



ANISHINAABE EDUCATION PROGRAM POLICY

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Policy Sponsor:	Education Department	Last Revised:	
Primary Contact:	Nathan St-Germain	Review Scheduled:	07/2027
Approver:	Chief and Council BCM WFN 26/27-07-103		

1. Purpose

The purpose of this policy is to establish a structured, sustainable, and culturally grounded framework for the delivery of Anishinaabe Education within the Education Department.

The Anishinaabe Education Program supports the delivery of culturally appropriate education while maintaining internal community programming and enabling external service delivery. The program is intended to ensure cultural integrity, consistency, and accountability, while supporting long-term sustainability through responsible revenue generation.

The program operates as a dual-stream system integrating internal community-based programming with external educational services.

2. Scope

This policy applies to Anishinaabe Education programming delivered under the authority of the Education Department.

It governs cultural programming delivered through Education Department programs, including ASP, YLP, and Summer Camp, as well as external educational services provided to schools, school boards, and other approved organizations. It also applies to internal cultural initiatives and the integration of cultural education within Education Department programming.

This policy does not extend authority over cultural programming or cultural staff in other departments. Where coordination with other departments occurs, it shall occur collaboratively and without assumption of authority.

3. Definitions

3.1. Anishinaabe Education Program

The Anishinaabe Education Program is a dual-stream program that delivers cultural education through internal programming and external service delivery under the authority of the Education Department.

3.2. Designated Cultural Educational Authority

The Designated Cultural Educational Authority is the staff member designated by the Education Department to review, validate, and guide cultural content delivered through the Anishinaabe Education Program. This role includes assessing the appropriateness, accuracy, and delivery suitability of teachings within internal and external programming.

3.3. Internal Programming

Internal Programming refers to cultural programming delivered to community members through Education Department programs, including ASP, YLP, and Summer Camp.

3.4. External Programming

External Programming refers to revenue-generating cultural education services delivered to external organizations.

3.5. Restricted Teachings

Restricted Teachings are those identified as not appropriate for external delivery or requiring specific cultural, geographic, or ceremonial context.

4. Authority

The Indigenous Education Outreach Coordinator is designated as the Designated Cultural Educational Authority (DCEA) for the Anishinaabe Education Program. This authority applies only to programming delivered under the Education Department and does not extend to other departments or their staff.

The DCEA is responsible for approving and validating cultural teachings, determining appropriate delivery contexts, and maintaining the integrity of all program content.

In fulfilling this role, the DCEA may draw upon supporting sources where appropriate. These may include Lands Department resources, the Operations Department Cultural Coordinator, the Health Department Land-Based Worker, and other appropriate knowledge holders. These sources support accuracy and alignment but do not assume decision-making authority within this program.

The DCEA is responsible for assessing and determining the cultural appropriateness, accuracy, and delivery of all teachings within the Anishinaabe Education Program. Where a proposed activity, teaching, or program component is determined to be culturally inappropriate, misaligned, or not suitable for delivery, the DCEA may recommend modification, delay, or cancellation of that activity.

The Education Director or Education Services Manager retains final decision-making authority over program delivery decisions, including the approval, modification, or cancellation of programming, taking into consideration cultural guidance provided by the DCEA. Decisions made by the Education Director or Education Services Manager shall be informed by the guidance of the DCEA and shall not disregard cultural considerations without documented rationale.

Where cultural disagreement or uncertainty arises within the scope of this program, the Education Department may engage additional knowledge holders or advisory supports to guide resolution.

5. Program Structure

The Anishinaabe Education Program operates as a dual-stream program consisting of internal community-based programming and external service delivery.

Internal programming includes ASP, YLP, Summer Camp, and other Education Department initiatives that incorporate cultural education. External programming includes workshops and services delivered to schools, school boards, and other approved organizations, with potential expansion to post-secondary institutions.

Program delivery may be structured using cyclical or block scheduling models. This may include alternating periods where internal programming is prioritized and periods where external service delivery is emphasized. This approach supports operational sustainability, preparation requirements, staff capacity, and consistency in program delivery.

6. Cultural Integrity and Restrictions

All teachings delivered under this program shall be culturally appropriate and approved by the Designated Cultural Educational Authority. Teachings shall be assessed based on their suitability for delivery. Some teachings may be appropriate for general audiences, while others require adaptation or are limited to specific contexts. Certain teachings are restricted and shall not be delivered externally nor to external clients.

Teachings that require specific geographic, ceremonial, or community context, including land-based or ceremonial practices, shall not be delivered in external settings.

The identification and maintenance of restricted teachings shall be the responsibility of the Designated Cultural Educational Authority and shall be managed through associated procedures.

7. Financial Principles

The Anishinaabe Education Program may generate revenue through external service delivery.

