



TABLE OF CONTENTS



2	Message from the Chairperson and Council of Commissioners	74	Adult Sector
8	Message from the Director General	84	Sabtuan Adult Education Services
14	Message from the Director of School Operations	84	Post Secondary Student Services
34	Special Message	87	Departments and Services
40	Eeyou Schools	88	Secretary General
41	Badabin Eeyou School - Whapmagoostui	89	Human Resources Services
44	Voyageur Memorial School - Mistissini	90	Material Resources Services
48	James Bay Eeyou School - Chisasibi	92	Information and Technology
51	Waapinichikush Elementary School - Chisasibi	94	Finance and Administration
54	Maquatua Eeyou School - Wemindji	99	Council of Commissioners
58	Wabannutao Eeyou School - Eastmain	100	Directors
61	École Luke Mettaweskum School - Nemaska	101	Community Education Administrators
64	École Wiinibekuu School and Annie Whiskeychan Memorial Elementary School - Waskaganish	102	School Principals and Vice-principals
67	Waapihtiwewan School - Oujé-Bougoumou	103	CSB Organigram
70	Willie J. Happyjack Memorial School and Rainbow Elementary School - Waswanipi		
73	List of Graduates - Youth Sector		





was also presented with the Cree History Program which will be introduced at the Secondary levels in all schools. Council acknowledges and thanks the developers of this Cree History program. An invitation reached the Cree School Board to attend the World Indigenous People's Conference on Education 2014 in Hawaii this past May. Four delegates attended the seminar with other Indigenous education leaders to talk about common experiences while working in the field of Indigenous education. It was an interesting experience to hear other Indigenous groups talk about the challenges they face in their respective countries in their attempts to get their cultures and languages recognized and have these aspects of their cultures included in their education systems.

We wish to extend our congratulations to all students who have graduated from Daycare to Pre-k, Pre-K to Kindergarten, Kindergarten to Grade 1, Grade 6 to Secondary 1, and to those students who will be graduating at Secondary V. We also acknowledge all the students who are graduating from Adult Education Programs (Vocational and Trades) and all Cree students who are graduating from the various Post-Secondary Institutions. We wish you all continued success in your studies and we hope that you will continue to be life-long learners.

We also want to recognize and thank all teachers, Principals, Vice-Principals, Community Education Administrators, and other Support Staff in our local schools for your hard work and dedication. We greatly appreciate the support that you provided the students to realize their goals. We wish to thank Abraham Jolly, Director General and all his staff for their dedication to ensure the Cree School Board operates at an optimal level. Thank you, as well, goes to Mrs. Bella Mianscum and her Office staff for their support to Office of the Chairperson and the Council.

Finally, we thank the Cree Nation of Eeyou/Eenou Istchee for the confidence and trust you have given us to govern Cree School Board on your behalf. Mr. Mark-Stewart and I submit this annual message on behalf of the Council of Commissioners.

May our Creator bless you all!

Kathleen J. Wootton
Chairperson

Daniel Mark-Stewart
Vice-Chairman



Daniel Mark-Stewart
Vice-Chairperson

MISSION “our purpose”

To provide for life-long learning while instilling the Cree identity in partnership with our communities to allow each student to attain the qualifications and competencies to become a successful contributor to the Cree Nation and society at large.

VISION “our aspiration”

A well-educated and successful Cree Nation through inspired teaching and valued learning.

MESSAGE DE LA PRÉSIDENTE ET DES COMMISSAIRES



Kathleen J. Wootton
Présidente

Bonjour à tous les membres de la Nation crie.

Nous aimerions saluer et remercier tous les membres de la Nation crie d'Eeyou/Eenou Istchee. L'année scolaire 2013-2014 a été chargée pour le Conseil des commissaires. Une fois de plus, la présidente et les commissaires ont travaillé en collaboration pour présenter ce message de fin d'année dans le cadre du rapport annuel de la Commission scolaire crie; message qui se veut un bref sommaire des événements ayant façonné l'année scolaire 2013-2014.

En juillet 2013, trois communautés ont procédé à une élection pour les postes de commissaires : Mme Daisy Shecapio a été élue au poste de commissaire pour Oujé-Bougoumou, Mme Mabel Bearskin et M. Teddy Wapachee ont tous les deux été réélus à titre de

commissaire pour leur communauté respective, soit Chisasibi et Nemaska. Au nom du Conseil, je les félicite pour leur élection, je souhaite la bienvenue à Mme Shecapio au sein de notre équipe, et je me réjouis du retour de Mme Bearskin et de M. Wapachee.

Certains commissaires ont participé au deuxième volet de la **Table ronde sur le renforcement des capacités - Devenir maîtres de notre terre ancestrale**. Cette année, l'événement s'est déplacé dans chacune des communautés afin de communiquer des données historiques aux jeunes, qu'ils soient inscrits dans une école crie ou non, sur la récente entente sur la gouvernance signée avec le Québec et les autres ententes comme la Convention de la Baie James et du Nord québécois et ses conventions complémentaires subséquentes. Il s'agissait d'une belle occasion pour les dirigeants cris d'engager un dialogue sur l'édification de la nation crie avec les jeunes de cette même nation, à l'échelle communautaire locale. Aux dires des élèves, la Table ronde s'est révélée très instructive.

Dans le cadre de sa réunion tenue en juin 2013, le Conseil a mis au point les derniers détails concernant les groupes de travail chargés du processus de révision de la *Loi sur l'instruction publique des autochtones cris, inuit et naskapis* et de la composante crie de l'éducation des Cris. Les deux groupes de travail ont entamé leur mandat et, jusqu'à maintenant, ont déposé deux rapports d'étape. Nous sommes d'ailleurs enchantés par le travail accompli par ces deux groupes de travail. L'objectif visé par la constitution de ces deux groupes de travail consiste à réviser la *Loi sur l'instruction publique des autochtones cris, inuit et naskapis*, ainsi que la composante crie de l'éducation des Cris, le tout dans l'espoir de créer un système d'éducation cri qui atteste fidèlement de la philosophie, des valeurs et de la culture cries tout en intégrant les connaissances cries au système d'éducation. Nous croyons qu'il est possible d'établir un système d'éducation qui inclut du contenu cri dans toutes les matières et qui répond à la fois aux

normes du ministère de l'Éducation, du Loisir et du Sport du Québec.

Un autre projet intéressant dont le Conseil est impatient de connaître les résultats est la recherche qui a été menée à Eastmain par les docteurs Alex et Lindsay Thornton. Après avoir donné une présentation intitulée *Neural Underpinnings of a Fit Brain*, les docteurs Thornton et Thornton ont entrepris leur projet de recherche dans la communauté d'Eastmain. L'essentiel de la présentation des deux docteurs consistait à déterminer l'incidence de l'activité physique et du sommeil sur l'apprentissage. Le Conseil attend donc avec impatience les résultats de ce rapport de recherche.

À l'instar des années précédentes, le Conseil a poursuivi la mise en œuvre de son plan en matière de liens capitalistiques (Ownership Linkage Plan). Le Conseil a rencontré les Cris de Chisasibi et consultera les communautés de Nemaska et d'Oujé Bougoumou, en juin et juillet respectivement. Nous avons également tenu des réunions relatives à ce plan avec le Développement des ressources humaines cries, la société Niskamoon et l'Association des Sports et des Loisirs d'Eeyou Istchee. Nous avons pris des engagements préliminaires visant à collaborer avec ces entités afin de promouvoir l'éducation crie.

