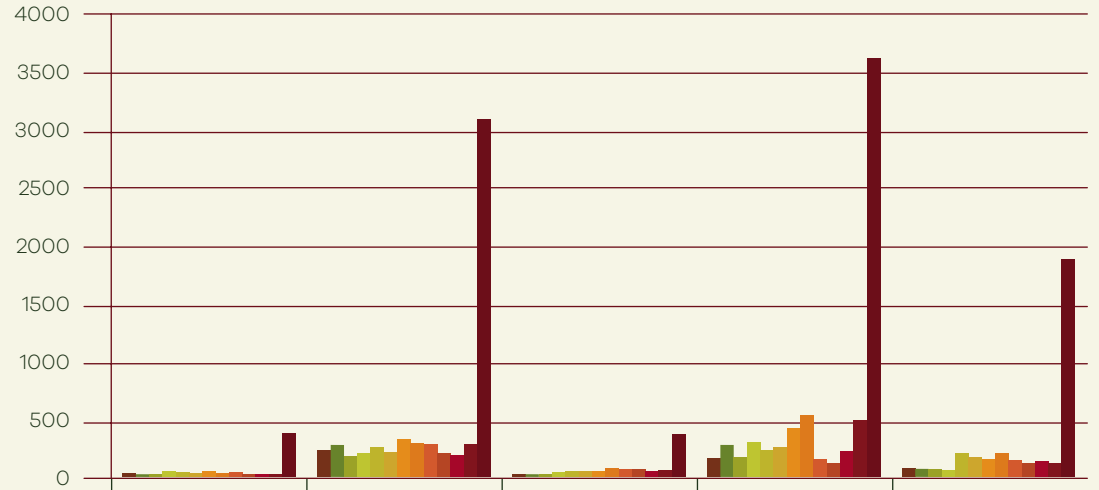
President

Board Member

CRISIS PROGRAM

Purpose: To provide culturally supportive, crisis stabilization in a secure shelter environment by ensuring basic physical needs as well as mental/ emotional/spiritual needs are met. The program provides counselling, advocacy and referral support services..

The facility is staffed 24 hours a day, 7 days a week, including the crisis line.



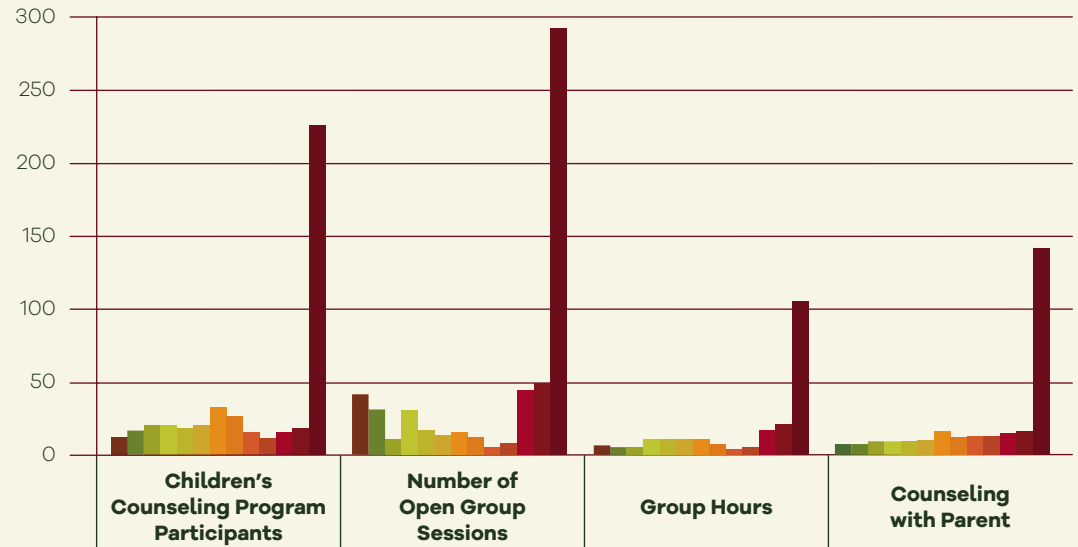
	Women	Women Bednights	Children	Children Bednights	Crisis Line Call
April	37	256	21	182	101
May	30	315	27	312	103
June	34	206	33	193	107
July	34	211	37	319	89
August	39	260	38	247	203
September	38	232	34	257	192
October	45	337	49	471	184
November	36	309	43	585	291
December	37	294	41	180	182
January	31	228	28	163	140
February	31	222	39	241	178
March	33	295	39	518	162
Totals	425	3165	280	3668	1932



CHILDREN'S PROGRAM

Purpose: To provide Cultural and clinical support to children in the shelter regarding the impacts of domestic violence in an environment of unconditional care.

