

MALE STUDENTS ♂

2,306

FEMALE STUDENTS ♀

2,157

TOTAL STUDENTS

4,463

249 SPECIAL NEEDS



PROGRAMS

Absenteeism Rate

Pre-K & Kindergarten	629	12% & 22%
Elementary	2,190	17%
Secondary	1,644	26%



Graduation Rate

	2014/2015	2015/2016	2016/2017
5 years	11.1%	9.4%	10.8%
6 years	6.6%	9.1%	8.1%
7 years	N/A	N/A	4.1%

87 SECONDARY V GRADUATES

YOUTH EDUCATION

404 MALE  STUDENTS

FEMALE  STUDENTS 382

TOTAL STUDENTS

786

ADULT EDUCATION

142

are on track to complete their programs next year

73% of students successfully moved forward  in their program this year.

PROGRAMS

General Education... 471

Vocational Programs 192

SRVTC 123

(Sabtuan Regional Vocational Training Centre)



Of 315 students in community and regional vocational training programs, 88 graduated from their programs



243 MALE  STUDENTS

391 FEMALE  STUDENTS

TOTAL STUDENTS
634

 Student Success

59 graduates 

52 completions

(students who completed a transition program at the college level)

PROGRAMS

College 479
University 112
Vocational Training 43



POST SECONDARY STUDENT SERVICES



MESSAGE

Meet the Chairperson

If we do education right, it will be the foundation upon which we will build a strong Cree Nation.

Building into the Future

Cree education should be built on a strong cultural foundation, with our language and culture holding a prominent place in the curriculum. I believe a holistic and seasonally driven Cree education system which focuses on our culture and traditions can also meet Quebec's education standards.

The strategic themes outlined in the Director General's Strategic Action Plan strongly align with the priorities of the Council of Commissioners. Moving forward with these four clearly defined goals will help everyone in the Cree School Board and the Cree Nation work towards a constantly improving education system.

My name is Kathleen J. Wootton. I am the Chairperson of the Cree School Board.

My job is to lead the governance aspect of the Cree School Board. In this role, I preside over the Council of Commissioners and ensure we focus on relevant issues and follow the governance principles. I also work to promote input from Cree Nation community members, band councils, and stakeholder organizations. I represent the interests of the Cree School Board to external parties to support meaningful developments within the school board.

I believe an education system built around Cree culture, philosophy, values and traditional skills can empower our community. The Council supports this vision by listening to stakeholders, representing our interests to external parties, and ensuring that governance runs smoothly.

Connecting with the Cree Nation

Meeting with communities is key to the Council's success. The meetings we hold, called "Ownership Linkage Meetings," help us learn more about educational issues in Eeyou Istchee. These meetings allow us to communicate our goals for Cree education, while also understanding the hopes and values of our stakeholders.

We have learned a great deal from sitting down with Cree Nation Government, Cree communities, and First Nations School Boards from across Canada. Listening to stakeholders is one of the most important parts of my job as Chairperson, and I look forward to meeting with more stakeholders in the coming years as part of our commitment to community engagement.

Kathleen J. Wootton is a member of the Cree Nation of Mistissini wherein she presently resides. Kathleen serves as the Chairperson of the Cree School Board on behalf of the Cree Nation. From 2008 to 2011, she represented her home community of Mistissini as the School Commissioner for the Cree School Board. While on the Council of Commissioners, Kathleen served a one-year term as the Vice-Chairperson. Since November 2011, Kathleen has served as Chairperson of the Cree School Board for two consecutive terms. Kathleen has two degrees from McGill University: a Bachelor of Education, majoring in Later Childhood Education and a Master of Arts, majoring in Educational Leadership. Kathleen also attended graduate school at Simon Fraser University in Burnaby, B. C. Kathleen's work experience in education includes teaching at later childhood and secondary levels as well as adult education.

MESSAGE

Faites la connaissance de la présidente

Je m'appelle Kathleen J. Wootton. Je suis la présidente de la Commission scolaire crie.

Mon travail consiste à diriger l'aspect gouvernance de la Commission scolaire crie. À ce poste, je préside le Conseil des commissaires et m'assure que nous mettons l'accent sur des enjeux pertinents et que nous suivons les principes de gouvernance. Je travaille également pour promouvoir l'apport des membres de la communauté, des conseils de bande et des organisations intéressées de la nation crie. Je représente les intérêts de la Commission scolaire crie devant les tierces parties afin d'appuyer les développements significatifs au sein de la commission scolaire.

Je crois qu'un système d'éducation bâti autour de la culture, de la philosophie, des valeurs et des compétences traditionnelles des Cris peut habiliter notre communauté. Le Conseil appuie cette vision en écoutant les intervenants représentant nos intérêts devant les tierces parties et en assurant que la gouvernance fonctionne bien.

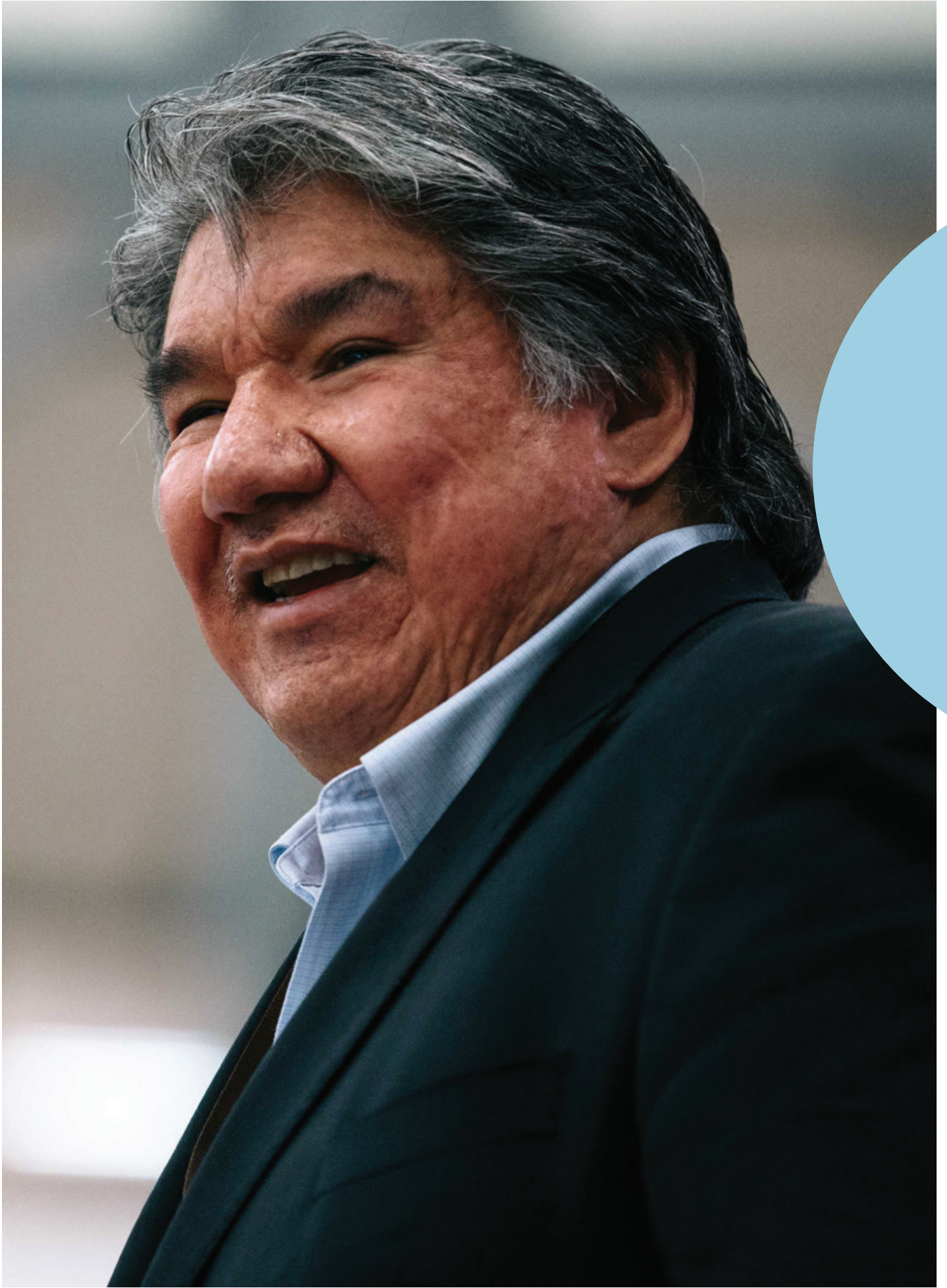
Tisser des liens avec la nation crie

Rencontrer les communautés est essentiel au succès du Conseil.

Les réunions que nous avons, appelées « Réunion en lien avec la propriété », nous aident à en apprendre davantage sur les enjeux en éducation à Eeyou Istchee. Ces réunions nous permettent de communiquer nos buts pour l'éducation des Cris, tout en comprenant les espoirs et les valeurs de nos intervenants.

Nous en avons appris énormément des réunions avec le gouvernement de la nation crie, les communautés crie et les commissions scolaires dans l'ensemble du Canada. Écouter les intervenants est une des parties les plus importantes de mon travail de présidente et j'ai hâte de rencontrer davantage d'intervenants dans les années à venir dans le cadre de notre engagement envers l'implication communautaire.





MESSAGE

From the Director General

By improving educational success, we can have a meaningful impact on the Cree Nation as a whole.

The Office of the Director General contributes to student success by overseeing the operations of the Cree School Board. Initiatives are implemented based on our governance and guiding documents, the decisions of the Council of Commissioners and the Executive Committee, and the Cree School Board 2016-2021 Strategic Action Plan. In 2016-2017, all of our departments made great progress towards our shared goals.

As Director General, I have always envisioned an education system capable of supporting students in developing their Cree identity founded on Cree history, worldview, customs, skills, culture, and language, in parallel with receiving the highest quality of education. Education centred on our Cree identity can truly enable students in their role as contributors to the Cree Nation and society at large. For this reason, student success is the central goal of the Cree School Board.

The Cree School Board is committed to offering and refining services that enable students to achieve great things. Through the 2016-2021 Strategic Action Plan, we have committed to improving educational success, engaging with students and community members, and creating an efficient and effective operational structure. In the end, it's not the facilities we build or the projects we undertake, but the principles and goals we share that will propel us forward as a Nation. I hope this annual report inspires you to join us on this important educational journey!

Abraham Jolly first joined the Cree School Board Management team in 1999. After serving as the Deputy Director General for 3 years, he took an educational leave to complete a Master's degree in Leadership and Management at Briercrest College in Caronport, Saskatchewan. After graduating, Abraham returned to the Board to continue his service as Deputy Director General until he was appointed to serve as the Director General in 2006.

As Director General, Abraham has developed two five-year Strategic Action Plans and several major initiatives to raise the standards of educational services provided to all students. He works to build a high performing school board by ensuring that each department, school and service is guided with a clear strategic direction.

Abraham's alma mater recognized his vision and work in Cree Education and awarded him an honorary doctorate in 2013. Abraham and his wife Linda are parents to twelve children and proud grandparents to nineteen grandchildren.

Introduction to the 2016-2021 Strategic Action Plan

In order for us to achieve our goals in Cree education, we must first truly understand what those goals are and how to work towards them. With this in mind, we created the 2016-2021 Strategic Action Plan for the Cree School Board. The Strategic Action Plan recognizes four strategic themes:

1. **Educational Success**
2. **Student, Parent, and Community Engagement**
3. **Qualified, Competent, and Engaged Staff**
4. **Organizational Behaviour and Effectiveness**

This document is the cornerstone of every decision made within the Office of the Director General, in departments across the Cree School Board, and in each of our educational institutions. I am pleased with the progress that has been made in all four strategic themes this year.

The following table illustrates the **29 Key Initiatives** which form the basis of our work in achieving our goal of **Student Success**. You may also visit our website to read the Strategic Action Plan in full.