Lors de son passage à Oujé-Bougoumou, le Conseil des commissaires a été invité à l'Institut culturel cri Aanischiukamkw pour la représentation de *Mind's Eye*. Le Conseil a également assisté à une présentation du programme d'histoire crie qui sera offert aux élèves du secondaire de toutes les écoles. Le Conseil tient d'ailleurs à reconnaître et à remercier les responsables de l'élaboration du programme d'histoire crie. La Commission scolaire crie avait été invitée à assister à la Conférence mondiale des peuples autochtones sur l'éducation qui s'est tenue à Hawaï en mai 2014. Quatre délégués ont participé au séminaire en compagnie d'autres éducateurs autochtones



pour partager leurs expériences communes tout en discutant de l'éducation des Autochtones. Il était intéressant d'écouter d'autres groupes autochtones parler des obstacles auxquels ils sont confrontés dans leur pays respectif dans le cadre de leurs efforts pour faire reconnaître leur culture et leur langue, ainsi que pour inclure ces aspects de leur culture dans leur système d'éducation.

Nous aimerions également profiter de l'occasion pour féliciter tous les élèves qui effectueront une transition de la garderie à la prématernelle, de la prématernelle à la maternelle, de la maternelle à la première année et de la sixième année à la première secondaire, ainsi que tous ceux qui obtiendront leur diplôme d'études secondaires. Nous souhaitons également reconnaître le travail de tous les étudiants qui recevront leur diplôme d'un programme d'éducation des adultes (diplôme d'études professionnelles ou d'une école de métiers), ainsi que tous les étudiants cris qui se verront décerner un diplôme d'un des différents établissements postsecondaires. Nous vous souhaitons beaucoup de succès dans vos études et espérons que vous poursuivrez votre apprentissage.

Nous voulons également témoigner notre reconnaissance et remercier tous les enseignants, les directeurs et directeurs adjoints d'école, les administrateurs de l'éducation communautaire, ainsi que le personnel de soutien de nos écoles locales pour leur travail et leur dévouement. Nous apprécions grandement le soutien que vous avez offert aux élèves dans l'atteinte de leurs objectifs. Nous tenons à exprimer notre appréciation au directeur général, M. Abraham Jolly, ainsi qu'à son personnel pour leur dévouement visant à assurer l'exploitation maximale de la Commission scolaire crie. Nous souhaitons également remercier Mme Bella Mianscum, et le personnel de son Bureau pour leur soutien sans faille à l'égard du Bureau de la présidente et du Conseil.

En dernier lieu, nous souhaitons remercier la Nation crie d'Eeyou/Eenou Istchee de nous avoir donné cette opportunité et de nous avoir fait confiance pour diriger la Commission scolaire crie en son nom. M. Mark-Stewart et moi-même soumettons le présent message annuel au nom du Conseil des commissaires.

Puisse notre Créateur tous vous bénir!

Kathleen J. Wootton
Présidente

Daniel Mark-Stewart
Vice-président



Daniel Mark-Stewart
Vice-président

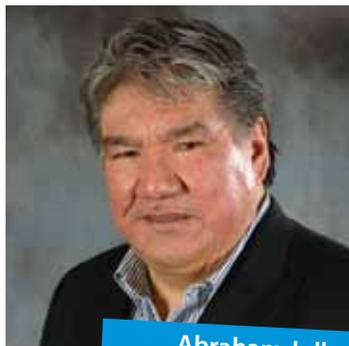
MISSION « Notre objectif »

Offrir une éducation permanente tout en instillant l'identité crie en partenariat avec nos communautés afin de permettre à chaque élève d'acquérir les qualités et les compétences nécessaires pour devenir un collaborateur actif au sein de la Nation crie et de la société dans son ensemble.

VISION « Notre aspiration »

Une Nation crie prospère et instruite qui bénéficie d'un enseignement inspiré et qui reconnaît la valeur de l'apprentissage.

MESSAGE FROM THE DIRECTOR GENERAL



Abraham Jolly
Director General

Greetings to all members of the Cree Nation in Eeyou Estchee!

As the Cree School Board ends its fiscal year, we begin another five year period of funding as per negotiations that were conducted back in 2009. Coming out of the 2009-2014 funding period, we undertook and engaged our Negotiation process with both Quebec and Canada as we sought to enter into the next five years of operation taking place from 2014 to 2019. Currently, we are approaching the finalization of the Negotiation process at our Main Table with Quebec, Canada, Cree Nation Government (CNG) and CSB representatives. We are optimistic about the outcome based on the positive dialogue and good relations that have been established at the Main table by all parties.

In light of the above, we look forward to the next five years of the Cree School Board's life, ensuring that we continue to focus on our goal of building and establishing a solid education system for our

Cree students located in the communities within the Cree Nation. We are also proud of the successes being obtained by Cree adult students both in the Adult education avenue of upgrading and vocational/technical programs, including the success of students in Post-Secondary education at college/CEGEP and university levels.

As a Cree School Board organization derived from the Cree Nation, we recognize and uphold our mandate, responsibility and contribution to building our human capital needs within the Cree Nation. We believe that education is foundational in producing highly competent, capable and confident Cree people who are now needed more than ever to fulfill the growing demands for skilled labour within all sectors of Eeyou Estchee.

Envisioning the next five year period (2014-2019) with clear expectations and outcome becomes increasingly important for the Cree School Board. Looking forward at the upcoming year and beyond gives us the opportunity to build our momentum and move boldly toward our goals. However, it's also important to look back on the past five years to review our successes and identify where we have opportunities for improvement based on our Strategic Action Plan. We have certainly witnessed positive and encouraging movement in major areas such as:

- Developing and building our youth sector with high priority, focusing on the GVC (Curriculum) of our education system from Pre-Kindergarten to Secondary 5. The curriculum aspect is really about setting high standards and expectations for all students attain the required knowledge and competencies in all subject areas in each grade level.
- Engaging and supporting Teachers to implement and work with the "Guaranteed Viable Curriculum" where it applies right now (currently Pre-K to Secondary 2).

- Focusing on building strong and effective Leadership Teams consisting of teachers and other school staff in our schools including the Principals and Community Education Administrators (CEA's) who manage our schools;
- Developing, organizing and structuring the Adult Education department to meet the demands of our high clientele in the Cree Nation and the demands of foreseeable development of the Cree Nation workforce as the Cree Economy grows.
- Restructuring and re-organizing our Post-Secondary Student Services to better serve an increasing number of Post-Secondary students pursuing higher education. Over the next five years, strategic planning will be in the process of ensuring that students succeed at the Post-Secondary levels in high numbers.
- Continuing to focus on the Cree School Board's goal of becoming a highly-reliability and high performing organization through organizational development and building our human capacity. We strive to be effective, capable and competent in our departments and services that we provide.
- The launching of the Performance Management Program is a major achievement which will be in effect for the 2014-2015 school year and onward.

Developing our "Guaranteed Viable Curriculum" over the past four years has been a major highlight as we reflect back on our achievements. This will continue to propel us forward until its completion as we carry the work over into our next five year funding period (2014-2019). Our organization is determined to complete the "GVC", consisting of all the core subject areas, in the next two years or so. Developing, building and implementing the GVC and allowing it to take hold is foundational work required in establishing a solid education system for our Cree Nation. It is imperative to ensure that our children



will receive a high standard education from Pre-Kindergarten to Secondary 5 in all the subject areas offered, especially within the core subject areas. The youth sector, numbering now over 4,200 students, is and will stay, as a high priority area going forward to ensure increased opportunity for their success. Our goal is to see a higher number of our students graduating with their Secondary 5 Diplomas in all our Cree community schools.

Other initiatives worthy to report are that Cree School Board, through the Council of Commissioners, supported the forming of two Cree working groups this past year focusing on two areas:

- a) Review of the Cree component within the current education system.
- b) Review of our current Cree Education Act.

The Cree working groups consist of Cree members from our nine communities and is a cross-section of people from varying fields of knowledge, experience, education and expertise, including those who possess Cree knowledge and traditional skills. The mandate for these working groups is to dialogue, discuss, debate, explore, research and come up with a *framework for Cree Education* and a *framework for the new Cree Education Act*. These groups are a “work-in-progress” and the results have been very encouraging.