The program has 1.25 full time staff and operates Monday to Friday from 8:30 -4:30. It supports the building of the natural relationship between child and mom. It is currently a non-structured, play-based environment.

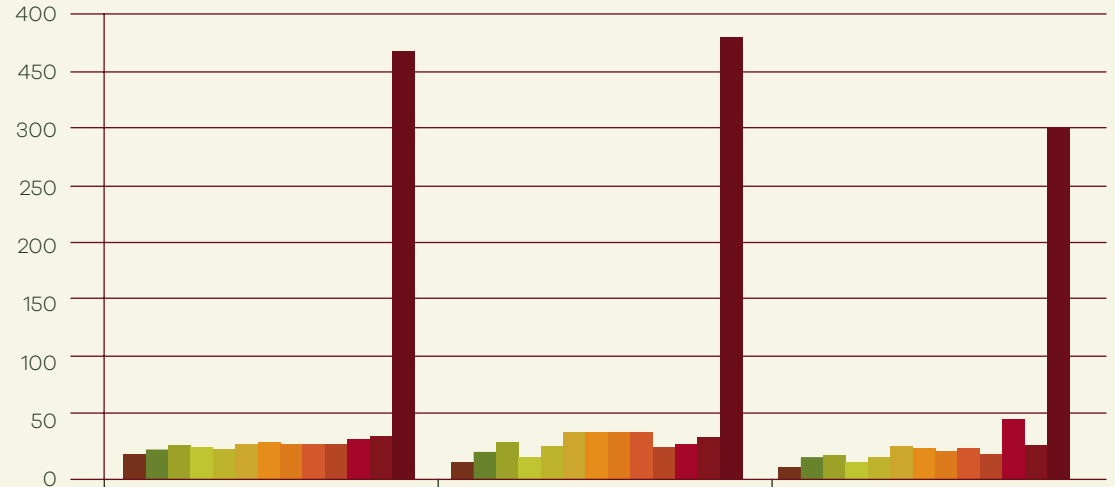


	Children's Counseling Program Participants	Number of Open Group Sessions	Group Hours	Counseling with Parent
April	12	40	6	7
May	16	30	5	7
June	20	10	5	9
July	20	30	10	9
August	17	20	10	9
September	19	15	10	10
October	34	18	10	15
November	27	12	7	12
December	15	5	3	13
January	12	7	4	13
February	15	48	16	14
March	17	50	20	15
Totals	224	285	106	133

FOLLOW UP & INTERIM HOUSING PROGRAM

Purpose: To provide continued and consistent support to women and their children post shelter. Support may include life skills, parenting, safety planning and encouragement to make healthy connections in the community to reduce their isolation, according to their long-term plan. There are two Workers for Follow-up and Outreach. Clients in interim housing sign a six month to one - year lease.

There are two Workers for Follow-up and Outreach. Clients in interim housing sign a six month to one - year lease.



	Women	Sessions	Hours
April	24	16	11
May	27	25	20
June	31	34	22
July	30	20	16
August	27	30	20
September	32	42	30
October	34	41	28.5
November	32	41	26
December	32	42	28.5
January	33	29	23
February	37	32	54
March	39	38	31
Totals	378	390	310

WASKAHIKANIHKKEW “BUILDING A HOME” PROJECT

Purpose: To support Indigenous women and gender diverse individuals and their children secure housing. Liaise with collateral systems and agencies to assist women and children secure stable and safe housing. Transport or provide access to transportation to attend viewings. Offer programming inclusive of life skills and cultural supports and programming.

This program is funded and supported by End Homelessness Winnipeg.

We are excited to report this past year the following successes.

- Completed 201 housing reviews
- Housed 55 women and their children
- Assisted with 450 housing applications
- Attended or coordinated 314 housing viewings
- Facilitated 61 workshops
- Completed safety plans with families that had been housed
- Distributed basic needs kits and food kits

We would like to thank End Homelessness Winnipeg for their continued support of Ikwe and for the support they provide to house women and children fleeing domestic and family violence. Their funding allows us to offer safe housing options for our families, food kits, basic needs kits, life skills and cultural programming.