Educational Success	<ul style="list-style-type: none"> 1.1 Determine the student population, profiles, and needs for 2016-2021. 1.2 Actively motivate and engage students in their learning. 1.3 Effectively communicate with and receive feedback from students. 1.4 Develop pathways, programs and partnerships that reflect the needs of all students. 1.5 Become an effective, learning-centered organization. 1.6 Ensure healthy, safe, and sustainable facilities.
Student, Parent, and Community Engagement	<ul style="list-style-type: none"> 2.1 Define the value of the student learning experience at the CSB. 2.2 Actively engage family members in the promotion of student achievement and well-being. 2.3 Create opportunities for meaningful dialogue and involvement with the community. 2.4 Foster an environment of life-long learning. 2.5 Enhance visibility and awareness of Sabtuan Adult Education Services and Post-Secondary Student Services, and access to their programs and partnerships. 2.6 Establish and nurture mutually beneficial relationships with employers, industry and community groups. 2.7 Clarify and align mandates between the CSB and external education providers to avoid overlap and duplication.
Qualified, Competent, and Engaged Staff	<ul style="list-style-type: none"> 3.1 Determine 2016-2021 staffing requirements to align with organizational priorities. 3.2 Define the value of the employee work experience at the CSB. 3.3 Effectively attract and hire qualified, competent and engaged candidates in all areas of the organization. 3.4 Provide new employees with a supportive and practical welcome to their working and living environment. 3.5 Enhance and promote employee engagement to increase motivation and pride to work for the CSB. 3.6 Recognize and reward meaningful employee contributions. 3.7 Ensure all employees have access to the Performance Management Program. 3.8 Ensure all employees have access to professional development resources to further their professional skills. 3.9 Assure operational continuity by preparing successors for key positions.
Organizational Behaviour and Effectiveness	<ul style="list-style-type: none"> 4.1 Design a framework to effectively support the student experience through the CSB. 4.2 Optimize data management and recordkeeping. 4.3 Determine and commit to the types of services and turnaround times offered internally by departments. 4.4 Effectively communicate with internal and external audiences 4.5 Enhance the effectiveness of meetings. 4.6 Leverage technology effectively to support student outcomes and improve CSB-wide efficiency. 4.7 Ensure governance frameworks (including operational policies, procedures and tools) meet current and emerging organizational needs.

Introduction du Plan d'action stratégique 2016-2021

Pour que nous atteignons nos buts en éducation des Cris, nous devons tout d'abord comprendre ce que sont ces buts et comment travailler pour les atteindre. Dans cette optique, nous avons créé le Plan d'action stratégique 2016-2021 pour la Commission scolaire crie. Le Plan d'action stratégique 2016-2021 reconnaît quatre thèmes stratégiques :

1. Réussite éducative
2. Implication des élèves, des parents et de la communauté
3. Personnel qualifié, compétent et impliqué
4. Comportement et efficacité organisationnelle

Ce document est la pierre angulaire de toutes les décisions prises au bureau du directeur général, dans les départements de la Commission scolaire crie et dans chacun de nos établissements d'éducation. Je suis satisfait du progrès réalisé cette année dans les quatre thèmes stratégiques.

Le tableau suivant illustre les **29 initiatives clés** qui forment la base de notre travail pour atteindre notre but de la **réussite des élèves**. Vous pouvez également visiter notre site Web pour lire le Plan d'action stratégique au complet.

Réussite éducative	<ul style="list-style-type: none"> 1.1 Déterminer le nombre, le profil et les besoins des élèves pour 2016-2021. 1.2 Motiver et impliquer activement les élèves dans leur apprentissage. 1.3 Communiquer avec les élèves et recevoir leurs commentaires de façon efficace. 1.4 Créer des voies, des programmes et des partenariats qui reflètent les besoins de tous les élèves. 1.5 Devenir une organisation efficace axée sur l'apprentissage. 1.6 S'assurer d'avoir des installations saines, sécuritaires et durables.
Implication des élèves, des parents et de la communauté	<ul style="list-style-type: none"> 2.1 Définir les valeurs de l'expérience d'apprentissage des élèves à la CSC. 2.2 Impliquer activement les membres de la famille dans la promotion des réalisations et du bien-être des élèves. 2.3 Créer des occasions de dialogues significatifs et d'implication dans la communauté. 2.4 Favoriser un environnement d'apprentissage tout au long de la vie. 2.5 Améliorer la visibilité des Services d'éducation aux adultes et des Services aux élèves de niveau postsecondaires ainsi que l'accès à leurs programmes et partenariats. 2.6 Établir et entretenir des relations mutuellement avantageuses avec les employeurs, l'industrie et les groupes communautaires. 2.7 Clarifier et harmoniser les mandats entre la CSC et les fournisseurs externes en éducation pour éviter les chevauchements et les dédoublements.
Qualified, Competent, and Engaged Staff	<ul style="list-style-type: none"> 3.1 Déterminer les exigences en personnel pour s'harmoniser avec les priorités organisationnelles. 3.2 Définir la valeur de l'expérience de travail des employés au sein de la CSC. 3.3 Attirer de façon efficace et embaucher des candidats qualifiés, compétents et impliqués dans tous les domaines de l'organisation. 3.4 Offrir aux nouveaux employés un accueil chaleureux et pratique dans leur environnement de travail et de vie. 3.5 Améliorer et promouvoir l'implication des employés afin d'augmenter la motivation et la fierté de travailler pour la CSC. 3.6 Reconnaître et récompenser les contributions significatives des employés. 3.7 S'assurer que tous les employés ont accès au Programme de gestion du rendement. 3.8 S'assurer que tous les employés ont accès aux ressources de perfectionnement professionnel pour améliorer leurs compétences professionnelles. 3.9 Assurer la continuité des opérations en préparant les successeurs aux postes clés.
Organizational Behaviour and Effectiveness	<ul style="list-style-type: none"> 4.1 Concevoir un cadre pour soutenir efficacement l'expérience des élèves dans la CSC. 4.2 Optimiser la gestion des données et la tenue de registres. 4.3 Déterminer le genre de services et des délais de réponse offerts à l'interne par les départements. 4.4 Communiquer efficacement avec les auditoires internes et externes. 4.5 Améliorer l'efficacité des réunions. 4.6 Profiter des technologies pour soutenir les résultats des élèves et améliorer l'efficacité de la CSC. 4.7 S'assurer que les cadres de gouvernance (y compris les politiques opérationnelles, les procédures et les outils) répondent aux besoins organisationnels actuels et émergents.

KEY INITIATIVES IN 2016-2017

With the help of the Strategic Action Plan, we took major steps towards implementing these 29 Key Initiatives in 2016-2017. While progress was made across the board, I would like to recognize some of the main achievements, changes, and investments that brought us closer to our goals.

Actively motivating and engaging students in their learning.

Every day, teachers and administrators throughout the Cree School Board worked to improve student engagement and educational success. Consultants, Special Education staff, Cree culture experts, and community partnerships strengthened the already impressive work being done within our schools.

I would first like to draw attention to our Guaranteed and Viable Curriculum (GVC). Since 2011, the GVC has guided Cree School Board teachers with a curriculum that honours the languages of Cree, English, and French while ensuring that students learn the essential information related to reading, writing, speaking,

listening and media production. In 2016-2017, our Instructional Services Department regularly visited all schools to support teachers, advise on resources, and teach proven second language strategies. The GVC was also expanded to elementary science in French and English sectors. Through these efforts, teachers were able to teach science concepts through Cree culture. Students enjoyed lessons such as comparison of the traditional moss diapers to the modern-day disposables.

I am also pleased to announce we are now using virtual reality technology to aid in the teaching of Cree language in Oujé-Bougoumou and Chisasibi. Through the new interactive program, Niwîchewâka, elementary level students embark on interactive learning activities by following Niipiish, a Cree girl with her English-speaking dog, Achimush, as they complete various word and spelling activities together. In association with Montreal video game development studio Minority Media, the School Board's Cree Programs department oversaw the development of the game and ensured proper vocabulary, dialects, and GVC alignment. I truly believe that engaging games like this prepare our students today by developing their abilities, talents, gifts, qualities and competencies so they can become the successful contributors of tomorrow.



"I see the use of virtual reality in our classrooms as a positive resource for teaching Cree language. Once you start with the first episode, you don't want to stop. That's how exciting it is! You don't even realize you are learning Cree language."

Lucy Shem
Coordinator of Cree Programs

Improving literacy is also a key goal under the Educational Success strategic theme. Many schools reported that Response to Intervention (RTI) training has helped them identify and manage individual and group challenges to improve overall learning. To learn more about RTI, please see page 28.



Define the value of the employee work experience at the CSB.

Human Resources put forth major efforts throughout the year to better understand why employees work for the Cree School Board and why they stay. Through consulting various groups on this topic, they were able to come up with a compelling Employee Value Proposition (EVP). This will inform future job fair advertising and employee retention initiatives, making it a key component in our work towards the Strategic Theme of “Qualified, Competent, and Engaged Staff.” To learn more about this and other initiatives related to this Strategic Theme, see page 36.

Create opportunities for meaningful dialogue and involvement with the community.

In 2016-2017, we continued to integrate community involvement into our operations. Our schools saw many benefits from increased collaboration with their respective communities, including improved attendance (see page 24) and opportunities to learn traditional skills (see page 26).

The Regional General Assembly provided an opportunity for members of the Cree Nation to learn more about the 2016-2021 Strategic Action Plan. Stakeholders were able to listen to presentations from department directors. Participants from within and outside of the School Board responded to the Strategic Themes and Key Initiatives, adding their questions and experiences to refine our understanding. This meaningful dialogue resulted in 15 Calls-to-Action for the Youth, Adult, and Post-Secondary sectors. Meetings like this allow us all to share our goals, strategies, and concerns so we can move forward together.

Communication was seen as a central tenet to Student, Parent, and Community Engagement (SAP Theme 2) and Organizational Behaviour and Effectiveness (SAP Theme 4). We saw the need to increase our efforts in this area, and added a Director of Communications and Community Relations to our team in August 2016. The department has since developed a board-wide strategy, a process which began with gathering knowledge, analyzing the organizational and community contexts, and establishing a strategic foundation from which priority areas and related activities have since been identified. The department is working towards improving stakeholder relationships by communicating information on our educational objectives.

We are grateful to the Cree communities who have welcomed discussions, offered feedback, and supported the cause of Cree education. Community partnerships were an integral part of implementing our Key Initiatives throughout 2016-2017, and we look forward to your support as we continue to work towards the goals laid out in our plan.

STRATEGIC THEME #1

Educational Success

Every school, department, and staff member sees their role in Cree education through the lens of Educational Success. This strategic theme is a constant reminder of what the Cree School Board is truly about: creating a better future for students and their communities.

Educational Success is measured in a number of ways:

- How are students performing academically?
- Are all students motivated and engaged?
- Is our diverse student body given the resources and opportunities they need to succeed?

We have collected statistics, testimonials, and stories from across the Cree School Board to answer these questions for the 2016-2017 year.

KEY INITIATIVES

- 1.1 Determine the student population, profiles, and needs for 2016-2021.
- 1.2 Actively motivate and engage students in their learning.
- 1.3 Effectively communicate with and receive feedback from students.
- 1.4 Develop pathways, programs and partnerships that reflect the needs of all students.
- 1.5 Become an effective, learning-centered organization.
- 1.6 Ensure healthy, safe, and sustainable facilities.



ACADEMICS

While test scores and grades are not the only key indicators in measuring educational success, they certainly help us to understand the performance of students from various ages groups, academic pathways, and community backgrounds. Here are some of the ways our schools are working to improve academic performance.

Reading & Writing

Part of the Cree School Board’s role in our communities is to improve literacy in students of all ages. To do this, we must work with individuals at every skill level to maximize their personal success and meet our goals as a group.

Many schools saw success in grouping students based on needs and abilities instead of grade level. This allowed students to receive extra support, while also ensuring that advanced youth have access to materials which interest and challenge them. Luke Mettaweskum School in Nemaska credits this system with a 14% increase in students at or above their reading level (compared 2015-2016).