The Cree School Board is accountable to the generations of youth and adults in the Cree Nation when it comes to the success of their education. As we go along this journey, it is becoming more apparent that parents who are engaged and who encourage their children in pursuit of their education, give their children a much better chance at being successful in the future. One of the key considerations going forward will be having parents and communities partner with us, including other Cree entities/organizations, for the success of our children’s education.

In closing, I would like to express my appreciation to Chairperson Kathleen Wooton and the Council of Commissioners for their strong leadership and support at the operational level. I would also like to recognize all Directors, Managers, and staff for their commitment, hard work, and dedication to serving our Community, schools, and students. A special thank you to all our Teachers, Principals, CEA's, school staff and front-line workers for their commitment and hard work at the community level.

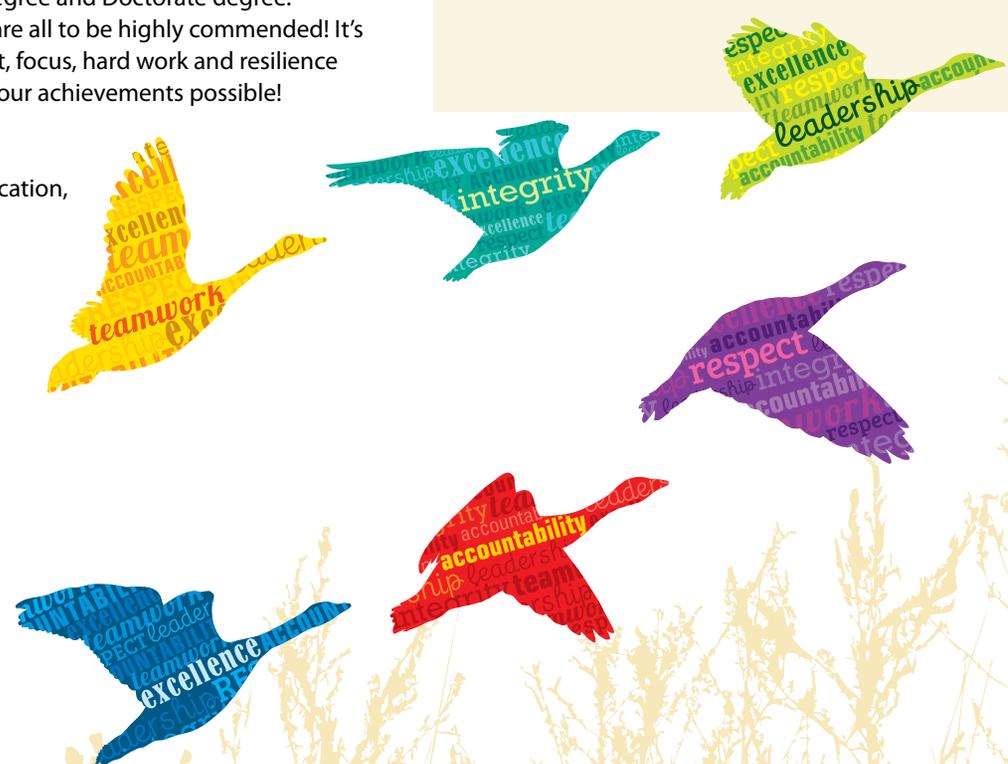
Also, I especially want recognize each individual student who succeeded in their educational pursuits this past year. Congratulations to all who obtained their high school diploma, certificate or vocational diploma, college/CEGEP diploma, University BA degree, Master degree and Doctorate degree. Collectively, you are all to be highly commended! It’s your commitment, focus, hard work and resilience that have made your achievements possible! Congratulations!

Yours in Cree Education,

Abraham Jolly
Director General

ORGANIZATIONAL VALUES

“our standards of behaviour”



MESSAGE DU DIRECTEUR GÉNÉRAL



Abraham Jolly
Directeur Général

Bonjour à tous les membres de la nation crie d'Eeyou Istchee!

Alors que la Commission scolaire crie (CSC) termine son exercice financier, nous entamons une autre période quinquennale de financement conformément aux négociations menées en 2009. Après la période de financement 2009-2014, nous avons engagé notre processus de négociation avec les gouvernements du Québec et du Canada afin de tenter de conclure les cinq prochaines années d'exploitation, soit de 2014 à 2019. Nous mettons actuellement au point les derniers détails de notre processus de négociation à la table principale à laquelle siègent des représentants des gouvernements du Québec et du Canada, du Gouvernement de la nation crie et de la CSC. Notre optimisme à l'égard des résultats est fondé sur le dialogue positif et la qualité des relations que nous avons établies avec toutes les parties présentes à la table principale.

À lumière des éléments ci-dessus, nous comptons profiter des cinq prochaines années de vie de la

Commission scolaire crie pour continuer de mettre l'accent sur l'objectif que nous nous sommes fixés d'établir et d'instaurer un système d'éducation solide pour nos élèves cris qui vivent dans les communautés au sein de la Nation crie. Nous sommes fiers du succès obtenus par les étudiants cris adultes qui ont choisi la voie de l'éducation des adultes en s'inscrivant à des programmes de recyclage professionnel ou des programmes de formation professionnelle ou technique, ainsi que du succès des étudiants de niveau postsecondaire qui fréquentent les collèges, les cégeps et les universités.

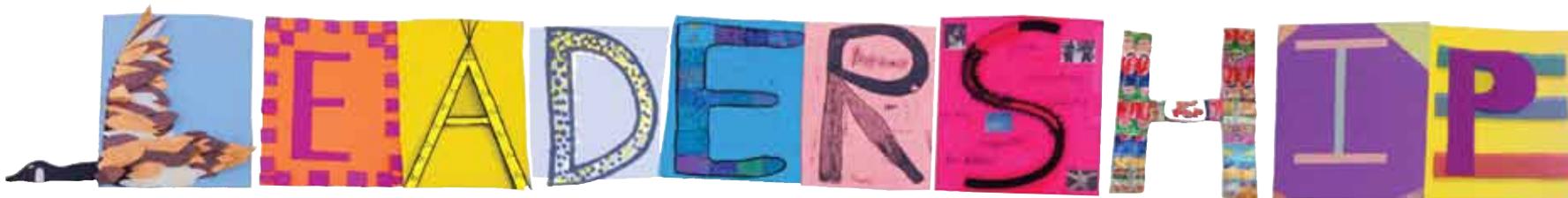
Comme la Commission scolaire crie tire ses origines de la Nation crie, nous reconnaissons et maintenons notre mandat, notre responsabilité et notre contribution visant à satisfaire nos besoins en capital humain au sein de la Nation crie. Nous croyons que l'éducation est fondamentale pour encourager la confiance, la capacité et la compétence des Cris, qui sont plus que jamais nécessaires pour répondre à la demande croissante en matière de main-d'œuvre qualifiée dans tous les secteurs d'Eeyou Istchee.

Envisager les cinq prochaines années, soit de 2014 à 2019, avec des exigences et des résultats clairs revêt désormais une importance capitale pour la Commission scolaire crie. Prévoir l'année qui vient et les suivantes nous donne l'occasion de poursuivre sur notre lancée et de travailler avec assurance à l'atteinte de nos objectifs. Cependant, il est également important de dresser un bilan des succès et des occasions d'amélioration des cinq dernières années, en se fondant sur notre Plan d'action stratégique. Nous n'avons pas manqué de constater la prise de mesures positives et encourageantes dans les principaux domaines, notamment :

- La création et l'instauration de notre secteur des jeunes qui met l'accent sur le CGV (curriculum) de notre système d'éducation, et ce, de la prématernelle au secondaire V. L'aspect relatif au

curriculum consiste en fait à fixer des normes et des attentes élevées pour tous les élèves afin que ces derniers puissent acquérir les connaissances et les compétences nécessaires à chaque niveau, et dans toutes les matières.