“IT IS IN YOUR HANDS TO
CREATE A BETTER WORLD
FOR ALL WHO LIVE IN IT.”

– Nelson Mandela



WISDOM TUTORING REPORT

2021-2022

TEACHER: MS. JEM



WISDOM TUTORING



Wisdom Tutoring Year-End Report 2021-2022

Teacher

Ms. Jem



WINNIPEG SCHOOL DIVISION

Goals & Objectives 2021-2022

- To assist children, who are temporarily living at Ikwe-Widdjiitiwin Inc. with their moms, with academic instruction and social/emotional support.
- To promote regular attendance in an on-site classroom-based program.
- To create a community of learners in a trauma-informed classroom where children feel a sense of belonging, safe and welcome.
- To provide students with choices about their learning based on their personal interests.
- To lessen the likelihood of learning gaps that occur when a child is not attending school.
- To normalize routines and provide structured classroom activities that are typical in all Manitoba classroom settings.
- To foster healthy relationships with the teacher and other children in the classroom.



Program Scope

During the regular school year, the Wisdom Tutoring Program provides tutoring to children of sheltering moms. Student's regular attendance allows moms time to focus on their healing journey and have time to plan next steps for themselves and their families. Providing a trauma-informed classroom where students feel safe and have some influence over their learning with the goal to increase student engagement in all learning tasks.

The program also gives the students vital structure and routine by encouraging them to come to class every day and participate in a range of learning activities. It also gives them opportunities to develop acceptable social/emotional skills and collaborate with other students. The teacher responds to each student's unique needs, creates a feeling of belonging, and maintains excellent student/teacher connections, all of which help the students make a smoother transition back to their home school after they leave Ikwe.

Intake and Assessments

There is an intake process before a student starts the first day of school. The student(s), accompanied by the parent, will have a chance to meet with the teacher and the other students. During the meeting, the parent answers questions and completes the student intake form with the teacher. There are questions regarding the student's strengths and weaknesses, behavioural challenges, interests, likes and dislikes, any allergies, and other pertinent concerns. Previous school information and language(s) spoken are also included in the intake questions. An exit form, which entails all the classroom information and activities, is offered to the parent who would like to acquire it before leaving the program.

“A child seated
in our classroom
is already
A CHAMPION.”

Assessments follow the intake. Each student is assessed by the teacher on their strengths in numeracy and literacy for future individualized curriculum-based lesson planning. The students work independently, with a partner, in a small groups, or with the teacher for better learning experiences. Also, during learning activities, each student is further assessed according to their individual needs.

Daily Activities

9:00 – 9:15 Calendar / Morning Message / Problem of the Day

Students are to write the calendar and morning message in their math workbook. They are also to solve the Problem of the Day in their math workbook and write their answers on the board after. Math Fact binders are available for those students who finished their morning tasks early.

9:15 – 10:30 Math Centers

Students complete daily math centers – Splash Learn / Prodigy (online), Math Facts (independent work), and Meeting with the Teacher (1:1 conferencing). Specific Learning Outcomes (SLOs) from the number strand, space and shape, patterns and relations, statistics and probability are all specifically integrated into the student's grade level and comprehension. Numeracy games (abcya.com) and other apps for computers and iPads are also provided. Hands-on, interactive games, and mental math tasks are included during the math period.

10:30 – 11:00 Healthy Snacks and Recess (Indoor or outdoor if weather permits)

11:00 – 11:40 Social Studies/Indigenous Studies

Students collaborate, depending on the activity and project, throughout this period when it is given as whole-class instruction. To learn about Indigenous culture, students are offered hands-on activities and projects. Daily sharing circle is integrated in this period as well.

11:45 – 1:00 Lunch. Students are sent upstairs to have lunch with their families

1:00 – 2:00 ELA

Students complete Daily 5 centers – Listen to Reading (Epic!), Read to Self (Epic! or a book), Word Work, Work on Writing, and Meet with the teacher (1:1 guided reading and/or sight word practice)

2:00 – 2:15 Recess (Indoor or outdoor recess depending on the weather)

2:30 – 3:05 Science / Art / Wellness

Science includes the process of scientific inquiry and design – experiments and research, as well as STEAM activities. Making seasonal/holiday crafts, using art terminology and tools, expressing oneself creatively, comprehending art in context, and valuing artistic experience are all examples of art. Meditations and mental wellness activities are practiced during the Wellness period.