Improving literacy was a central focus for many schools in the 2016-2017 school year. In Waswanipi, Willie J. Happyjack Memorial School and Rainbow Elementary School decided to prioritize this issue using many tactics, including the Reading Rocker Strategy. This gave their elementary students customized goals and closely monitored their personal progress. Like other schools, they found success in programs that allowed students to benefit from individual attention and skills-based learning.

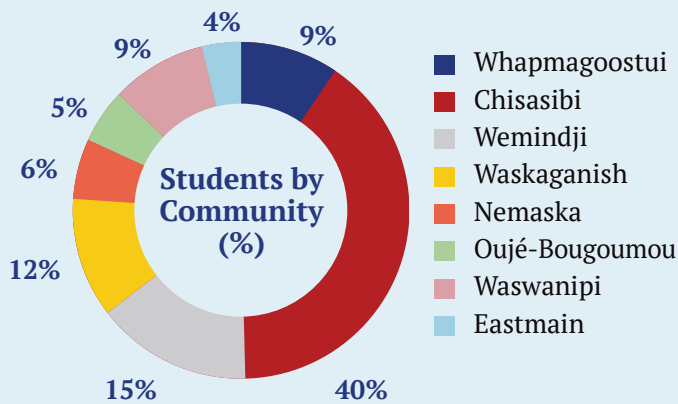
Technology has also been used to meet literacy goals. This year, elementary students in Oujé-Bougoumou and Chisasibi piloted a new virtual reality program, Niwîchewâka, which brings an adaptive, game-based approach to teaching early Cree language skills. Waapinichikush Elementary School in Chisasibi also trained teachers to use new tools adapted to iPads, while teachers across the school board benefitted from smartboard technology.



EXTRA SUPPORT FOR READING AND LITERACY SKILLS FROM CREE SCHOOL BOARD PARTNERSHIPS

Empower™ Reading

Empower™ Reading is a collaboration between the Cree School Board and the Learning Disabilities Research Program (LDRP) at the Toronto Sick Children’s Hospital. First initiated in Chisasibi in November 2014, the programs resulted in a significant increase in the reading skills and levels of both the elementary and secondary students. These positive results, together with the research completed by the LDRP, have encouraged us to continue and expand the implementation of Empower™ Reading. Empower™ Reading benefitted 139 students across eight Cree communities in 2016-2017.



Average Grade Level Increase from Empower Reading Programs		
Program	Student Group	Average Grade Level Increase (%)
Reading Decoding and Spelling 2-5	Grade 3	3.17%
Decoding and Spelling 2-5	Grade 4-6	4.20%
Decoding and Spelling 6-8	Sec. I-II	3.92%
Reading Decoding and Spelling 6-8	Sec. I-II-III	3.34%
Reading Vocabulary and Comprehension	Sec. I-II-III	2.25%

Summer Literacy Camps

Summer Literacy Camps are a collaboration between Frontier College and the Cree School Board. The camps provide 5 to 12 year-olds in our nine communities with fun and educational activities during the summer months.

In Summer 2017, our Summer Literacy Camps had...

551 campers

361 parental visits

58 guest speakers

The average camper read **6 books** over the summer and spent an average of **53 minutes** reading per day.

Once camp is over, the love of reading continues - for the past three summers, **over 90% of campers** have reported that they enjoy reading. A high majority of parents also agree that their child or children read(s) more after attending the camps.



Math

Improving mathematics scores and building proficiency in mathematics continues to be a focus for all schools. While there is much room for improvement in this area, there was an increase in students meeting Canadian Achievement Test (CAT) standards in both Grade 6 and Sec. III compared to last year (see pages 44-52 for each community’s results). Tutoring from Elephant Thoughts and in-class CAT test preparation were provided to secondary school students and work is being done to understand how we can better support them in improving their mathematical skills.

In Mistissini, Voyageur Memorial Elementary School used games to engage students and teach key math skills. Their Mathematics Focus Group organized regular mathematics competitions and fun daily math workouts for the students. These friendly competitions were a hit with students, with winners being posted and celebrated by the school community. Teachers now say that students are rarely seen counting on their fingers and basic math facts have been committed to memory. Unsurprisingly, the school saw improved Computation and Estimation CAT scores. Secondary school students in Mistissini also enjoyed Pieing for Pi day.



Arts & Sciences

Science fairs were a huge highlight across the school board in 2016-2017. Locally, multiple schools saw record numbers of participants - close to 50% of students from Waapihtiwewan Elementary School in Oujé-Bougoumou were involved, while Waapinichikush Elementary School in Chisasibi had to expand the fair to their gym to handle all the projects! Mistissini students Sayge Cheezo and Yoshtin Blacksmith won first prize at the Regional Science Fair for their solar powered ski-doo project. The entire community was proud to see them bring home the Environment Award from the Quebec Aboriginal Science Fair in Odanak, Quebec. Successes like these motivate and inspire students across the Cree School Board.

Expanded programming for students interested in the arts was also available to talented students throughout the school board. James Bay Eeyou School turned their detention room into an art room, while secondary students in three schools benefitted from the new Mikw’Chiyam Arts Concentration Program. This pathway for secondary students uses arts education to empower students, improve self-esteem, and collectively break through social barriers. The program has already proven to help students, including one student who went from failing in the previous year to having an academic average of 70% and improving attendance by 14%. Besides teaching valuable social development and academic skills to young Cree artists, the Arts Concentration program also provided students with an opportunity to shine nationally at the First Nations Schools First Symposium in British Columbia. The students presented a variety of performance arts at the event, including singing, dancing, playing guitar, and rapping for the audience.

ACADEMIC PERFORMANCE INDICATORS

(see pages 44-52 for CAT scores and other Key Performance Indicators by school)

How many students met or exceeded their grade level based on PM Benchmarks in 2016-2017?

	Grade 6 English	Grade 3 English	Grade 3 French	Grade 6 French
Voyageur Memorial	55%	69%	29%	26%
Waapinichihkush	64%	82%	4%	0%
Wiinibekuu	26%	8%	3%	7%
Willie J. HappyJack	43%	25%	0%	0%
Badabin Eeyou	25%	38%		
Luke Mettaweskum	50%	55%		
Maquatua School	47%	38%		
Waapihtiwewan	56%	21%		
Wabannuatao Eeyou	91%	28%		

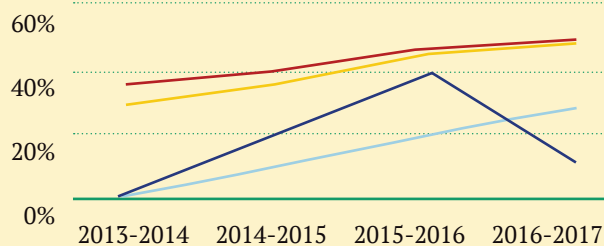
What is a PM Benchmark?

PM Benchmarks are designed to assess students' instructional and independent reading levels using unseen, meaningful texts.

■ Grade 3 English ■ Grade 6 English
■ Grade 3 French ■ Grade 6 French

ENGLISH/FRENCH LANGUAGE SKILLS

% of students meeting or exceeding PM benchmarks



How many students met or exceeded their grade level based on PM Benchmarks in 2016-2017?

	English	French
CSB Secondary IV History	48%	57%
CSB Secondary V Cree Language	87%	90%
CSB Mathematics Sec. V	44%	53%
English Second Language Enriched	67%	
English Second Language Arts	65%	
French Mother Tongue		18%
French Enriched		34%
Mathematics 414	1%	5%
Science and Technology	31%	30%

MIK^WCHIYÂM PROGRAM



Supported by the Cree School Board in partnership with the Cree Nation Government Department of Justice and Correctional Services, the goals of the Mik^w Chiyâm Program are to promote student retention, empowerment, accountability, skill development, connection, and celebration. These images showcase some of our students' artwork using different mediums in the visual arts.





TEACHING CREE KNOWLEDGE AND TRADITIONS

One way the Cree School Board worked to strengthen our communities was through the teaching of Cree traditions. In 2016-2017, our students had an opportunity to learn a number of traditional skills. We continue to prioritize the learning of Cree language in our schools and have embraced new technologies to make these lessons more accessible.

Unique Programs

Schools across the Cree School Board have used their resources to create a learning environment well-grounded in our Cree culture and traditions. Here are some of the many unique ways our schools are exposed students to our history, traditions, values, and language:

- Students at Badabin Eeyou School in Whapmagoostui continue to have a traditional grandmother on staff. She is a full-time educator who also does special classroom talks about traditions and ceremonies.
- Grade one students in Oujé-Bougoumou and Chisasibi have piloted Niwîchewâka, a new Cree language project using virtual reality technology.
- Students at Waapihtiwewan School in Oujé-Bougoumou enjoyed monthly activities based around our Cree traditional values of sharing, thankfulness, good child rearing, happiness, kinship, love, obedience, hope, patience and respect.
- More Cree camps and cultural sites are being built on school grounds. These include a combination of teepees, wigwams, picnic tables and traditional goose blinds to help students learn about Cree culture in a more tactile way.

*We continue to prioritize
the learning of
Cree language in
our schools*

Celebrating Annie Whiskeychan Day

Annie Whiskeychan Day gives each school an opportunity to invite students, parents, and the community to celebrate Cree education. Here are some of the activities schools enjoyed in 2016-2017:

- In Eastmain, Wabannutao Eeyou School celebrated by participating in community cultural activities including blueberry picking, healing week activities, and bush camp.
- Our elementary and secondary schools in Waskaganish invited parents for a day of cultural activities including the setting up of special teepees and a feast in the school yard.
- Waapihtiwewan School in Oujé-Bougoumou introduced two new games at their festivities, Nail & Hammer and Clothes Line. Students loved the new games and played them many times over!
- Thanks to Cree culture teachers and community members, many students from across the school board were able to get together and attend the regional event in Wemindji.



Seasonal Activities

While classroom learning is important, Cree students of all ages deeply benefit from hands-on experiences with Cree skills, practices and ceremonies. Many traditional activities are seasonal, so our students have opportunities throughout the year to explore important cultural lessons.

The First Snowshoe Walk is a beloved tradition at many schools, bringing students, parents, and teachers together. Waskaganish students at Annie Whiskeychan Memorial Elementary School loved putting on their traditional costumes for the event, while the walk at James Bay Eeyou School was so successful it attracted media attention from the CBC.

Students also had the opportunity to explore the environment and learn traditional skills through community activities. A highlight for students at Wiinibekuu School in Waskaganish was a trip to Smokey Hill where they caught white fish and enjoyed a traditional meal. In Nemaska, Luke Mettaweskum School participated in workshops as part of their community's Cultural Week. This included listening to stories from Elders and attending workshops in beading, preparing moose hide, and ice fishing. Students at Voyageur Memorial School in Mistissini celebrated the day when the number of students is officially called in to the Ministry of Education, known as Declaration Day. This event was filled with activities, including traditional cooking and a Walking Out Ceremony for a staff member's child. Each school and department in the Cree School Board recognizes the importance of these experiences for students and the community alike.

RESPONSE TO INTERVENTION

Response to Intervention or “RTI” is a set of tools and procedures that will help teachers work with students and each other to improve literacy and meet other learning benchmarks.

Through RTI, teachers review data and student work every two weeks to guide their instruction. Students work with their teachers towards “smart goals.” They are given extra time to meet these personalized learning targets. Teamwork is an important part of RTI, so all schools must undergo training in Professional Learning Communities (PLCs) before beginning the RTI process. The overall goal of PLC and RTI strategies is to ensure students have enough time and resources to achieve high levels of learning. As always, student success is our number one goal!

2016-2017 was the second year that RTI consultants were used at our schools in Wemindji, Whapmagoostui, and Oujé-Bougoumou. Data collected from these schools shows that the RTI program has already made great strides in improving literacy levels and building a collaborative learning environment for students.