- La stimulation de l'engagement des enseignants et du soutien offert dans la mise en œuvre et l'application actuelle du « curriculum garanti et viable » (de la prématernelle au secondaire 2).
- La constitution d'équipes efficaces composées d'enseignants et d'autres membres du personnel dans nos écoles, incluant les directeurs et les administrateurs de l'éducation communautaire qui gèrent nos écoles.
- La création, l'organisation et la structuration du Service d'éducation des adultes afin de répondre aux demandes de notre nombreuse clientèle crie ainsi qu'aux demandes en matière de développement prévisible de la main-d'œuvre crie au rythme de la croissance de l'économie crie.
- La restructuration et la réorganisation des Services aux étudiants de niveau postsecondaire afin de mieux servir le nombre croissant d'étudiants qui poursuivent des études supérieures. Au cours des cinq prochaines années, la planification stratégique veillera à assurer la réussite d'un grand nombre d'étudiants au niveau postsecondaire.
- La poursuite de l'atteinte de l'objectif de la Commission scolaire crie qui consiste à devenir une organisation fiable et performante au moyen du développement organisationnel et du développement des ressources humaines. Nous tentons de faire preuve d'efficacité, de capacité et de compétence dans les services que nous offrons.
- Le lancement du Programme de gestion du rendement, qui sera en vigueur à compter de l'année scolaire 2014-2015, qui représente un accomplissement majeur.



En dressant le bilan des quatre dernières années, nous constatons que l'élaboration de notre « curriculum garanti et viable » s'est révélé être l'un des faits saillants de nos accomplissements. Ce dernier nous permettra de continuer d'aller de l'avant, puisque nous poursuivrons le travail à cet égard au cours de la prochaine période de financement quinquennale (2014 à 2019). Notre organisation est déterminée à conclure la mise en œuvre du CGV, qui comprend toutes les matières obligatoires, au cours des deux prochaines années. La création, l'instauration et la mise en œuvre du CGV, et permettre son établissement, est essentiel pour mettre en place un système d'éducation solide à l'intention de notre Nation crie. Il est primordial d'assurer à nos enfants une éducation de haute qualité dans toutes les matières offertes, en particulier les matières obligatoires, et ce, de la prématernelle au secondaire V. Le secteur des jeunes, qui compte maintenant plus de 4 200 élèves, est et demeurera une priorité afin d'offrir des possibilités de succès plus nombreuses. Notre objectif est de voir davantage de nos élèves obtenir leur diplôme d'études secondaires dans toutes nos écoles communautaires cries.

Parmi les autres initiatives dignes de mention, précisons que la Commission scolaire crie, par l'entremise du Conseil des commissaires, a appuyé au cours des deux dernières la formation de deux groupes de travail cris qui mettent l'accent sur les deux domaines suivants :

- a) la révision de la composante crie du système d'éducation actuel;

- b) la révision de la Loi sur l'instruction publique des autochtones cris, inuit et naskapis.

Les groupes de travail sont composés d'un échantillon des membres cris de neuf communautés, dont les connaissances, l'expérience, la formation et les compétences varient, et certains membres possèdent même les connaissances et les compétences cries. Le mandat de ces groupes de travail consiste à dialoguer, à discuter, à débattre, à explorer, à mener des recherches et à élaborer un cadre pour l'éducation crie ainsi qu'un cadre pour la nouvelle Loi sur l'instruction publique des autochtones cris, inuit et naskapis. Malgré que ces groupes n'en soient qu'à leurs débuts, les résultats sont très encourageants.

La Commission scolaire crie est responsable du succès de l'éducation des générations de jeunes et d'adultes de la Nation crie. Au fur et à mesure que nous progressons dans cette aventure, il devient de plus en plus évident que les parents qui font preuve d'engagement et qui encouragent leurs enfants dans la poursuite de leurs études leur offrent une bien meilleure chance de succès pour l'avenir. C'est pourquoi désormais, nous tenterons d'amener les parents et les communautés, y compris les autres entités ou organisations cries, à collaborer avec nous pour le succès de l'éducation de nos enfants.

Pour terminer, j'aimerais exprimer ma reconnaissance à l'égard de la présidente, Mme Kathleen Wooton, et du Conseil des commissaires pour le leadership remarquable et le soutien dont ils ont fait

preuve au niveau opérationnel. J'aimerais également remercier tous les directeurs, les gestionnaires et les membres du personnel pour leur engagement, leur travail acharné et leur dévouement au service de nos écoles communautaires et de nos élèves. Je souhaite également adresser un merci bien particulier à tous nos enseignants, directeurs d'école, administrateurs de l'éducation communautaire, membres du personnel scolaire et travailleurs de première ligne pour leur engagement et leur persévérance au travail à l'échelle de la communauté.

De plus, je tiens à reconnaître individuellement chaque élève qui, pendant la dernière année, a poursuivi avec succès ses études. Félicitations à tous ceux et celles qui ont obtenu un diplôme d'études secondaires, un certificat ou diplôme d'études professionnelles, un diplôme d'études collégiales, un baccalauréat, une maîtrise ou un doctorat. Ensemble, vous méritez nos plus grands éloges! Vos accomplissements n'auraient pas été possibles sans votre engagement, votre détermination, votre travail assidu et votre résilience. Encore une fois, félicitations!

Votre tout dévoué en matière d'éducation crie,

Abraham Jolly
Directeur Général

MESSAGE FROM THE DIRECTOR OF SCHOOL OPERATIONS



Kimberly Quinn
Director of School Operations

On behalf of the Youth Sector of the Cree School Board, it is with pleasure that I present the 2013-2014 Annual Report for all pedagogical departments, including: the Deputy Director General's Office, School Operations and Education Services. Its purpose is to provide an overview of youth sector pedagogical work, progress on goals set in the 2010-2015 Strategic Action Plan (SAP), and academic achievement results of our students. Of primary concern to all is the success of our students, which is what we align all of our plans and efforts toward. In addition to being accountable to this plan, we must also meet the Ends set in the Council Policy Manual (CPM), which require us to increase literacy, numeracy, core academic subject area success rates, and high school graduation rates. We are all committed to reaching higher levels of success with our students and doing whatever is necessary to do so.

Youth Sector Goals and Progress

The major goals of the Youth Sector are provided here below, along with a statement of the status of progress in each goal area.

CSB Strategic Action Plan Goal

A-1 Development and implementation of a standards-based elementary and secondary curriculum that is Guaranteed and Viable for consistency and alignment of teaching, assessing, and learning.

Progress: The Cree Pre-Kindergarten and Kindergarten Guaranteed and Viable Curriculum (GVC) was implemented in all schools this year. In addition, the Secondary Cycle I curricula in English, French and Mathematics were implemented, while work began on Secondary III Mathematics and Language Arts. The Mathematics Secondary III curriculum is expected to be implemented in 2014-2015 following some training in August. The Grade 1-6 curricula in Mathematics, Cree, English and French, continue to be implemented in schools. Feedback results indicate that the GVC is well received and areas for improvement have been identified. Instructional Services, who have led this initiative, have developed a follow-up plan with appropriate revisions. An Ad Hoc GVC team was formed with teacher representation, as well as members of the Board Committee, to better listen to the concerns of teachers, while sharing plans and progress for the GVC. Although the team was only able to meet once this year, the outcome was a better understanding of one another in all respects, and ideas were shared about how to improve the GVC, which was of value to everyone involved. Ideas and feedback from this team will also be included in any revision work that will take place.

CSB Strategic Action Plan Goal

A-2 Supporting and training teachers to ensure that

the CSB teachers are capable, happy, and able to work effectively in teams to continually improve.