3:05 – 3:10 Clean up and End of the Day

Wisdom Learners School Year 2021-2022 Statistic Report

Total number of students who attended The Wisdom Tutoring Program (K – 8): **38**

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
5	5	7	7	3	3	4	2	2

The counts of students by division were as follows:

Winnipeg School Division	11
First Nation School	4
Independent Schools	1
Kelsey	2
Louis Riel	1
Other	12
Red River Valley	1
River East	3
St. James Assiniboia	3

Several of the students who participated in the Wisdom Tutoring Program this past school year came from a diverse group of cultures and backgrounds, including many Indigenous students. As a result, the school program emphasizes Indigenous teachings and activities. Many of the students this year could comprehend and/or speak Ojibwe, Cree, Oji-Cree, German, Sioux, and Tagalog.

Some mothers at the intake sessions said that their child had been identified with a specific learning condition that had presented a learning barrier in their previous school placement. This year, students with ADHD/ADD, ODD, FASD, and Autism Spectrum Disorder continued to have a wide range of talents and additional needs. Some students who participated in school programming had behavioural and/or social-emotional issues. There were a couple of instances this school year where a student, with exceptional needs, had behavioural concerns and it escalated due to some obvious triggers. Another adult support, an educational assistant, was placed temporarily in the classroom for those days the student was attending the class to maintain safety for all participants. This supported the individual student, especially when it comes to having a successful learning day in class and other students benefited as well. In addition, the teacher provided visual schedule for all students to help them learn critical daily routines and a choice board was available for students to guide them when their daily lessons were completed.

Students who could not attend school due to illness, having a hard time coming to class or other behavioural concerns were supplied with learning packages, which included books,

worksheets, numeracy and literacy online program access and essential school supplies. Learning packages were based on their individual assessments, strengths, and abilities.

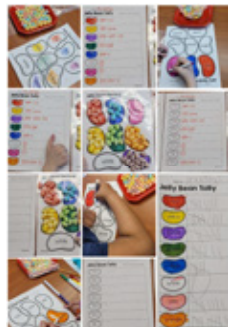
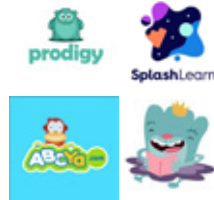
**"Every child deserves
A CHAMPION
an adult who will never give up on them
who understands the power of connection
and INSISTS that they
become the best
they can possibly be."
-Rea Parson
-retiredteacher**

The teacher is responsible for instructing a culturally diverse group of students. She sees each child as a person with their own set of skills and challenges and caters to their individual learning needs. To suit the range of learning needs, numerous teaching methods (small group, 1:1 instruction, working in pairs, group discussions, hands-on activities, collaborative art projects, etc.) are used to encourage student involvement. In addition, teachers are trained in Trauma-Informed Practices, which allows them to better recognize the requirements of the children in terms of behaviour and learning challenges. By promoting a caring, safe, and

nurturing classroom which focusses on developing healthy relationships, the children will find the atmosphere manageable, allowing important learning to take place.

Numeracy and Literacy

The Wisdom Tutoring program also focused on using technology to improve students' learning in numeracy and literacy. The use of technology helps foster students' engagement with auditory and visual learners. Some of the literacy and numeracy apps were Prodigy, Splash Learn Math, Epic!, abcy.com, and education.com.



Working with concrete, pictorial, and symbolic representation is the center of mathematical activity. Mathematical daily centers are concentrated on certain learning outcomes. In the centers, manipulatives including base ten blocks, pattern blocks, Unifix cubes, number lines, dice, ten frames, and various counters are utilized. Individual mathematics assignments are supplied to each student to fulfill their specific learning needs. Online services like ABCya.com, Prodigy, and Splash Learn have been introduced into the classroom to aid student learning and track mathematical ability growth.

When working one-on-one with a student or in guided reading groups, the teacher provides specific reading comprehension

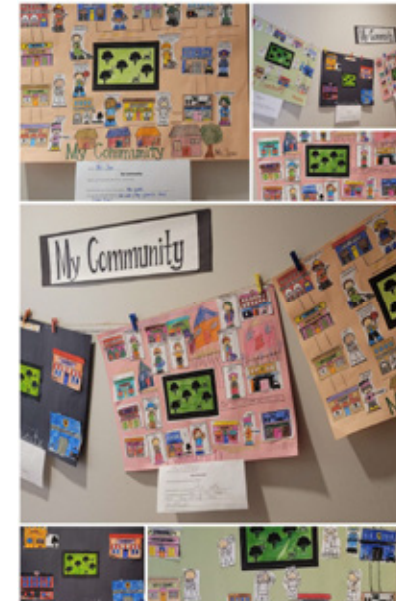
instruction. Each student's comprehension and vocabulary are reviewed individually. To determine a student's reading level, the Fountas and Pinnell Benchmark System is utilized.