Students:

At Joy Ottereyes Rainbow Memorial School in Wemindji, Grade 4 students saw an average grade level increase of 135% compared to last year with the use of RTI. Grade 4 students at Waapihtiwewan School in Oujé-Bougoumou saw an average grade level increase of 182%. At Badabin Elementary School in Whapmagoostui, 100% of Secondary 1 students reached their “smart goal” targets by the summative assessment at the end of March.

Teachers:

Teachers have responded strongly to the program. Nearly 100% now report having high or very high commitment to the RTI principle of collective responsibility. This means they believe that all teachers are responsible to ensure high levels of learning. Less than 40% reported a commitment to this principle prior to the program. Collaborative teacher teams have been formed in all six schools and teachers have been given tools and frameworks to help them work together to support student success.

RTI training will be rolled out to all schools by the 2018-19 school year.
We look forward to seeing more positive results from this initiative in the future!



FOSTERING EDUCATIONAL SUCCESS IN OUR SCHOOLS

There are many initiatives undertaken by schools each year to advance the success of their students. In 2016-2017, the Strategic Action Plan informed the creation and continuation of many programs which helped students reach their full potential.

Response to Intervention (RTI)

The earlier we can identify learning or behavioural challenges in students, the easier it is to set those students up for success. This is the concept behind Response to Intervention or RTI. Four of our schools started or continued implementation of RTI during the 2016-2017 school year, while two others began training.

Extracurricular Activities

Activities such as sports, public speaking, and art shows deepen students' relationship with the school, with each other, and with their education as a whole. Competitions can also provide an opportunity for multiple communities to come together. This was certainly the case with the Regional Public Speaking Competition hosted in Eastmain by Wabannutao Eeyou School. Administrators, teachers, and the community felt immense pride in the skills shown by our capable student speakers. Waapihtiwewan School in Oujé-Bougoumou also enjoyed friendly competition when it hosted the Cree School Board basketball tournament. Congratulations to the three division winners – Rainbow Elementary School (Waswanipi), Voyageur Memorial School (Mistissini), and Waapihtiwewan School (Oujé-Bougoumou) – and to everyone who came out to this fun and active event!

Youth Fusion is a charity organization that provides support to at-risk students through academic support, leadership activities, and extracurriculars. They have impacted many of our schools with their programs,

including Waapinichikush School (Chisasibi), Luke Mettaweskum School (Nemaska), and Wiinibekuu School (Waskaganish). Collaborating with teachers and support staff, they coordinated everything from science fairs to speaking contests to career fairs. These events and activities, along with the support from Youth Fusion leaders, gave students even more reasons to be excited about coming to school.

Continuing Educational Success After Secondary School

Pathways like the Mik^wChiyâm Arts Concentration Program and the Hockey Concentration Program allow secondary school students to focus on their chosen skills and prepare for diverse career paths. Voyageur Memorial High School in Mistissini was delighted to offer an entrepreneurship option for Secondary 5 students. The Aboriginal Youth Entrepreneurship Program was made possible through the Martin Family Initiative. The program was inspirational and highly educational for our students, who were mentored by local business leaders and visited by program founder and former Prime Minister Paul Martin. "The first time I entered this program, I was really happy to learn new things," one student told local news reporters. "I always wanted to start up my own business here in Mistissini."

The Cree School Board is committed to providing resources for students of all interests and talents to prepare them for higher learning and the workforce. At Waapihtiwewan School in Oujé-Bougoumou, the implementation of Learn Quebec made it possible to offer one of our Secondary 5 students the opportunity to take some advanced science and mathematics courses. This allowed the student to take the prerequisite courses necessary to be accepted into the college program of his choice. This student and all others on their way to college have the continued support of our Post-Secondary Student Services. This ensures their educational success continues into their next chapter (you can learn more about these resources on page 53).

CONCLUSION

As our friends at the Waskaganish schools say, "Learn Now, Build a Nation." Through a focus on Educational Success, we are able to empower students and our communities alike. We will continue to work to offer quality instruction and culturally relevant learning experiences in an environment that fosters student achievement and well-being.

STRATEGIC THEME #2

Student, Parent, and Community Engagement

At the Cree School Board, we believe that student success is a group effort. Community support, parent involvement, and student engagement are needed to provide a learning environment that is culturally relevant and academically sound.

Student, Parent, and Community Engagement is measured in a number of ways:

How many Cree students are enrolling in our schools and maintaining good attendance?

Are parents attending parent-teacher nights and other school events?

Does community support allow students more learning opportunities and career paths?

We have collected statistics, testimonials, and stories from across the Cree School Board to answer these questions for the 2016-2017 year.

KEY INITIATIVES

- 2.1 Define the value of the student learning experience at the CSB.
- 2.2 Actively engage family members in the promotion of student achievement and well-being.
- 2.3 Create opportunities for meaningful dialogue and involvement with the community.
- 2.4 Foster an environment of life-long learning.
- 2.5 Enhance visibility and awareness of Sabtuan Adult Education Services and Post-Secondary Student Services, and access to their programs and partnerships.
- 2.6 Establish and nurture mutually beneficial relationships with employers, industry and community groups.
- 2.7 Clarify and align mandates between the CSB and external education providers to avoid overlap and duplication.





Special Events for Families

Many parents, guardians, and grandparents participated in events at our schools throughout the year.

- Parents and students in Whapmagoostui enjoyed being served a delicious turkey meal by Badabin Eeyou School staff at Christmas time. This popular event was attended by 40% of parents and guardians. The celebration also allowed parents to recognize the winners of term prizes and academic excellence awards.
- At Waapitthiiewan School in Oujé-Bougoumou, parents were invited to a variety of events including Cree celebration day, the Christmas concert, the Halloween celebration, Winter Carnival, Teacher Recognition Day and End-of-Year Celebration Day.
- Families in Mistissini enjoyed the Scholastic Book Fair, Spirit Days, and Grandparents' Day hosted by Voyageur Memorial Elementary.
- Parents enjoyed a special role at the Regional Science Fair in Nemaska, where some had the opportunity to judge the experiments.
- Waapitthiiewan School in Oujé-Bougoumou enjoyed art and performance events, including a successful Christmas play, the school's first talent show, and a local art exhibit.
- Fathers and male guardians/tutors enjoyed a special Open House event at schools in Waskaganish. Parents were also invited to activities including Haunted Hallways, Fall Festival, Annie Whiskeychan Day, Terry Fox Walk, and First Snow Shoe Walk.
- The Parent Committee was hugely influential in planning a number of events in Wemindji this year, including a community BBQ and a grand opening celebration for Joy Ottereyes Rainbow Memorial School.

Creating a Welcoming Environment for Parents and Guardians

It is important that parents and guardians feel welcome in our schools. Many steps are taken by teachers and administrators to provide an environment that encourages parent engagement.

Many schools used paper and electronic newsletters, social media, and teacher phone calls to keep the lines of communication open between schools and families. An open-door policy and special days for parents to visit were also common throughout the school board.

At Voyageur Memorial Elementary School in Mistissini, parents and caregivers were treated to a cup of Tim Hortons coffee served by staff one day each month. Teachers in Mistissini also sent Positive Postcards to all elementary children in 2016-2017. The postcards were custom illustrated to depict culturally relevant images of family, pride, and success, such as a father and son in a fishing boat on the lake. These postcards were sent to students at least once before Christmas and at least once during the rest of the school year. This gesture reminded students and parents that the school cares about their individual value and gifts. It also helped to nurture a positive relationship between teachers and students' families.

*One of the main ways
to measure the engagement
of parents and guardians
is by seeing how many
attend report card nights or
parent-teacher interviews.*

OPENING DOORS THROUGH COMMUNITY PARTNERSHIPS

Through the Strategic Theme of “Student, Parent, and Community Engagement,” we recognize that there are many groups who can contribute to student success both inside and outside of the classroom. Continued partnership with community entities not only deepens the education of our students but helps them to build lives that are safe, healthy, and centred in Cree culture. We deeply value our past and current partnerships and hope to collaborate with even more community stakeholders in years to come.

Elders in the Classroom

Elders were present in many of our classrooms to speak, teach, and even just sit in on classes. James Bay Eeyou School in Chisasibi increased the presence of Elders in their school with the use of their New Paths in Education Budget, bringing several into the fold as consultants, animators, and spokespeople. Elders also offered a great deal of assistance to our Cree Programs department, where they verified terminology and helped to develop resources. The involvement of Elders adds so much to our students’ experience and understanding of Cree culture, language, and values. We thank those in Chisasibi, Eastmain, Whapmagoostui, and other communities who took the time to be with our students throughout the year.



STRATEGIC THEME #3

Qualified, Competent, and Engaged Staff

Without the right people in the right jobs at the right time, an organization cannot achieve its goals. For this reason, “Qualified, Competent, and Engaged Staff” is one of our four strategic themes.

Our ability to hire and retain “Qualified, Competent, and Engaged Staff” is measured in a number of ways:

What percentage of our teaching roles are filled with fully qualified staff?

How engaged are our staff?

How many staff are being supported through a Professional Development Plan and a Performance Management Program?

In 2016-2017, our Human Resources department implemented several specific initiatives to achieve these goals. In this section, we will detail these initiatives and their success.



KEY INITIATIVES

- 3.1 Determine 2016-2021 staffing requirements to align with organizational priorities.
- 3.2 Define the value of the employee work experience at the CSB.
- 3.3 Effectively attract and hire qualified, competent and engaged candidates in all areas of the organization.
- 3.4 Provide new employees with a supportive and practical welcome to their working and living environment.
- 3.5 Enhance and promote employee engagement to increase motivation and pride to work for the CSB.
- 3.6 Recognize and reward meaningful employee contributions.
- 3.7 Ensure all employees have access to the Performance Management Program.
- 3.8 Ensure all employees have access to professional development resources to further their professional skills.
- 3.9 Assure operational continuity by preparing successors for key positions.

CREATING AN EMPLOYEE VALUE PROPOSITION (EVP)

Key Initiative 3.2 of the Cree School Board 2016-2021 Strategic Action Plan clearly calls for the development of an Employee Value Proposition. This year, the Human Resources department consulted various groups in our school and departments to define the employee experience. The overall results were tested with focus groups to validate the statement. Through this work, HR finalized the EVP for the Cree School Board: **Walk with us**



A professional video was made to communicate the EVP to employees which will be presented in the 2017-2018 school year. Our job fair banners and materials are currently being re-designed to reflect the EVP and will be rolled out for the 2017-2018 job fair season.

What is the Employee Value Proposition (EVP)?

According to the Cree School Board 2016-2021 Strategic Action Plan, “The Employee Value Proposition (EVP)... explains the “get and give” between the CSB and its employees, i.e., what the benefit of employment at the CSB is for current and prospective employees (the “get”), in exchange for what the organization asks of them (the “give”). The EVP also sets clear expectations on both sides: recruiting/hiring is more successful as the organization is better able to identify strong talent pools and make a compelling offer, and turnover tends to decrease as employees have a more accurate picture of the organization as an employer, resulting in fewer surprises and disappointments once they have been hired. The EVP becomes the “employment brand” for the CSB, which sets the tone for recruiting tools as well as Human Resources’ programs and services.”

Improving Employee Recruitment Through Events

In order to improve recruitment, the Human Resources department organized a Teacher Recruitment and Interview Event in collaboration with School Operations. The event was held on March 22 and 23, 2017 at the Delta Hotel in Montreal. All Principals and Community Education Administrators were invited, as well as representatives from School Operations, Cree Programs, Education Services and Special Education. Each school or department had its own booth which they decorated to highlight their unique communities and programs. For the first time, our department used social media websites such as Facebook and LinkedIn to advertise recruitment. In addition, advertising was done through fourteen local Universities, six Aboriginal student resource centers, three employment centers and one radio station. The event was considered positive for recruitment and was well-received by school board attendees and teacher candidates. The event also proved to be an effective way to recruit teachers with several years of teaching experience, which is aligned with our goal of attracting qualified and competent staff. Due to its success, HR is working on repeating the event for the 2017-2018 school year. Cree School Board representatives also attended multiple job fairs and increased advertisement on career websites such as Indeed and Apply to Education. We increased the number of recruitment events attended in the spring (March – April) from 1 to 3 to promote earlier teacher hiring.