The board has recognized the need to better support teachers and build in continuous professional development. Any and all professional development is and must be aligned to the CSB Youth Strategic Action Plan and/or the Local School Improvement Plan. At the regional level, support and implementation continue at the school level for the Grades 1-6 curricula in Mathematics, Cree, English and French, through teams of: Instructional Service consultants, external experts in literacy, numeracy, and others, several times a year. Model lesson plans are demonstrated, continued training in Classroom Instruction That Works (CITW) takes place, whereby the most effective teaching strategies are shared, and on the ground support is given to teachers who have questions in the areas of: the GVC, associated material, lesson development, assessment, and otherwise. In addition, support and training was also built into site visits for Pre-K, K and Secondary Cycle I teachers. In particular, Pre-K and K teachers received training from the Montreal Fluency Centre in the "Read it Again Program", focused on early literacy readiness strategies using Cree material and other approaches.

Moreover, support in the use of reading assessments, such as the PM Benchmark and GB+ continued. This has resulted in more schools reporting results on student reading levels several times a year. The Instructional Services team also lead a session where the CASI reading measure was introduced to Department Heads in schools, as well as an overview of intervention material allocated to schools, so that each has expertise at the local level in these areas. Schools also have Local School Improvement Plans (LSIPS) aligned with professional development for their teachers in these same areas of literacy, numeracy, assessment and others, with the aim to achieve their goals.



Math, Science and History teachers also met this year with the Coordinator of School Operations, Hardy Audate, and Education Consultant, Jim Laird, to review needs in each of these required secondary subject areas. Challenges for student success were discussed, as well as appropriate course material to target instruction. Their sharing and team work continued from their initial August in-person session, through email and telephone conferences at different points during the year.

CSB Strategic Action Plan Goal

A-3 School leaders who are empowered and trained on balanced leadership for continual school improvement.

Progress: School Principals and Vice-Principals continued to develop as effective school improvement and pedagogical leaders in our board. Their professional development has been a balance of increasing knowledge in administrative tools, as well as identifying and implementing “best-practice initiatives” that will ensure clear and focused attention to increased student performance. Instructional supervision, effective classroom practices, data driven decision making, Professional Learning Communities (PLCs), and school culture are some areas we have targeted to build capacity through our training sessions, as well as through school-based support offered throughout the year.

Monitoring Team visits have continued through the Office of School Improvement, whereby schools were visited twice this year for several days and assessed on whether they were meeting expectations set for them. We have noted that structures are well defined and processes are well developed in schools where there is strong leadership. In the coming year, a more in-depth tool will be put in place as many of our schools have gone beyond the current measure. The focus in 2014-2015 will be on providing more regular feedback through increased visits to schools

by pedagogical managers, with support and coaching plans built in so that professional development, interventions, and the work conducted with schools is more meaningful and purposeful. Working together, we can achieve more, and all schools have asked for increased supervision, visibility and support from our offices.

Principals have each developed a Local School Improvement Plan (LSIP) with their school teams. These plans set clear goals for improvement in the areas of literacy, numeracy, and on Ministry of Education Sports and Leisure (MELS) examinations. These goals have become the foundation for their work since the implementation of the SAP with teachers, Leadership Teams, and others. While some of this is accomplished through use of funding received through New Paths for Education (NPE), it was recognized that more funding of local initiatives was required to achieve the goals outlined in each school’s LSIP. A School Improvement Grant program was initiated internally, managed by the Office of School Improvement, whereby schools could submit project proposals which had to be aligned with their LSIP goals and must demonstrate the use of a PLC approach. Most schools submitted projects to support teacher professional development in literacy, numeracy, and also to increase academic success in students through additional tutoring. This will continue in 2014-2015, with some adjustments where necessary, as we believe in supporting our schools so that they are in the best place to reach their goals.

CSB Strategic Review Area

R-1 Students and families who are aware, interested, and engaged in achieving academic success.

Student Engagement

Students who are engaged, as measured partly by their attendance and otherwise by their interest, are more likely to succeed in school. Research and data

continue to demonstrate that this is an area where action plans must be developed at all levels, especially at the school level, so we can better meet the needs of our students. Before doing so, an understanding of our students’ perspective, feelings about school, and knowing the best practices for targeting student engagement were necessary, so that we could effectively work with schools.

A small team, supervised by the Coordinator of School Improvement, was given the task of compiling data collected from the Student Engagement Survey given to Secondary students in the spring of 2013 into a more meaningful format for all stakeholders. This is now ready for each individual school, as well as a board-wide report, which will be shared with Principals in August at their first meeting, along with plans for further reviewing student engagement at the community level, and starting to develop action plans with what we know from the survey and research to implement in schools this school year. By December 2014, we expect to have student engagement as an action area in a draft form for the 2015-2020 SAP that will be in development.

Family Engagement

Students are more likely to succeed in school when they have parents/guardians who show an interest and are involved in their education. In addition, the students and their parents/guardians must have and share the expectation that this child can succeed in school. Some progress was made when I met with the School Committees at their assembly in March to share some research on student and family engagement, as well as some of our current statistics, so we could start to work in partnership after developing a more shared understanding. Much like the student engagement review area, we expect the same approach with a report on recommendations for effective family engagement by December 2014 from the Department of Student Services.

IV material to start, so much more focus needs to take place in earlier years. Professional development in Mathematics started in 2013-2014 in an effort to share best practices with all teachers in schools. We will continue this, along with other efforts to address Mathematics across the board.

Secondary IV Science and Technology

Success Rate: 9% for English and 13% for French

In 2011-2012, the success rates in English and French respectively on the Science and Technology Secondary IV exam were: 16% and 19.1%. Success rates decreased in 2012-2013, much like the Mathematics exam and course. As with Mathematics, it became more critical that intervention efforts and professional development focus on students and teachers as this is a required course for graduation. Additional support was given to students at the school level, through tutoring and Facile Learning. Science teachers also met in August to review exam results and teaching material to guide their work with students. What was found in both Mathematics and Science and Technology was that the Development part of the exam, which required higher level analytical skills to demonstrate learning, was causing the most difficulty. In both cases, teachers determined more practice in this type of questioning would take place in the classroom in 2013-2014.

Canadian Achievement Test Outcomes

The Canadian Achievement Test (CAT) is a standardized assessment we administer annually to see our students' level of knowledge and skills in the areas of Mathematics and Literacy in Grades 6 and Secondary III. It assesses learning in essential skills you would expect students to have in these subject areas by these grade levels. Results are an indicator of how well aligned our curriculum is, as well as where our instruction needs to focus overall.

Our students have always scored well below the

norm in Canada and below what would be expected for students in these grade levels. In recent years, we have seen an increase in Grade results in these, which indicated we were making some gains with students. One score we use is the Stanine score, where a score of 4 or higher indicates that students are meeting or exceeding end of grade expectations, which we use to report results of, and set targets to, in our SAP, CPM, and LSIPs. The following is a report on 2013-2014 CAT results for Grade 6 and Secondary III taken in March 2014 in all schools presented:

Grade 6 CAT Scores

In Reading, 15% of CSB Grade 6 students achieved a Stanine 4 on the CAT, indicating that they are meeting end of grade expectations. This is a decrease of 3% from the 18% who were achieving at the expected level in 2012-2013. The target set for 35% has not been met for 2013-2014.

In Mathematics, 17% of CSB Grade 6 students achieved a Stanine 4 on the CAT, which is a significant decrease from the 2012-2013 results, where 33% of students met end of grade expectations. This is well below the target set for 35% for 2013-2014. In 2014-2015, a target of 40% has been set in Grade 6 Mathematics.

Secondary III CAT Scores

In Reading, 5% of CSB students in 2013-2014 demonstrated on grade level or above skills that would be expected in Secondary III. This represents a decrease of 5% from the 2012-2013 scores and is below the target set at 45% for this year.

In Mathematics, 18% of CSB students 2013-2014 scored at grade level or higher in Secondary III. This represents an increase of 3% from the previous year, but is well below the target set at 45%.