Students use the Dolch Sight Words, as part of their Word Work center, to practice their sight words, which are tailored to their grade level, strengths, and skills. During Daily 5, technologies such as ABCya.com and EPIC! are used to supplement learning. Students can use educational games to stimulate and boost their learning at their appropriate level.



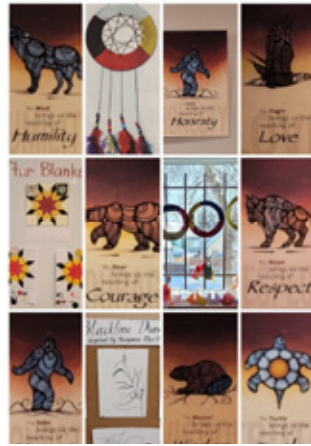
The students write every day. Work on Writing is a Daily 5 activity in which students write and draw stories using prompts. Students are also given writing assignments such as comparison writing, opinion writing, and story generation using dice to select characters, setting, and storyline. The writing center's work also includes poetry and journal writing.

Students writing practices are combined with social studies curriculum/topics and research projects, which are aimed to engage students in active involvement and allow them to explore and learn in an interest-driven manner. Emergent readers are also taught phonemic awareness and letter sounds at this time. Students focus on spelling and expanding their vocabulary as part of their Word Work. Bananagrams, lettered clothespins, whiteboards, markers, and letter magnets are among the tools used. This aids in the development of fine motor skills as well as the expression of creativity and artistry. Students can also type their stories or words using the computer to improve their keyboarding abilities and hand-eye coordination.



Indigenous Studies, Science, Art, and Wellness

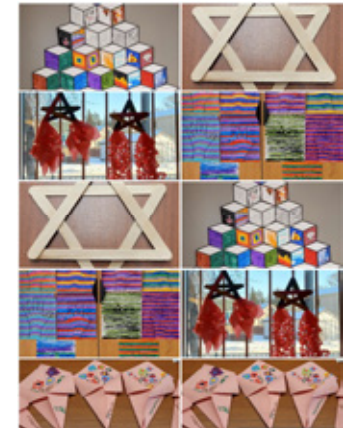
Indigenous Studies was taught on a regular basis. Students enjoyed cooperating and collaborating as a group. A read-aloud from Indigenous texts was included in every lesson. After then, the book would be discussed in class followed by appropriate writing and/or hands-on tasks. Each Seven Sacred Teachings were discussed during the Sharing Circles. The students were asked about their understanding of each Seven Teaching and would also share their personal experiences, related to the Seven Teachings being discussed. In addition, hands-on projects such as Star Blankets, Medicine Wheels, and Dreamcatchers were created. A smudging inside the healing room was led by one of the shelter's staff as part of promoting Indigenous practices. In addition, part of our Social Studies discussions and projects were *My Community, Respect, My Place in this World, Map of Canada, Fur Trade, and Earth Day*. For Black History Month and I Love to Read Month, the class learned about Dr. Martin Luther King, Jr.'s life. The students did a research project and presented it using PowerPoint software and a mini-booklet. Computers and iPads were used for their research projects.



Depending on the students' ages/grades, science was taught in 1:1, small group, or full class settings. Also, the class did STEAM challenges using marshmallows, toothpicks, Legos, dominos, construction papers, and pipe cleaners. The students also enjoyed the Egg Drop experiment where they were required to build a cage or case that would protect their eggs to break when dropped. The materials used in

the experiments and projects were mostly from recycling materials. All the students' STEAM challenges and experiments were recorded in their Big Ideas challenge or experiment science sheet. The lessons included scientific inquiry and the design process (experiments and research).

Whole-class instruction with 1:1 help and modifications were used to teach art. Using art language and techniques, creative expression, understanding art in context, and valuing artistic experience were among the topics covered. The students finished the following projects: *3D optical illusion, the Blackline drawings by an Indigenous artist, ThankYouX cube, tape painting, and finger painting (acrylic)*. Most of the materials used were recycling materials. Seasonal, holiday, and memorable projects were also crafted as part of their art creativities.