<p>Results of the Cree School Board Teacher Recruitment Event March 22-23, 2017</p>	<p>52 Teachers interviewed</p>	<p>14 Teachers hired</p>	<p>2 School administrators hired</p>
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IMPROVING HUMAN RESOURCES THROUGH IN-DEPTH ASSESSMENTS

In order to implement meaningful solutions, we must fully assess our current situation. With the help of key stakeholders such as School Principals and Community Education Administrators, Human Resources conducted an in-depth assessment of current programs including workplace planning, recruitment strategies, and the orientation program for teachers. The following initiatives were either implemented or saw progress based on the feedback collected:

Welcoming and Supporting New Staff (Key Initiative 3.4)



An action committee to work on the orientation program for teachers.



Electronic delivery of teacher orientation packages, allowing immediate access to key information.



The use of our employee web-portal E-You to increase the availability of the teacher orientation package.

Recruiting Qualified & Competent Staff (Key Initiative 3.3)



A monthly recruitment newsletter and a specific web page for teacher recruitment.



An automated online application process.



A new teacher recruitment video (to be finalized in the 2017-18 school year).

Retaining Engaged Employees (Key Initiatives 3.5, 3.6, 3.7, 3.8)



A referral program, which was assessed and approved on a trial basis. A pilot will be implemented in January 2018.



Testimonials from current staff, which will be included in our recruitment newsletter.



100% of new employees were paid within 30 days of their start date in 2016-2017.

WORKING TOGETHER TOWARDS OUR STAFFING GOALS

In 2016-2017, Human Resources worked together with Principals, the School Board's Communications Department, Payroll, and IT to implement initiatives that would improve recruitment, selection, and retention based on the 2016-2021 Strategic Action Plan. Improvements such as the EVP and the recruitment event in March have already made a meaningful difference in our pursuit of qualified, competent, and engaged staff. We look forward to seeing the results of these new initiatives and continuing our work towards these goals in the years ahead.

STRATEGIC THEME #4

Organizational Behaviour and Effectiveness

The services and support we offer our students should be seamless and consistent. In order to achieve this, everything needs to be running well behind the scenes. This is why “Organizational Behaviour and Effectiveness” was named as our fourth strategic theme.

The Cree School Board’s “Organizational Behaviour and Effectiveness” is measured in a number of ways:

How are we progressing with our Strategic Action Plan initiatives?

How do staff, students, and parents perceive our organizational effectiveness?

How many findings are there on audits?

Are our budgets accurate at mid- and year-end?

In 2016-2017, we began implementing improvements across our organization. From Finance to Information and Technologies to Communications, multiple departments prioritized this strategic theme in their activities.



KEY INITIATIVES

- 4.1 Design a framework to effectively support the student experience through the CSB.
- 4.2 Optimize data management and recordkeeping.
- 4.3 Determine and commit to the types of services and turnaround times offered internally by departments.
- 4.4 Effectively communicate with internal and external audiences.
- 4.5 Enhance the effectiveness of meetings.
- 4.6 Leverage technology effectively to support student outcomes and improve CSB-wide efficiency.
- 4.7 Ensure governance frameworks (including operational policies, procedures and tools) meet current and emerging organizational needs.



LEVERAGING TECHNOLOGY TO SUPPORT STUDENT SUCCESS

Our Information and Technologies (IT) Department is one of the key supporters of this strategic theme. By implementing technology that is more accessible, secure, and efficient, they move our whole organization forward. Here are some of the contributions IT made to this Strategic Theme in 2016-2017:



Providing resolutions for over 2,000 technical issues within 24-48 hours.



Implementing new communication systems such as videoconferencing throughout communities.



Offering a unified platform (Office 365 and remote access) to increase access and file sharing across the organization.



Deploying Wi-Fi connectivity in many schools, with fiber optic technology in Eastmain and Washaganish.



Migrating web based applications to allow access to programs like Rosetta Stone, PSSS Student Portal, and Travel Claim Software.



Beginning work on an upgraded phone system (to be fully implemented in the coming years).

RESTRUCTURING DEPARTMENTS BY ADDING KEY ROLES

One of the ways to improve organizational behaviour and effectiveness is by designating a qualified person to manage a key area of concern.

To this end, the Human Resources department added management positions to oversee specific functions (staffing, learning and development, compensation and benefits) in 2016-2017. A Director of Communications and Community Relations also joined the Cree School Board in August 2016.



YOUTH SECTOR DATA BY COMMUNITY

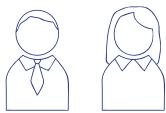
WHAPMAGOOSTUI

BADABIN EYYOU SCHOOL

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Year highlights: A calculated, data-driven approach was used to improve academic performance this year, resulting in an increase in CAT scores and PM benchmarks for most subjects. The Work Oriented Training Pathway Program and Mik^wChiyâm Arts Concentration offered secondary students meaningful pathways to success, while staff came together to create an RTI-inspired action plan for all ages. Community partners gave students the opportunity to learn from guests including legal experts, motivational speakers and Elders. Badabin Eeyou School hopes to continue applying learning strategies and community involvement as it works to meet its LSIP objectives in the coming years.

260 Students



141 male | 119 female
20 special needs



45 pre-k | 120 elementary
95 secondary



Report Card

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Secondary V Success Rate	47%	+16%	+9%
Absenteeism rate	29%	+5%	+6.5%

Grade 6 CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	20%	+5%	0%
Vocabulary	7%	-1%	-11%
Writing Conventions	13%	+13%	-12%
Spelling	67%	+36%	+8%
Mathematics	13%	-10%	-11%
Computation & Estimation	47%	+1%	+2%

Secondary III CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	17%	+6%	-1%
Vocabulary	17%	+4%	-1%
Writing Conventions	0%	0%	-18%
Spelling	67%	+17%	+3%
Mathematics	0%	0%	-16%
Computation & Estimation	17%	+17%	+8%



Report Card

CHISASIBI

WAAPINICHIKUSH ELEMENTARY SCHOOL & JAMES BAY EEUYOU SCHOOL

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Year highlights: Community support was key for Chisasibi students this year. The community’s local newsletter and radio broadcast school attendance to support student success, while Elders were present in the classrooms. Cree Language and Culture lessons were a focus across all sectors, resulting in a 100% success rate in the Cree Language exam. Both schools had high staff retention numbers which motivated the students and helped support academic achievement.

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Secondary V Success Rate	39%	+6%	+1%
Absenteeism rate	25%	+2.7%	+2%

Grade 6 CAT Test - % of students at or above grade level

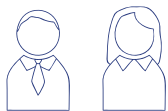
	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	0%	-19%	-20%
Vocabulary	5%	-8%	-13%
Writing Conventions	13%	-2%	-12%
Spelling	70%	+45%	+11%
Mathematics	9%	-1%	-15%
Computation & Estimation	40%	-2%	-5%

Secondary III CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	30%	+7%	+12%
Vocabulary	33%	+20%	+15%
Writing Conventions	35%	+9%	+17%
Spelling	67%	+12%	+3%
Mathematics	24%	+13%	+8%
Computation & Estimation	16%	-14%	+7%
Math (FR)	5%	-26%	-
Computation & Estimation (FR)	25%	0%	-

1,161

Students



574 male | 587 female
52 special needs



157 pre-k | 565 elementary
439 secondary



WEMINDJI

JOY OTTEREYES RAINBOW MEMORIAL ELEMENTARY SCHOOL & MAQUATA EEYOU SCHOOL

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Year highlights: The Wemindji community celebrated the exciting opening Joy Ottereyes Rainbow Memorial Elementary School in 2017. This new facility will be a great addition to our elementary school system, which already benefits from iPads in each classroom and a breakfast program. Secondary students benefitted from a new student lounge and consistent meetings regarding their success at school during this school year. Through the RTI model and community involvement, staff and students worked to apply the school’s motto: “Academic Success For All. No Excuses. Just Solutions.”



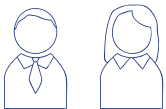
Report Card

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Secondary V Success Rate	56%	+14%	+18%
Absenteeism rate	20%	+1.4%	-3%

Grade 6 CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	11%	-5%	-9%
Vocabulary	21%	+16%	+3%
Writing Conventions	39%	+23%	+14%
Spelling	55%	-17%	-4%
Mathematics	17%	-15%	-7%
Computation & Estimation	21%	-21%	-24%

405
Students



202 male | 203 female
25 special needs



54 pre-k | 216 elementary
135 secondary

Secondary III CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	11%	+3%	-9%
Vocabulary	22%	+6%	+3%
Writing Conventions	33%	+9%	+14%
Spelling	72%	+12%	-4%
Mathematics	41%	+29%	-7%
Computation & Estimation	6%	-10%	-24%



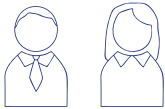
NEMASKA

LUKE METTAWESKUM SCHOOL

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Year highlights: Luke Mettaweskum School prioritized student success in literacy, mathematics, and well-being in 2016-2017. They saw an immense improvement in reading skills with 48% of students at or above grade level (compared to 32% the year prior). They hope additional improvements will be made with the implementation of RTI. Youth Fusion was involved in providing a variety of clubs and sports for students. Improving attendance for secondary students is an ongoing focus for the school, which used Spirit Afternoons and student focus groups to help curb absenteeism and create a better learning environment.

184
Students



99 male | 85 female
9 special needs



26 pre-k | 88 elementary
70 secondary



Report Card

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Secondary V Success Rate	20%	-18%	-18%
Absenteeism rate	28%	-3.5%	+5.5%

Grade 6 CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	25%	+25%	+5%
Vocabulary	0%	0%	-18%
Writing Conventions	13%	-2%	-12%
Spelling	38%	0%	-21%
Mathematics	0%	-14%	-24%
Computation & Estimation	13%	-30%	-32%

Secondary III CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	44%	+44%	+26%
Vocabulary	11%	+11%	-7%
Writing Conventions	22%	-11%	+4%
Spelling	75%	+42%	+11%
Mathematics	20%	+20%	+4%
Computation & Estimation	0%	0%	-9%

MISTISSINI

VOYAGEUR MEMORIAL ELEMENTARY SCHOOL AND VOYAGEUR MEMORIAL HIGH SCHOOL

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Year highlights: Voyageur Memorial Elementary School took several steps towards student success with their Local School Improvement Plan. By setting goals and sharing results in quarterly meetings and on social media, the school was able to involve parents and the community in its progress. Elementary teachers developed a passion for learning through daily math workouts and targeted reading instruction, while students at Voyageur Memorial High School benefitted from multiple education pathways that highlighted their talents and future potential. This included a new Entrepreneurship class offered through the Martin Family Initiative (see page 16). Students were delighted to welcome former Prime Minister Paul Martin to the school to introduce the new program. Cree language courses also resumed in 2016-2017 for Secondary 1 students.



Report Card

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Secondary V Success Rate	24%	-12%	-14%
Absenteeism rate	21%	+1.1%	-1.6%

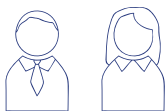
Grade 6 CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	18%	0%	-2%
Vocabulary	21%	-6%	+3%
Writing Conventions	33%	+19%	+8%
Spelling	55%	0%	-4%
Mathematics	28%	-3%	+4%
Computation & Estimation	54%	+9%	+9%

Secondary III CAT Test - % of students at or above grade level

	2016-2017 result	Diff. from 2015-16	Diff. from school board average
Reading	20%	+4%	+2%
Vocabulary	9%	-7%	-9%
Writing Conventions	13%	-11%	-5%
Spelling	55%	+1%	-9%
Mathematics	12%	-6%	-4%
Computation & Estimation	9%	-2%	0%
Math (FR)	24%	+24%	-

886
Students



469 male | 417 female
54 special needs



117 pre-k | 420 elementary
349 secondary



POST-SECONDARY STUDENT SERVICES

Our work towards student success doesn't end upon graduation from secondary school. Through Post-Secondary Student Services and Sabtuan Adult Education Services (see page 60), Cree students have access to educational resources at every step along their journey.