While the results have decreased overall, we are focused with our schools on turning these around and working toward targeting the necessary academic areas further with best practices and interventions.

In Conclusion

I would like to thank all Youth Sector Service Departments for continuing to contribute to the Board's SAP. This includes: Instructional Services, Special Education, Cree Programs, Student Services, Professional Development, School Improvement, School Data Management, School Operations and the Office of the Deputy Director General. This year was a challenging one with the absence of a Director of Education Services and the retirement of the Deputy Director General, Joe MacNeil, but we managed to work together in continuing to make progress toward our goals.

In addition, I would like to thank all School Principals, Vice-Principals, CEAs, teachers, professionals, and support staff for their commitment to our schools and students. The reports that follow from the School Principals share their results and progress toward their respective goals as schools. While each school is different, each believes and exists to give each child opportunities to succeed in his or her educational journey so they may reach their highest potential. We welcome you to read about each one and look forward to further sharing with you in the coming year.

Kimberly Quinn
Director of School Operations



au moyen d'ouvrages en langue crie et d'autres approches.

En outre, le soutien relatif à l'utilisation d'évaluations en lecture, comme PM Benchmark et GB+, s'est poursuivi, assurant ainsi qu'un plus grand nombre d'écoles fassent état des résultats relatifs aux niveaux de lecture des élèves plusieurs fois par année. L'équipe des Services de l'éducation a aussi organisé une séance dans le cadre de laquelle le test de lecture CASI a été présenté aux directeurs des services des écoles, ainsi qu'un aperçu du matériel d'intervention mis à la disposition des écoles, afin que chacune, à l'échelle locale, possède l'expertise nécessaire dans ces domaines. Les écoles ont également harmonisé les Plans locaux d'amélioration scolaires (LSIP; en anglais) avec le perfectionnement professionnel offert à leurs enseignants dans les mêmes domaines, soit la littératie, la numératie, l'évaluation et autres, et ce, afin d'atteindre leurs objectifs.

Les enseignants de mathématiques, de science et d'histoire se sont également réunis cette année avec le coordonnateur des opérations scolaires, M. Hardy Audate, ainsi que le conseiller pédagogique, M. Jim Laird, pour revoir les besoins de chacune de ces matières obligatoires au secondaire. Le sujet des obstacles au succès des élèves a été abordé, ainsi que le matériel didactique approprié pour les cibler. Les courriels et les conférences téléphoniques à différents moments de l'année ont permis la poursuite de leur travail d'équipe et de la mise en commun de leurs idées amorcés dans le cadre de la première séance en personne tenue en août.

Objectif du Plan d'action stratégique de la CSC

A-3 *Des dirigeants scolaires habilités et formés au leadership équilibré pour l'amélioration continue des écoles.*

Progrès: Les directeurs et les directeurs adjoints d'école ont poursuivi leur perfectionnement en tant que dirigeants pédagogiques efficaces, notamment sur le plan de l'amélioration scolaire, au sein de notre Commission. Leur perfectionnement professionnel

s'est avéré être un équilibre de connaissances accrues en matière d'outils administratifs, ainsi que la détermination et la mise en œuvre de pratiques exemplaires pour assurer une concertation des efforts visant à accroître le rendement des élèves. La supervision pédagogique, les pratiques en classe efficaces, la prise de décision en fonction des données, les communautés d'apprentissage professionnelles et la culture scolaire sont quelques-uns des domaines ciblés en matière de renforcement des capacités dans le cadre de nos séances de formation, ainsi que par l'entremise de soutien offert dans les écoles tout au long de l'année.

L'équipe chargée du suivi a poursuivi ses visites par l'intermédiaire du Bureau de l'amélioration scolaire, par lequel les écoles ont fait l'objet de deux visites de quelques jours cette année, ainsi que d'une évaluation visant à déterminer si elles avaient atteint les objectifs fixés pour elles. Nous avons constaté que les structures sont bien définies et que les processus sont bien établis dans les écoles ou le leadership est très présent. Cette année, un outil plus approfondi sera mis en place puisque bon nombre de nos écoles ont dépassé la mesure actuelle. En 2014-2015, la priorité sera de fournir une rétroaction plus régulière au moyen de visites accrues dans les écoles par les dirigeants pédagogiques, de plans de soutien et d'encadrement intégrés, de façon à ce que le perfectionnement professionnel, les interventions et le travail mené dans les écoles soient plus significatifs et importants. Ensemble, nous pouvons accomplir davantage et ainsi offrir à toutes les écoles ce qu'elles demandent, une meilleure supervision, une plus grande visibilité et davantage de soutien de la part de nos bureaux.

Chacun des directeurs, en collaboration avec son équipe, a élaboré un Plan local d'amélioration scolaire dans lequel les objectifs clairs en matière d'amélioration scolaire ont été établis dans les domaines de la littératie, de la numératie et des examens du ministère de l'Éducation, du Loisir et du Sport (MELS). Ces objectifs sont devenus l'assise

de leur travail depuis la mise en œuvre du Plan d'action stratégique auprès des enseignants, des Équipes de leadership et des autres intervenants. Même si certains de ces accomplissements ont été rendus possibles grâce au financement obtenu dans le cadre du programme Nouveau sentier pour l'éducation, il a été établi qu'un financement plus important des initiatives locales était nécessaire pour atteindre les objectifs énoncés dans le Plan local d'amélioration scolaire de chaque école. Un programme de subvention favorisant l'amélioration scolaire, administré par le Bureau de l'amélioration scolaire, a été instauré à l'interne, par lequel les écoles pouvaient soumettre des propositions de projet en accord avec les objectifs de leur Plan local d'amélioration scolaire, qui démontraient également le recours à une approche relative à la communauté d'apprentissage professionnelle. La plupart des écoles ont soumis des projets visant à appuyer le perfectionnement professionnel des enseignants en matière de littératie et de numératie, ainsi qu'à accroître le succès académique des élèves au moyen de tutorat supplémentaire. Ce travail se poursuivra en 2014-2015. Toutefois, certaines modifications seront nécessaires puisque nous croyons au soutien apporté à nos écoles afin qu'elles soient en mesure d'atteindre leurs objectifs.

Domaines d'intervention du Plan d'action stratégique de la CSC

R-1 *Des élèves et des familles sensibilisés, intéressés et engagés dans la réussite scolaire.*

Engagement de la part des élèves

L'engagement des élèves se mesure d'une part par leur assiduité et d'autre part par leur intérêt. D'ailleurs, les élèves engagés sont plus susceptibles de réussir. Les recherches et les données continuent de démontrer qu'il s'agit d'un domaine pour lequel il est nécessaire d'élaborer des plans d'action à tous les niveaux, en particulier à l'échelle des écoles, afin de mieux répondre aux besoins de nos étudiants. Toutefois, il faut au préalable comprendre la perspective de nos

élèves et leurs sentiments à l'égard de l'école, puis déterminer les pratiques exemplaires à adopter pour accroître l'engagement des élèves, afin de collaborer plus efficacement avec les écoles.

Une petite équipe, supervisée par le coordonnatrice de l'amélioration scolaire, a reçu le mandat de compiler les données recueillies dans le cadre du sondage sur l'engagement des élèves mené auprès des élèves du secondaires à l'automne 2013 dans un format plus significatif pour tous les intervenants. Un rapport pour chacune des écoles, ainsi qu'un rapport faisant état des données à l'échelle de la Commission, sont maintenant prêts. Ce dernier sera communiqué aux directeurs en août lors de leur première réunion, tout comme les plans destinés à examiner en détail l'engagement des élèves à l'échelle de la communauté. Par la suite, nous amorcerons l'élaboration des plans d'action à partir des renseignements extraits du sondage et des recherches menées dans les écoles au cours de l'année scolaire. D'ici décembre 2014, l'engagement de la part des élèves devrait figurer en tant que domaine d'intervention dans l'ébauche du Plan d'action stratégique pour 2015-2020.