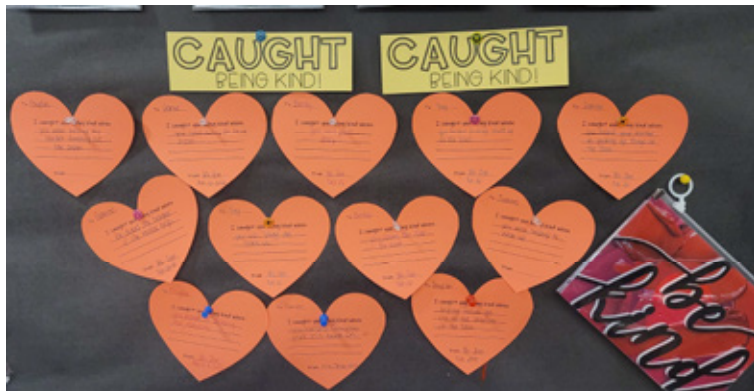


As part of our learning celebration, the class celebrated their learning on Fridays. Fridays were "FUN FRIDAY" where they played fun, interactive, and hands-on numeracy and literacy games. The students get a break from using the computers and iPads during Fun Friday. The first part of the numeracy and literacy periods was either independent, with a partner, or in a small group game then the second part was with the whole class games (Bingo, Too High/Too Low game, guessing game, etc.).

The Fun Fridays gave the students the chance to practice their numeracy and literacy essential skills in a fun way, as well as celebrate their learning successes.

K.I.N.D.N.E.S.S

With the study of the Seven Sacred Teachings, the Wisdom Tutoring program also fosters kindness every day. Kindness books were read aloud followed by class discussion and writing activities. Kindness discussions and sharing were based on personal life experiences. The teacher shared her own life experiences about kindness and encouraged the students to share their own experiences as well. Part of fostering kindness was receiving a "Caught Being Kind ..." heart shape piece of paper when showing kindness to others where ever the students are. Whoever witnessed kindness also gets to fill out the "Caught being kind ..." heart shape sheet. All these kindness sheets would be posted on our kindness bulletin board which helps to remind students that kindness matters.



Attendance and Support

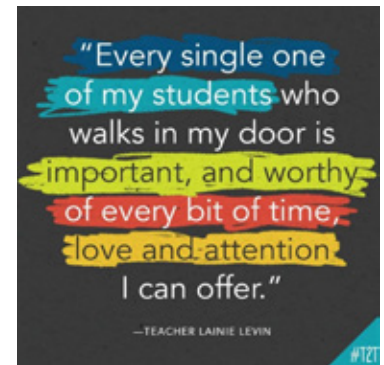


The Wisdom Tutoring program provides the students a sense of structure and routine by encouraging them to come to class every day and participate in a variety of hands-on learning activities. They get an opportunity to develop social/emotional skills and collaborate with other students and their teacher in a classroom setting. Students who attend Wisdom Tutoring classroom regularly will likely have a more successful transition back to their home school and lessen the learning gaps.

In the Wisdom Tutoring classroom, all students feel accepted, appreciated, and, most importantly, protected, regardless of their gender, skills, ethnicity, or socioeconomic situation. The teacher is sensitive to the requirements of each student and promotes a sense of belonging. Positive student interactions are a vital aspect of the classroom since they aid in co-regulation and assist the student's tolerance and resilience for when they return to regular classroom programming at their home school.

Trauma-Informed Learning Environment

The major focus has been on creating a community of learners in a trauma-informed classroom. The goal is for children to be more engaged and productive when they feel protected and have options in their learning. This year, the teachers that worked in the Wisdom Tutoring classroom were compassionate, kind, caring, and passionate educators who welcomed all students with open arms and a willingness to assist all students to become more confident and capable learners.



NOMINATION COMMITTEE REPORT

Nomination Committee AGM Report

Sept 28, 2022

The board would like to thank Joanne Green who resigned this past year for her time, expertise, and commitment to Ikwe.

We have 4 board members remaining on to finish their terms of commitment.

As a board we will continue to review resumes from the community in the areas of expertise we are seeking to recruit.

We encourage you to send your resumes to hrcommittee@ikwe.ca for future considerations.