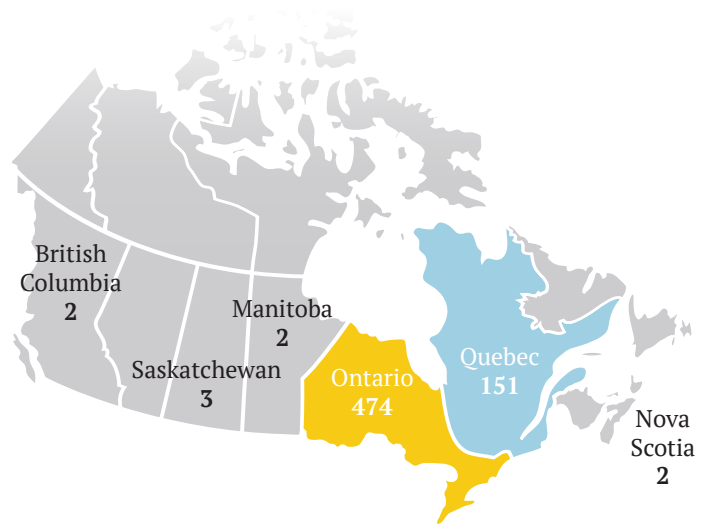
Post-Secondary Student Services (PSSS) helps students navigate the post-secondary education system and offers financial assistance, guidance counselling, and social support. These services allow Cree students to prepare for meaningful careers by pursuing professional designations and/or post-secondary degrees. Community members who benefit from Post-Secondary Student Services often return to their communities to enhance self-government and fulfill local needs. Others go on to represent the Cree Nation in careers that contribute to Quebec and Canadian societies. Their success is critical to fulfilling the goals of our community.

Our goal is to make it possible for every Cree student to access and pursue higher learning, acquire qualifications, and become a competent contributor to the Cree Nation. We welcome anyone seeking post-secondary opportunities to contact us for information on financial, academic, and personal support. Our mandate is to work towards student success for all Cree persons of Eeyou Istchee (Note: beneficiaries of JBNQA), regardless of age, gender, special needs, or professional background.

OUR STUDENT ENROLLMENT

634
Students

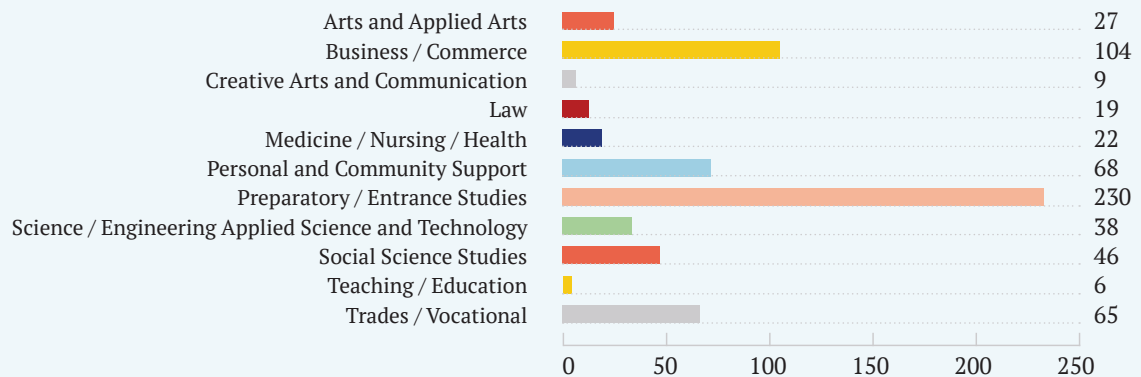
479 College | 112 University
43 Vocational



	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
College							
Preparatory / Entrance / Access	23	23	32	29	43	48	52
A.E.C. (Policing)	1	2	6	8	3	0	7
Certificate	4	8	7	14	9	6	7
Diploma	15	16	17	22	32	25	26
DEC (Diplôme d'études collégiales)	7	7	2	7	2	5	7
University							
Preparatory / Entrance / Access	3	2	5	5	3	7	4
Certificate	13	13	10	10	8	2	4
Bachelor	8	8	12	17	13	8	8
Post Diploma / Certificate	1	2	1	1	2	3	1
Masters	2	3	1			1	
Ph.D	1		1				
Vocational / Trades							
Ontario Certificate	1	1	2	1	1		2
Quebec Diploma	4	9	2		8	6	22
Other			1		4		

* One obtained post-diploma certificate at College institution

ACADEMIC FIELDS OF STUDY



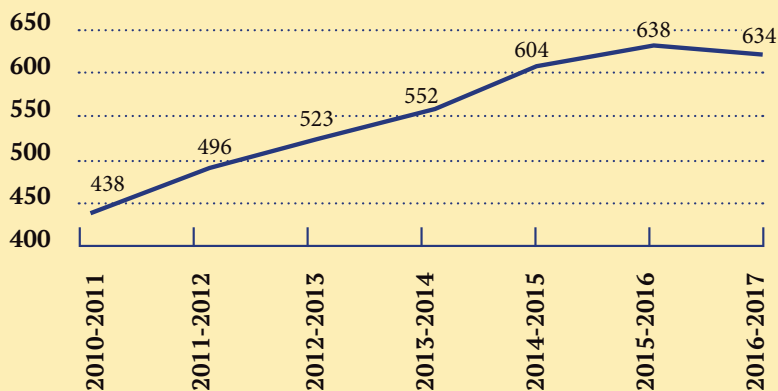
PSSS successfully implemented these Key Initiatives in 2016-2017:

1.1 Determine the student population, profiles and needs for 2015-2021.

In 2015-2016, we conducted a comprehensive analysis of the Cree post-secondary student population, profiles, and needs. We analyzed the findings to better understand our students and their challenges. The statistical review, which included data on student progression, length of studies, program enrollments and return on investment, was presented to the Cree School Board Council of Commissioners in March 2016.

Our Current Strengths

CHANGES IN ANNUAL STUDENT ENROLLMENTS



- A 45% increase in enrollment into preparatory programs between 2010-2011 and 2016-2017
- Enrollment of a younger student body (15-29 years old) from all communities

Our Current Weaknesses

Along with the above strengths, the review also showed us what we need to improve upon. Post-secondary withdrawal rates are a big focus and concern for the Cree School Board. The analysis found that over a 5-year period (2010-2015), 30 out of a sample study of 109 students completed their programs and earned a certificate and/or diploma. Over 50% withdrew within first year. Withdrawal rate has also increased in Access/Entrance programs.

Age Profile	2015-2016	2016-17	Change	Change %
≤20	65	47	-18	-28%
20-24	215	232	17	8%
25-29	129	125	-4	-3%
30-34	76	88	12	16%
35-39	67	63	-4	-6%
≥40	86	79	-7	-8%

By understanding these rates and speaking with students and receiving continuous feedback from students about their individual challenges, we were able to respond to risk factors that contributed to high withdrawal. For example, special strategies were developed and implemented to ease transition to post-secondary education and urban living. We continue to develop and implement strategies and tools to support student success.

Females	Males	Community	2015-2016 Enrollments	2016-2017 Enrollments	Annual Change	Annual Change %
93	61	Chisasibi	132	154	22	17%
15	5	Eastmain	16	20	4	25%
69	34	Mistissini	122	103	-19	-16%
20	15	Nemaska	39	35	-4	-10%
26	13	Oujé-Bougoumou	36	39	3	8%
72	45	Waskaganish	124	117	-7	-6%
47	37	Waswanipi	92	84	-8	-9%
31	16	Wemindji	43	47	4	9%
18	17	Whapmagoostui	34	35	1	3%
391	243		638	634	4	-1%

1.2 Actively motivate and engage students and their learning.

In 2016-2017, PSSS created an additional guidance counselling position to respond to student needs. This increased the number of Guidance Counsellors available to three. Guidance Counsellors help students face a variety of personal and health challenges. Their support allowed multiple students to overcome these challenges and obtain their degrees and receive various recognitions of high achievement.

PSSS continues to work closely with post-secondary institutions to offer support to students living in new cities across the country or abroad. We continue to provide on-site support to 297 Cree students at Algonquin College, partner with Youth Fusion at Cegep John Abbott, while students across the country were supported through distance and with our collaborations with 15 post-secondary institutions. We continue to provide the services of a 24/7 helpline for students when our support teams are not accessible outside working hours.

2.4 Foster an environment of life-long learning.

The student analysis shows our students are not academically prepared for post-secondary education. As a result, we have a strong need to bridge any gaps between Youth and Adult Education, and Post-Secondary Student Services.

In 2016-2017, PSSS worked with Sabtuan Adult Education Services to gather data, identify course gaps, and improve program offerings. This included a comparative analysis between the Cree School Board and other provincial education systems. The Cree School Board will use the results of this fact-finding to improve policies and offer academic preparation.

2.6 Establish and nurture mutually beneficial relationships with employers, industry and community groups.

One of our goals is to help students pursue careers that will help them become economically self-sufficient while contributing to Cree, Quebec, and Canadian societies. Through our partnerships with Cree employers, students are provided with information on the best opportunities as well as Quebec licensing requirements for jobs such as policing, nursing, and social work. The Cree School Board's Adult Education and Post-Secondary Student Services and the Cree Board of Health and Social Services of James Bay (CBHSSJB) have been working collaboratively to address their training needs for their employees and promote various professional positions within their organization. Current and prospective health sector workers are among the students who use our Adult Education Programs to seek general upgrading courses and earn a Secondary School Diploma. Once student have a Secondary School Diploma and have their necessary pre-requisites, they can seek vocational training programs with Sabtuan Adult Education or college-level programs, with the support of Post-Secondary Student Services.

When CBHSSJB employees obtain or upgrade their health sector qualifications, the whole community benefits from stronger health care services. This demonstrates the importance of community partnerships for Post-Secondary Student Services and the Cree School Board overall.

One of our goals is to help students pursue careers that will help them become economically self-sufficient



OUR NEXT STEPS: THE STUDENT SUCCESS PLAN

The Student Success Plan was developed throughout the 2016-2017 school year and is being implemented for students starting in Fall 2017. This interactive tool will give students and their guidance counsellors a clear model to build an educational path to achieve their educational/career goal.

How does it work? The Student Success Plan creates a custom model that each student can follow. Each individual plan is designed based on the student's educational interests, their career goals, and identify any personal or academic challenges that may interfere with their progression in their studies. We hope the Student Success Plan will help students feel supported throughout their post-secondary experience.



**SABTUAN ADULT
EDUCATION SERVICES**



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Sabtuan Adult Education Services (SAES) is a division of the Cree School Board. SAES provides a wide range of high-quality, community-based educational and training opportunities for adults living in the Eeyou Istchee territory. Our goal is to prepare each of our students to step into the labour market with the right tools and confidence.

SAES offers a variety of services under general adult education and/or vocational training programs in each Cree community.



General Education

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General adult education programs allow students to complete their secondary education. Some seek out these programs to obtain the prerequisites to enter vocational training. Others simply wish to increase their degree of autonomy. Having qualified Cree adults will allow us to sustain the economic growth of our communities.



Vocational Programs

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Vocational programs offer students the opportunity to prepare for a wide variety of careers through workshops, labs, classroom learning, and certifications. Our largest facility for vocational programs is the Sabtuan Regional Vocational Training Centre (SRVTC). For more information on the SRVTC, turn to page 72.



Partnerships

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Partnerships are collaborations between the Cree School Board and outside entities which offer students expanded programs with real-world application. In 2016-2017, our partnership with Minheku Construction Inc. provided students in Whapmagoostui with training in the construction field. Partnerships like the Minheku Project benefit both the business and educational community by allowing students to pursue in-demand skills, qualifications, and career paths.



SAES successfully implemented these Key Initiatives in 2016-2017:

1.3 Effectively communicate with and receive feedback from students.

Connecting with students and implementing their feedback helps us to offer programs that prepare them for rewarding futures. In 2016-2017, we used the feedback from a survey of General Education students to adjust out school calendar, which now consists of three semesters.