Engagement de la part des familles

Les élèves sont plus susceptibles de réussir à l'école lorsque leurs parents ou tuteurs s'impliquent et démontrent de l'intérêt à l'égard de leur éducation. De plus, les élèves et les parents ou les tuteurs doivent avoir en commun le désir de réussite de l'enfant. Certains progrès ont été réalisés. J'ai d'ailleurs pris part à l'assemblée des comités d'école tenue en mars dans le cadre laquelle j'ai communiqué les résultats des recherches portant sur l'engagement de la part des élèves et des familles, ainsi que certaines de nos statistiques récentes. Ainsi, grâce à notre compréhension commune, nous pouvons entamer notre collaboration. À l'instar du domaine d'intervention qu'est l'engagement de la part des élèves, nous prévoyons adopter la même approche, soit la rédaction par la direction des services aux élèves d'un rapport sur les recommandations en

matière d'engagement efficace de la part des familles d'ici décembre 2014.

Domaines d'intervention du Plan d'action stratégique de la CSC

R- Des éléments d'une éducation crie intégrés dans tous les aspects et niveaux de la formation des élèves.

Pour obtenir de plus amples renseignements sur ce domaine d'intervention clé, consultez le rapport du directeur général et le rapport du président.

Résultats : Porter la réussite à un niveau supérieur

L'objectif de notre travail et de tous nos plans consiste à accroître la réussite des élèves, et ce, sur tous les plans. Au cours des dernières années, nous avons fourni du soutien supplémentaire à l'échelle des écoles par l'entremise de notre partenariat avec *Elephant Thoughts* et de leur programme de soutien à l'obtention du diplôme. De plus, les écoles et les enseignants ont mis en place leurs propres séances de soutien supplémentaires destinées aux élèves afin de leur offrir du temps supplémentaire et de mettre l'accent sur le tutorat à l'extérieur des heures de cours. Nous avons également introduit les programmes *Facile Learning* et *Math Help Services* dans toutes les écoles. Il s'agit en fait de deux services de soutien en ligne qui proposent aux élèves des tutoriels vidéos et des exercices pratiques portant respectivement sur la Science et technologie, et les mathématiques. En 2014-2015, nous étendrons le programme de *Math Help Services* à tous les niveaux du secondaire et les deux programmes pourront être utilisés dès le début de l'année scolaire. Nous continuons à offrir des cours d'été à nos élèves de secondaires IV et V qui repassent les examens en août pour les cours obligatoires. Cette année, ces cours seront offerts dans quatre communautés, à des groupes réduits, afin de permettre un soutien plus ciblé des élèves. Je tiens à remercier nos enseignants qui ont volontiers partagé leurs ressources, ainsi que Hardy Audate,

coordonnateur des opérations scolaires, qui s'est assuré de leur réception par toutes les écoles et qui a accepté de continuer à coordonner ce travail.

Voici un rapport sur les résultats des différents aspects du secteur des jeunes, notamment le taux d'obtention de diplôme, le taux de réussite aux examens du MELS et les résultats au *Canadian Achievement Test* (CAT). Étant donné notre responsabilité à l'égard de nos intervenants, nous communiquons ces résultats afin de démontrer l'état du rendement scolaire et des progrès réalisés à cet égard. Comme l'octroi des diplômes d'études secondaires et la communication des notes finales des cours et des examens du MELS ne s'effectuent qu'à l'été, il n'est pas possible de rendre compte des résultats pour l'année 2013-2014 dans le présent rapport. Toutefois, nous vous présenterons les résultats de l'année précédente.

Taux d'obtention de diplôme

En septembre 2013, le taux d'obtention de diplôme en cinq ans pour 2012-2013 était de 10,9 %, soit un taux inférieur à celui de l'année scolaire 2011-2012 qui avait atteint 15,9 %. Notre objectif en la matière pour la troisième année de mise en œuvre du Plan d'action stratégique a été fixé à 14 %. Même si nous n'avons pas atteint cet objectif, nous avons beaucoup appris sur les domaines à privilégier au cours des prochaines années afin de permettre à nos élèves d'obtenir un meilleur taux de réussite aux cours obligatoires, à commencer par l'engagement de la part des élèves. Chaque année, de plus en plus d'élèves s'inscrivent en secondaire V et certains élèves terminent leurs études secondaires en plus de cinq ans. Par exemple, des 187 élèves de secondaire V inscrits en 2012-2013, 41,8 % ont obtenu leur diplôme d'études secondaires. Même si ce taux est différent du taux d'obtention de diplôme en cinq ans, il s'agit d'un indicateur de succès digne de mention puisque davantage d'élèves ont obtenu leur diplôme depuis la mise en œuvre du Plan d'action stratégique. Pour l'année 2013-2014, notre objectif relatif au taux d'obtention de diplôme en cinq ans est



de 19 %, dont nous ferons état dans le rapport annuel 2014-2015 une fois les données analysées.

Taux de réussite aux examens

Pour se voir décerner leur diplôme d'études secondaires, les élèves doivent obtenir 54 unités de secondaire IV et V, et réussir certains examens clés du MELs et de la CSC, dont les plus importants sont les suivants : Art de la langue anglaise/Anglais langue seconde (enrichi), Français langue maternelle/Français langue seconde (enrichi), Mathématiques de secondaire IV et Science et technologie de secondaire IV. Voici les taux de réussite obtenus à ces examens administrés en juin et en août 2013 :

Art de la langue anglaise de secondaire V

Taux de réussite : 46 % en lecture et 54 % en écriture.

L'examen final en art de langue anglaise se déroule en deux parties. C'est pourquoi les compétences en lecture et en écriture sont évaluées et présentées séparément. En 2012-2013, notre objectif global pour cet examen était de 50 %; objectif que nous avons dépassé en écriture, mais pas en lecture. Nous poursuivons l'élaboration de pratiques d'enseignement et de littératie efficaces dans toutes les écoles, en nous efforçant d'offrir davantage de soutien aux élèves du secondaire dans le cadre du CGV. En 2013-2014, l'objectif est de 55 % en lecture, comme en écriture.

Anglais langue seconde de secondaire V (enrichi)

Taux de réussite : 41 % en lecture et 53 % en écriture.

À l'instar de l'examen en art de la langue anglaise, les résultats en lecture et en écriture sont présentés séparément. L'objectif pour 2012-2013, dans les deux domaines, avait été fixé à 80 % mais n'a pas été atteint. Ce résultat est en partie attribuable au fait que seul le programme d'anglais langue seconde de base était offert dans certaines communautés jusqu'en août 2012, alors que seul le cours d'anglais langue seconde (enrichi) devait être offert. L'objectif de 80 % a été fixé après le calcul du taux de réussite des deux cours d'anglais. La décision de retirer le cours optionnel d'anglais langue seconde de base était fondée sur les

données, ainsi que sur le taux de réussite des années précédentes en anglais langue seconde (enrichi) et en art de la langue anglaise, qui s'avèrent être des cours de langue plus stimulants et plus appropriés pour l'obtention du diplôme. En 2013-2014, l'objectif est de 90% en lecture, comme en écriture.

Français langue maternelle de secondaire V

Taux de réussite : 83 %

En 2012-2013, Mistissini était la seule communauté à offrir le cours Français langue maternelle aux élèves de secondaire V. D'ailleurs, sur les six élèves inscrits, cinq ont réussi l'examen et le cours. Ce résultat démontre que les élèves qui ne possèdent pas de base dans leur langue maternelle peuvent réussir ce cours difficile grâce à des efforts, à du soutien et à un enseignement ciblé, en classe comme à l'école. Ce résultat dépasse largement l'objectif de 50 % établi pour 2012-2013. Par conséquent, pour l'année 2013-2014, le taux de réussite est fixé à 55 %.