The nomination committee presents the following women as directors of Ikwe for the upcoming fiscal year:

Karen Beaudin

Tracy Sanderson

Priscilla Sternat McIvor

Dorothy Rokovetsky

Respectfully submitted to the membership of Ikwe;



TRACY SANDERSON
BOARD CHAIR / PRESIDENT



WHISTLEBLOWER ACT REPORT

Whistleblower Act Review Committee

2021-2022 Fiscal Year

Ikwe takes the Whistleblower Act Legislation very seriously and we have developed policy and procedures to ensure we meet both the intent and spirit of the act.

The Whistleblower Review Committee is happy to report that there were no concerns/complaints brought to the organizations attention this year.

**Respectfully yours;
Committee Chair**



**TRACY SANDERSON
BOARD CHAIR / PRESIDENT**



ACKNOWLEDGEMENTS:

PARTNERS, DONORS AND COLLATERAL AGENCIES

The Family Violence Prevention Program, MB Status of Women provides the primary funding and overall coordination of shelter services in the province. We are grateful for their continued support. We would like to thank End Homelessness Winnipeg for supporting our organization to successfully house women and children fleeing domestic and family violence. Thank you to Manitoba Housing and Community Development, for the support of our physical structure.

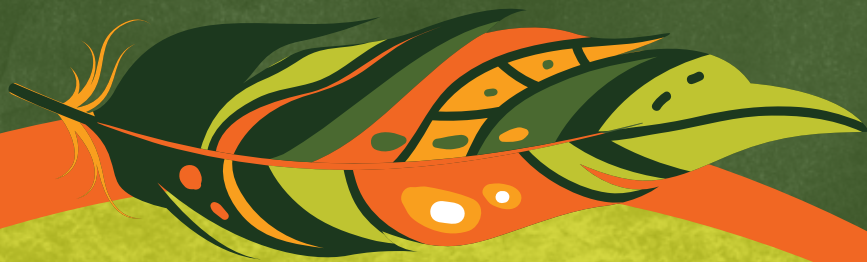
Thank you to Shoppers Drug Mart GWH "Love You" campaign where 12 different Shoppers Drug Mart stores selected Ikwe to be the recipient of these funds. These funds have supported numerous women and children with rebuilding their lives. We thank you on behalf of all of the families for supporting their healing journey and for supporting the work of family violence shelters/safe spaces.

A huge thank you to Women's Shelters Canada and Women and Gender Equality Canada for the grant funding we have been provided this past year. This funding has allowed us to not only support the families of Ikwe but to also support the needs of staff.

The Winnipeg School Division continues to partner with us to make the Wisdom Program possible for our school-aged children.

Many community organizations and support services work with us to help women and children transition to healthy, violence free lives. Thank you to our sister shelters and women's resource centres across the province and so many other organizations that create a strong circle of support around the families seeking help.

Miigwech!




We are grateful for the organizations and individuals that who made generous donations to Ikwe over this past year:



- All Charities Campaign
- Blain Wall
- Bonnie Neil
- Canada Employment Immigration Union Manitoba Federation of Labour
- Canada Helps.Org
- Canadian Women's Foundation
- Catholic Women's League Our Lady of Perpetual Help
- Chatters Hair Polo Park/ Kenaston/Ellice
- Christmas Cheer Board
- Costco on McGillivray
- Darlene Abreu-Ferreira
- Discovery Toys – Melina Ives
- Donna Sarna Physiotherapy
- French Press Café
- Gardon Construction
- GiftPact Foundation
- Kindred Project
- Ma Mawi Wi Chi Itata Centre
- Manitoba Association of Women's Shelters
- PayPal Giving Fund Canada
- PCL Construction
- Province of Manitoba All Charities
- Seerex
- Shoebox Campaign
- Shoppers Drug Mart SDM/ PHX Life Foundation
- Sisters of Our Lady of the Mission
- Sisler High School WE Social Justice Program
- Sternat Manaignre Law Corporation
- United Food and Commercial Workers -Local 832
- Walking Bear Therapeutic Community
- Women's Correctional Centre
- Westoba Credit Union
- Willow Place
- Winnipeg Foundation
- Women's Shelters Canada
- Wu Family Foundation

Thank you to the donors above and to all the anonymous donors who give from their hearts!



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1-877-977-0007

IKWE CRISIS TOLL FREE:
1-800-362-3344

**FAMILIES FINDING PEACEFUL
SOLUTIONS TOGETHER.**