1.4 Develop pathways, programs and partnerships that reflect the needs of all students.

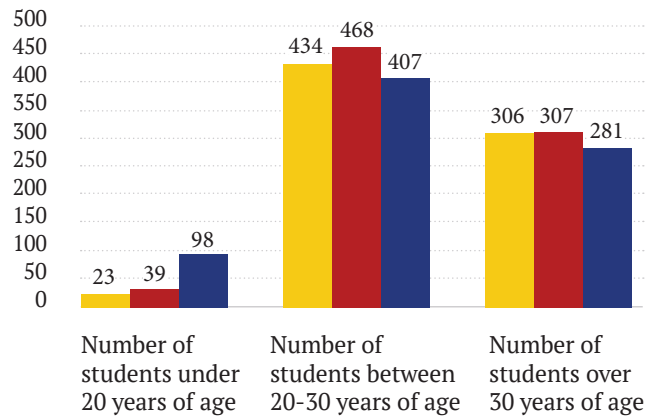
Sabtuan Adult Education Services offers programs for a wide variety of students, from those seeking a professional diploma to those who wish to upgrade their secondary school credentials. As part of our dedication to Educational Success, SAES offered resources to students who needed additional support. A Student Success Counsellor was available to students with learning disabilities, special needs and/or any risk factors for the first three months of the school year. The Guidance Counselor also met with 63 individuals and held 11 different workshops with different groups in Eeyou Istchee to discuss planning for the future. As our students represent a variety of ages, goals, and backgrounds, it is critical that we understand their educational needs and provide the resources necessary to their success.



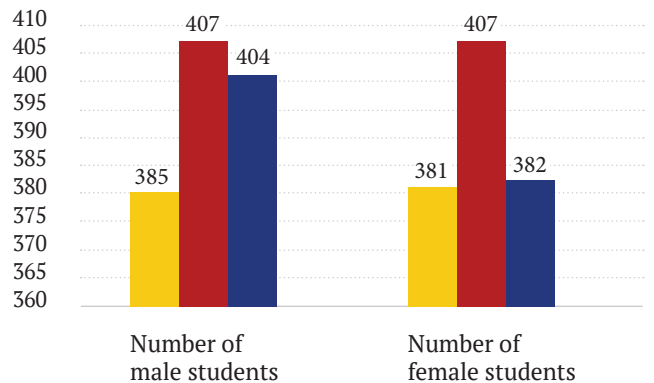
It is critical that we understand their educational needs and provide the resources necessary to their success.

2014-2015 2015-2016 2016-2017

AGE DIVERSITY IN ADULT EDUCATION PROGRAMS



GENDER DIVERSITY IN ADULT EDUCATION PROGRAMS



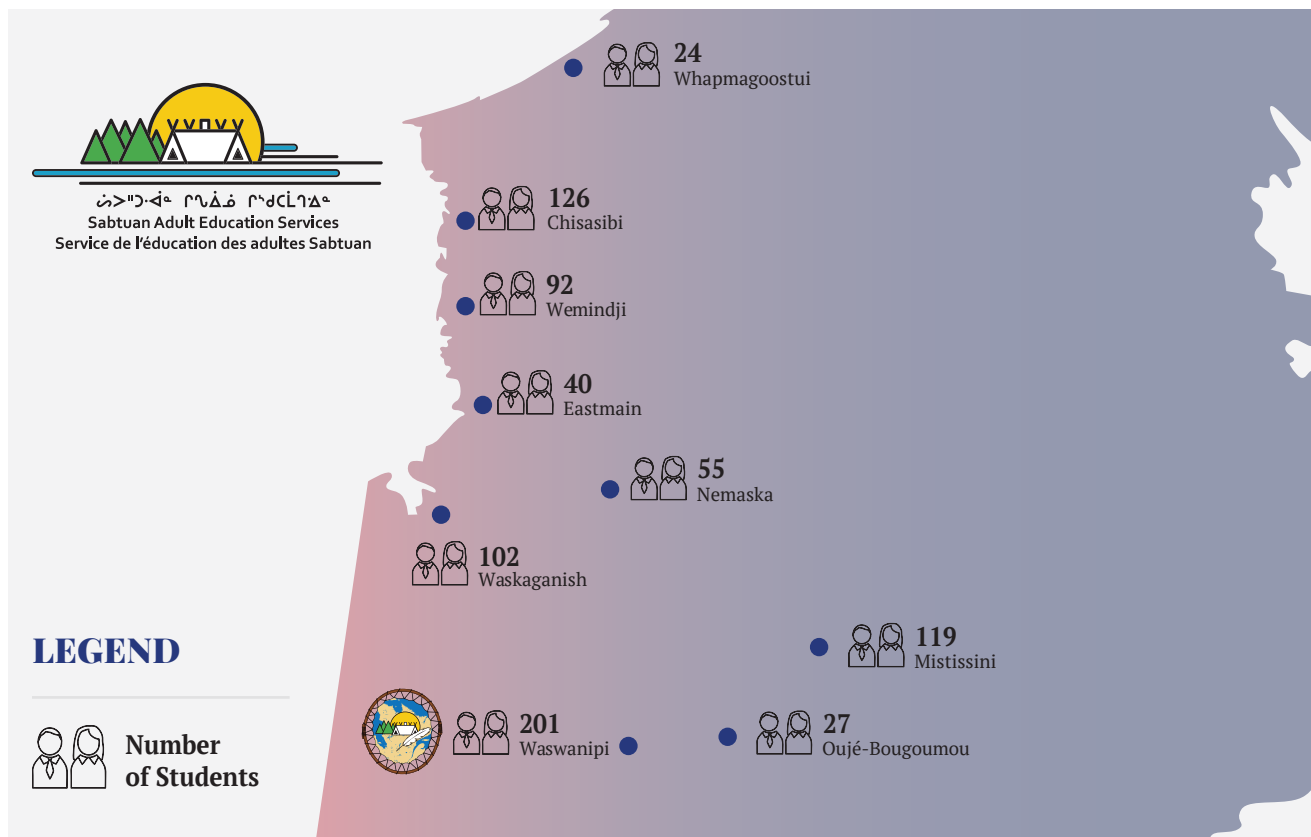
2.5 Enhance visibility and awareness of Sabtuan Adult Education Services and Post-Secondary Student Services, and access to their programs and partnerships.

SAES facilities used a variety of methods to educate the community about the programs we have available. Adult Schools in both Mistissini and Oujé-Bougoumou reported using Facebook and radio to connect with their communities. This not only increased engagement between the Cree School Board and its current students, but also educated prospective enrollees on the various programs available.



2.6 Establish and nurture mutually beneficial relationships with employers, industry and community groups.

Our partnerships offered students the opportunity to pursue meaningful educational paths and connect with the necessary funding to attend school. Cree Human Resources Development (CHRD) was a particularly meaningful partner in 2016-2017. By providing financial support to students who enter their program, they make it possible for adults to support their family while attending school. CHRD expanded their support in 2016-2017 by providing education allowances to adults enrolled in general education. CHRD also collaborated to bring a presentation on success and coping strategies to staff and participants of Mistissini's Career Path Program.



4.6 Leverage technology effectively to support student outcomes and improve CSB-wide efficiency.

Technology played a major role in helping SAES improve their operations. One exciting development was the implementation of Skype technology at each of our Adult Education facilities. This allowed General Education teachers to meet bi-weekly and share strategies, results, and best practices.

Technology also contributed to student success in the classroom, where Smartboards and tablets/iPads were available in most cases. This technology gave us the opportunity to work with the Information and Technologies department for solutions that will facilitate a distance education program. In coming years, we hope that distance learning options will help more people in our territory access the educational services they need.



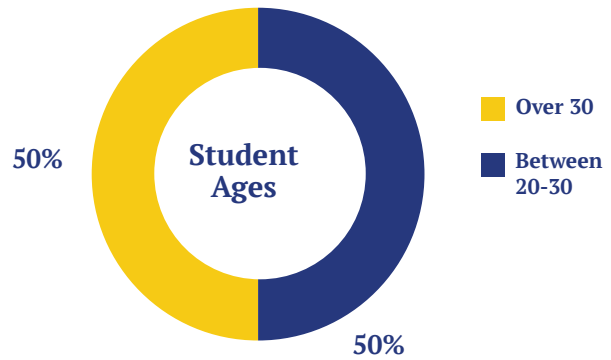
GENERAL EDUCATION AND VOCATIONAL PROGRAMS: COMMUNITY RESULTS

WHAPMAGOOSTUI

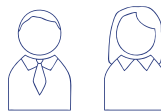
General Upgrading began on March 13, 2017 for full-time and part-time students. Students were enrolled in the following courses through Chisasibi's **General Education Program**:

- First Cycle Secondary
- Post-Secondary Studies Preparation
- Vocational Education Preparation
- Second Cycle Secondary

A **vocational program** in carpentry was also offered to twelve students. Five students applied to take the General Development Test (GDT), a Secondary School Diploma equivalency exam that will allow them to enter vocational training. Another two students are working to complete an English course to meet the carpentry program requirements.



24
Students



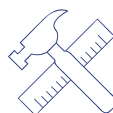
20 male | 4 female

12
Students



in General Education

12
Students



in Vocational Programs



100%

of students in Vocational Programs successfully completed their year of studies

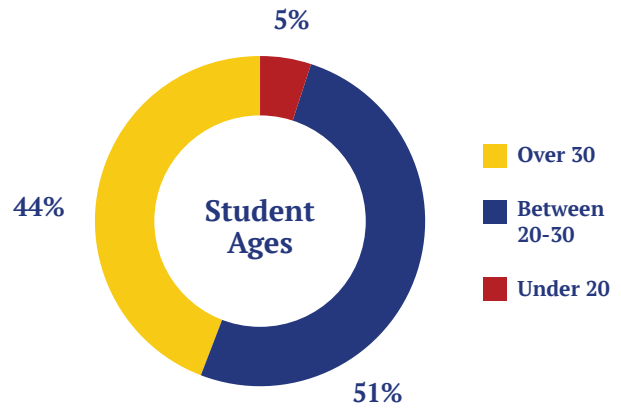
CHISASIBI

General Upgrading began in August 2016. Students were enrolled in the following courses through Chisasibi's **General Education Program**:

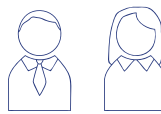
- Literacy
- First Cycle Secondary
- Vocational Education Preparation
- Pre-Secondary
- Second Cycle Secondary
- Pedagogical Support

The following **Vocational Programs** were offered in 2016-2017:

- Accounting
- Carpentry
- Home Care Assistance
- Secretarial Studies
- Trucking Class 3



126
Students



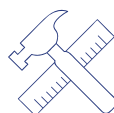
46 male | 80 female

75
Students



in General Education

51
Students



in Vocational Programs



80%

of students
in Vocational
Programs
successfully
completed their
year of studies

EASTMAIN

The Cree School Board’s Sabtuan Adult Education Services in Eastmain worked hard throughout 2016-2017 to accommodate the needs and goals of all students that walked through their doors.

Students were enrolled in the following courses through Eastmain’s **General Education Program**:

- First Cycle Secondary
- Post-Secondary Studies Preparation
- Second Cycle Secondary
- Pedagogical Support

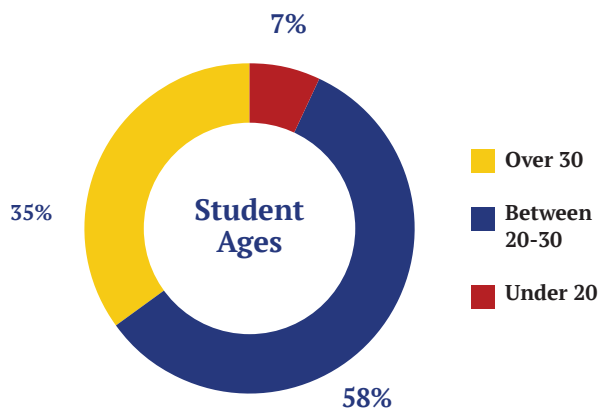
Key initiatives included:

- **Improving communication:** Every student was given the teacher’s cell phone number, allowing them to ask class-related questions outside of regular course hours.