Program-generated revenue shall be tracked and managed in accordance with applicable WFN financial controls, Education Department procedures, and any applicable Own-Source Revenue requirements. Revenue generated through the program may be allocated toward internal programming, cultural initiatives, program development, operational sustainability, and other approved Education Department priorities.

Financial practices shall ensure transparency, accountability, and alignment with departmental financial controls while supporting long-term program sustainability.

8. Roles and Responsibilities

8.1. Designated Cultural Educational Authority

The Designated Cultural Educational Authority is responsible for cultural review, validation, guidance, and support related to teachings delivered through the Anishinaabe Education Program.

8.2. Education Administration

The Education Administration is responsible for operational oversight, strategic direction, financial oversight, internal controls, reporting oversight, and procedural implementation in accordance with departmental governance requirements.

8.3. Education Staff

All Education Staff may support the integration of Anishinaabe education within programming but shall do so under the guidance of the Designated Cultural Educational Authority. Cultural teachings delivered under this program shall not be independently delivered without appropriate review or authorization.

9. Program Integration

Anishinaabe Education shall be embedded across Education Department programming.

Integration shall occur under the guidance of the Designated Cultural Educational Authority, with coordination support provided by the Education Services Manager where required. This ensures alignment across programs while maintaining appropriate oversight and cultural integrity.

10. Capacity, Scheduling, and Program Adjustments

Program delivery shall be structured to ensure sustainability within the Department's operational schedule.

This includes consideration of preparation time, delivery requirements, travel, and administrative responsibilities. Cyclical or block scheduling models may be used to balance internal programming and external service delivery.

Internal programming commitments, including ASP, YLP, and Summer Camp, shall be maintained as core program requirements. External service delivery shall be scheduled in a manner that supports these commitments and does not unreasonably disrupt them.

The Education Department retains the authority to schedule, reschedule, decline, delay, or cancel programming where required to maintain program integrity, operational sustainability, cultural appropriateness, health and safety requirements, or staffing capacity.

11. External Service Delivery Limits

External programming shall be delivered in a manner that maintains quality, cultural integrity, staff sustainability, and operational capacity. External service delivery shall be scheduled in alignment with internal programming priorities, staffing capacity, preparation requirements, and applicable operational procedures.

Delivery limits, scheduling requirements, booking controls, and approval processes shall be established through supporting procedures.

12. Staff Protection and Conduct

The Education Department is committed to maintaining safe, respectful, and professionally appropriate environments for all staff delivering Anishinaabe Education programming.

The Department may refuse, suspend, discontinue, or terminate programming where staff are subjected to unsafe, inappropriate, threatening, harrasing, or disrespectful. External programming shall only be delivered in environments that support the safety, dignity, and professional conduct expectations of Department staff.

All programming delivered under this policy shall additionally comply with applicable Education Department health and safety requirements and procedures.

13. Data Collection

The Anishinaabe Education Program may collect information required for program delivery, participation tracking, reporting, evaluation, and outcomes measurement.

All collection, use, disclosure, storage, retention, anonymization, archival preservation, and destruction of records shall comply with applicable data governance and records management policies and related controlled documents.

Records generated through program delivery shall be managed in accordance with approved Department retention schedules and records management requirements.

14. Branding and External Identity

External services delivered under this program may operate under the authority of WFN Education or under another approved program identity as determined by Administration.

15. Outcomes and Reporting

Program activities shall follow established Education Department reporting and accountability requirements. Reporting shall document program participation, engagement, delivery outcomes, operational capacity, and other outcomes identified through departmental reporting procedures.

Where required, reporting practices shall align with applicable funding agreements, operational requirements, and departmental accountability standards.

16. Related Policies and Documents

This policy shall be interpreted and implemented in conjunction with all applicable WFN policies and other controlled documents.

This includes, but is not limited to:

- Education Internal Management Policy
- Education Health & Safety Policy
- Education Document Retention Policy
- Education Data Collection Policy
- WFN Own Source Revenue Policy

Where conflicts arise between this policy and broader WFN governance or legislative requirements, the higher governance authority shall apply.

17. Review and Revision History

This policy shall be reviewed periodically to ensure continued relevance, operational effectiveness, and alignment with departmental governance requirements.

The Anishinaabe Education Program is intended to remain scalable and may expand to include additional staffing, partnerships, programming models, and service delivery structures as operational capacity and community priorities evolve.

Minor administrative amendments that do not materially alter the intent, authority structure, or operational scope established within this policy may be approved through Education Administration processes where appropriate.

Date: (mm/dd/yyyy)	Motions

18. Compliance

All staff, contractors, volunteers, and external partners operating under the Anishinaabe Education Program shall comply with this policy and all associated procedures, standards, and operational requirements established by the Education Department.

Failure to comply with this policy or associated procedures may result in the suspension, modification, or termination of programming, services, partnerships, or delivery approvals.