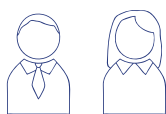
- **Sharing knowledge:** Eastmain instituted a successful math tutoring program that gave lower-level students an opportunity to be taught and mentored by graduates of programs offered through Sabtuan Adult Education Services.

- **Working with employers and community stakeholders:** We collaborated with the Wellness Centre to allow an employee paid hours off work to attend classes. Making sure students can achieve educational goals while still supporting their families is a priority for the Cree School Board.

- **Promoting SAES:** The Eastmain community was once again invited to graduation ceremonies. This is a great opportunity to honour graduates as well as to promote Sabtuan Adult Education Services to potential students.



40
Students



21 male | 19 female

40
Students



in General Education

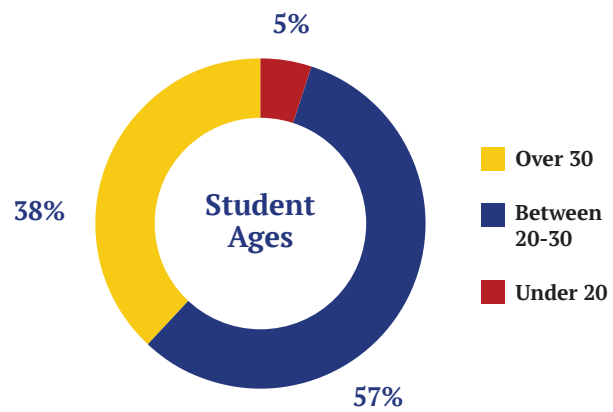
NEMASKA

Students were enrolled in the following courses through Nemaska's **General Education Program**:

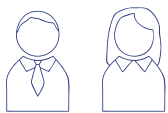
- First Cycle Secondary
- Post-Secondary Studies Preparation
- Vocational Education Preparation
- Second Cycle Secondary

The following **Vocational Programs** offered in 2016-2017:

- Commercial and Residential Painting
- Northern Building Maintenance
- Plastering
- Trucking Class 3
- Driving Heavy Machinery – Forest Roads



55
Students



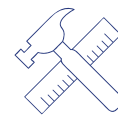
39 male | 16 female

23
Students



in General Education

32
Students



in Vocational Programs



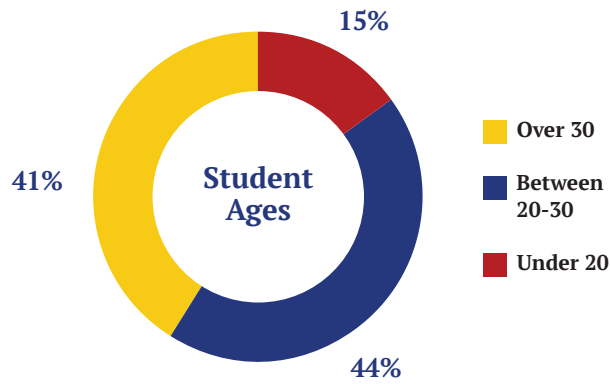
90% of students in Vocational Programs successfully completed their year of studies

OUJÉ-BOUGOUMOU

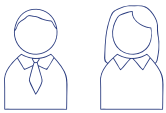
Oujé-Bougoumou offered a variety of General Education options for students, giving them the flexibility to pursue their studies on a daytime, part-time, and full-time basis. Students were enrolled in the following courses through Oujé-Bougoumou's **General Education Program**:

- First Cycle Secondary
- Vocational Education Preparation
- Second Cycle Secondary

Along with general upgrading, students in Oujé-Bougoumou also had access to a **vocational program** in Carpentry. Through this program, 8 students earned a Diploma of Vocational Studies. This will allow them to work as carpenters in the future.



27
Students



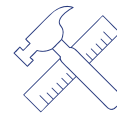
19 male | 8 female

18
Students



in General Education

9
Students



in Vocational Programs



88%

of students in Vocational Programs
successfully completed their year of studies

WASWANIPI SABTUAN REGIONAL VOCATIONAL TRAINING CENTRE

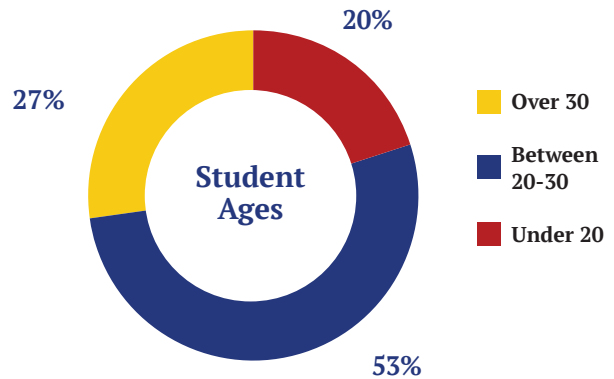
The Sabtuan Regional Vocational Training Centre (SRVTC) is a modern cutting-edge facility providing a wide range of vocational programs. This facility includes several large workshops, labs and theory classrooms. The following **Vocational Programs** were offered at SRVTC in 2016-2017:

- Consulting and Sales of Motorized Equipment
- Mining Mobile Mechanics
- Northern Building Maintenance
- Northern Heavy Equipment Operations
- Professional Cooking
- Recreation Leadership
- Semi-Automatic Welding
- Surveying and Topography

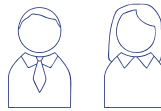
Those who wish to pursue vocational training at this centre are invited to contact the Cree School Board. We can accommodate students from across Eeyou Istchee with our residence facilities for individuals and families. We also work with the Welfare Department to help our students access the funds to support their families while attending training programs.



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Sabtuan Regional Vocational Training Centre
Centre régional de formation professionnelle Sabtuan



201
Students



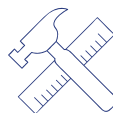
127 male | 74 female

78
Students



in General Education

123
Students



in Vocational Programs



78%

**of students
in Vocational
Programs
successfully
completed their
year of studies**

FINANCIAL REPORT

CREE SCHOOL BOARD OPERATIONS

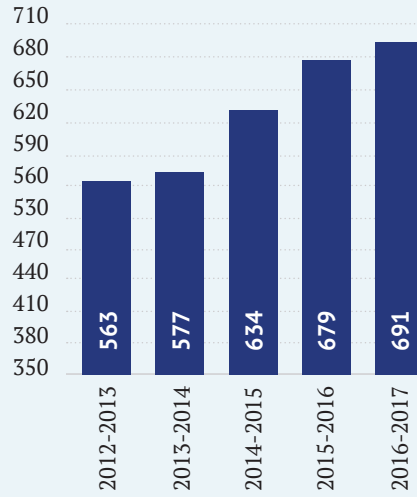
FOR YEAR ENDING JUNE 30, 2017

	Budget \$	2017 \$	2016 \$
REVENUES			
Ministère de l'Éducation et de l'Enseignement supérieur (Note 11 a)	147,293,662	152,635,030	144,306,537
Indigenous and Northern Affairs Canada	2,554,734	2,609,635	1,384,095
Cree Nation Government - Cree Human Resources Development	1,747,350	1,333,956	1,434,516
Cree Nation Government - Cree Crime Prevention Fund	250,000	250,000	-
Niskamoon Corporation	1,047,504	963,662	1,634,109
Amortization of deferred contributions related to tangible capital assets	-	9,560,114	8,832,218
Other (Note 12)	944,720	1,210,854	1,229,115
	153,837,970	168,563,251	158,820,590
<hr/>			
Salaries and benefits	82,447,272	72,709,999	72,283,358
Employer's contributions	8,117,602	7,767,584	7,814,879
Retroactive salary adjustments	600,000	926,702	
Travel and accommodation	6,627,891	6,233,285	7,904,974
Stationery, material and supplies	1,858,043	1,446,584	1,496,031
Pedagogical material	2,842,107	1,801,960	1,960,751
Contracts and professional services	13,112,106	11,464,919	15,293,654
Student assistance	14,220,945	14,214,771	14,047,112
Tuition fees	2,400,000	2,690,380	2,564,805
Transportation	3,701,475	3,606,698	3,476,476
Telecommunications	1,510,109	1,472,053	1,537,703
Heating, electricity and insurance	2,914,285	2,851,853	3,029,366
Maintenance and repairs	1,482,088	1,466,094	1,294,883
Users' fees	12,741,250	12,741,250	11,735,443
Building rentals	1,446,058	1,381,576	1,418,388
Interests and penalties	559,678	527,130	574,574
Special projects	5,665,823	5,193,911	4,461,355
Capital projects - expenses not capitalized	1,427,475	816,032	640,182
Amortization of tangible capital assets		10,569,801	9,647,762
Other	59,780	50,148	37,237
	163,733,987	159,932,730	161,218,933
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SURPLUS (DEFICIT) FOR THE YEAR	(9,896,017)	8,630,521	(2,398,343)

The accompanying notes and schedules by fund are an integral part of the financial statements.

NOTE: For the 2016-2017 financial year, the Cree School Board adopted a budget showing a deficit to reflect the planned use of a portion of its accumulated surplus.

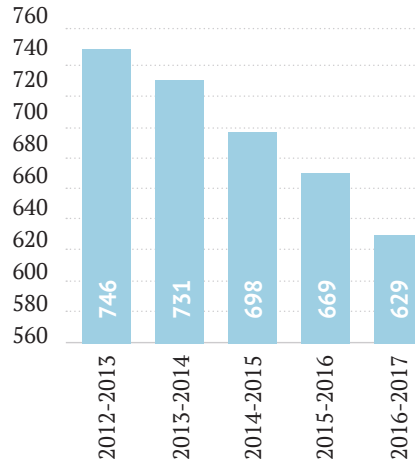
POST-SECONDARY STUDENT SERVICES: NUMBER OF STUDENTS



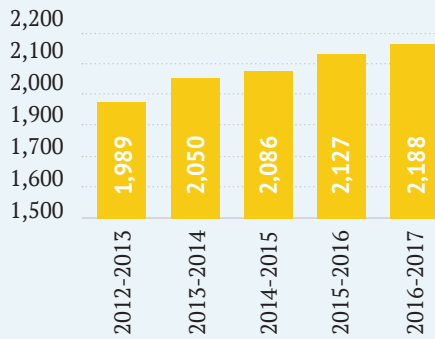
EVOLUTION OF STUDENT CLIENTELE: YOUTH EDUCATION



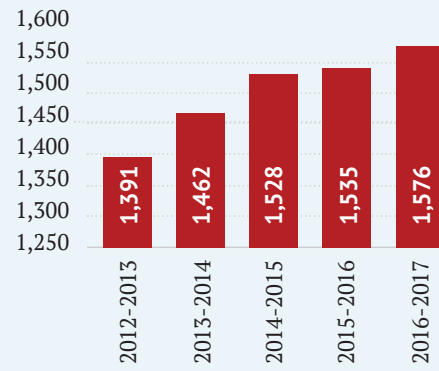
EVOLUTION OF STUDENT CLIENTELE: PRE-KINDERGARTEN AND KINDERGARTEN LEVELS



EVOLUTION OF STUDENT CLIENTELE: ELEMENTARY LEVEL



EVOLUTION OF STUDENT CLIENTELE: SECONDARY LEVEL



2016

REGIONAL GENERAL ASSEMBLY



2017

LEADERSHIP FORUM



MANY THANKS TO THE FOLLOWING CONTRIBUTORS

CSB Chairperson and Council of Commissioners
CSB Director General, Deputy Director General of Operations,
Senior Directors and departmental managers
CSB Principals and Community Education Administrators

SPECIAL THANKS TO OUR EDUCATION PARTNERS

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Quebec Minister of Education, Recreation and Sports
Cree Nation Government Department of Justice and
Correctional Services
Cree Human Resources Development
Cree Board of Health and Social Services of James Bay
Martin Family Initiative
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Cree School Board
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