Français langue seconde de secondaire V (enrichi)

Taux de réussite : 3 % en lecture et 12 % en écriture.

Toutes les autres écoles comptant des élèves du secteur francophone ont donné le cours de français langue seconde (enrichi) aux élèves de secondaire V en 2012-2013. À l'instar du cours d'anglais langue seconde, certaines écoles offraient le programme de français langue seconde de base, alors que d'autres offraient le programme enrichi. Étant donné que les élèves du programme enrichi affichaient un taux de réussite semblable à celui du programme de base, toutes les écoles se sont vu imposer ce cours en août 2012. Comme cette décision concernait davantage d'écoles que l'abolition du cours d'anglais langue seconde de base, aucun objectif n'a été fixé. Les résultats font état d'un taux de réussite global pour ce cours faible, particulièrement en lecture. En 2013-2014, l'objectif est de 8 % en lecture, et de 17 % en écriture.

Mathématiques de secondaire IV

Taux de réussite : 3 % pour le secteur anglophone et 0 % pour le secteur francophone

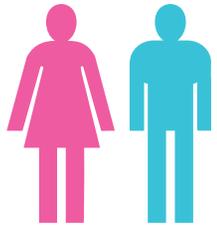
Ce résultat représente une baisse importante par rapport au taux de réussite des années précédentes. En 2011-2012, le taux de réussite du secteur anglophone était de 11,9 %, alors qu'il atteignait 12,8 % pour le secteur francophone. Dans l'ensemble, pratiquement aucun de nos élèves n'a réussi l'examen. Même si le cours et l'examen sont difficiles pour tous les élèves du Québec, nos résultats demeurent inférieurs. Il est donc plus qu'essentiel d'offrir du soutien en mathématiques aux enseignants et aux élèves pour l'année 2013-2014.

Avec l'aide des enseignants, de nos partenaires, et d'autres ressources, notamment Math Help Services, nous avons mis en place davantage de mesures d'intervention dans nos écoles. En août, tous les enseignants de mathématiques se sont réunis afin de mettre en commun leurs outils et de déterminer les causes fondamentales de ce faible rendement à l'échelle de la Commission, et ont par la suite effectué un suivi par téléphone et par courriel à plusieurs reprises pendant l'année. L'analyse des résultats en mathématiques au CAT de cette cohorte d'élèves de secondaire III nous a permis de comprendre que nos élèves affichaient plusieurs années de retard, et ce, même en sixième année. Ils n'étaient pas prêts pour la matière de secondaire IV et c'est pourquoi nous devons mettre l'accent sur les premières années. Le perfectionnement professionnel en mathématiques a été mis en œuvre en 2013-2014 afin de communiquer les pratiques exemplaires en la matière à tous les enseignants. Nous poursuivons sur cette lancée, tout en déployant à l'échelle de la Commission d'autres efforts en lien avec les mathématiques.

Science et technologie de secondaire IV

Taux de réussite : 9 % pour le secteur anglophone et 13 % pour le secteur francophone

En 2011-2012, les taux de réussite du secteur anglophone et francophone à l'examen de science et technologie de secondaire IV étaient respectivement de : 16 % et 19,1 %. À l'instar des résultats au cours et à l'examen de mathématiques, les taux de réussite en science et technologie ont connu une baisse en



4179
STUDENTS

2273 ENGLISH 1282 Elementary
990 Secondary
1136 FRENCH 751 Elementary
384 Secondary

772
Pre-K and
Kindergarten

130
special needs

GRADUATION RATE

10.9%



A 5% decrease over the previous year

RETENTION RATE

58.8%



Students in Secondary I in 2009-10
who entered Secondary V in 2013-14

ABSENTEEISM

22.3%

Secondary **24.4%**
Elementary **18.5%**

MELS SUCCESS RATE



52%
English
Language Arts



32%
Enriched English
2nd Language



2%
Mathematics



11%
Science &
Technology



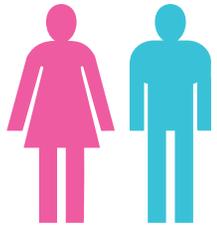
58%
Enriched French
2nd Language

MELS Exam Pass Rate

SECONDARY V GRADUATION

41.8%
of Secondary V
Students
Graduated

177 Total Dropouts
for 2013-14



4179
ᑦᓱᓂᓐ-ᓂᓱᓂᓐ

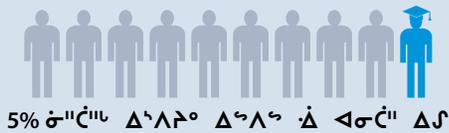
2273 1282 ᓂᓱᓂᓐ ᐃᓂᓐ
ᓂᓱᓂᓐ-ᓂᓱᓂᓐ
1136 751 ᓂᓱᓂᓐ ᐃᓂᓐ
ᓂᓱᓂᓐ-ᓂᓱᓂᓐ 384 ᐃᓂᓐ ᐃᓂᓐ

772
ᓂᓱᓂᓐ ᓂ
ᑦᓱᓂᓐ-ᓂᓱᓂᓐ-ᓂᓱᓂᓐ
ᓂᓱᓂᓐ ᓂ ᐃᓂᓐ

130
ᓂᓱᓂᓐ-ᓂᓱᓂᓐ

ᓂᓱᓂᓐ ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᐃᓂᓐ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ

10.9%



5% ᓂᓱᓂᓐ ᐃᓂᓐ ᐃᓂᓐ ᓂ ᐃᓂᓐ ᐃᓂᓐ

ᓂᓱᓂᓐ ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ

58.8%



ᑦᓱᓂᓐ-ᓂᓱᓂᓐ ᐃᓂᓐ 1 ᓂ ᐃᓂᓐ ᓂᓱᓂᓐ
2009-10 ᓂ ᓂ ᐃᓂᓐ ᐃᓂᓐ ᐃᓂᓐ
5 ᓂ ᐃᓂᓐ ᓂᓱᓂᓐ 2013-14

ᓂᓱᓂᓐ ᐃᓂᓐ ᓂ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ

22.3%

ᐃᓂᓐ ᐃᓂᓐ **24.4%**
ᓂᓱᓂᓐ ᐃᓂᓐ **18.5%**

MELS ᓂᓱᓂᓐ ᓂᓱᓂᓐ-ᓂᓱᓂᓐ

ᐃᓂᓐ 5 ᓂ ᐃᓂᓐ ᓂ ᓂᓱᓂᓐ ᓂ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ



52%

ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ



32%

ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ ᓂ ᐃᓂᓐ ᓂᓱᓂᓐ (ᑦᓱᓂᓐ)



2%

ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ-ᓂᓱᓂᓐ



11%

ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ ᓂᓱᓂᓐ



58%

ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ

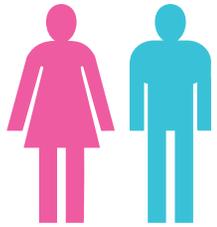
MELS ᓂᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ ᓂᓱᓂᓐ-ᓂᓱᓂᓐ

41.8%



ᓂᓱᓂᓐ ᓂᓱᓂᓐ ᐃᓂᓐ 5 ᓂ ᐃᓂᓐ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ ᓂ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ

177 ᓂᓱᓂᓐ ᓂ ᓂᓱᓂᓐ ᓂ ᑦᓱᓂᓐ-ᓂᓱᓂᓐ ᓂᓱᓂᓐ ᓂᓱᓂᓐ 2013-14



4179 ÉLÈVES

2273 1282 Primaire
ANGLOPHONES 990 Secondaire
1136 751 Primaire
FRANCOPHONES 384 Secondaire

772
Pré-maternelle
et maternelle

130
besoins spéciaux

TAUX D'OBTENTION DE DIPLÔME

10,9%



soit une diminution de 5 %
par rapport à l'année précédente

TAUX DE RÉTENTION

58,8%



des élèves de secondaire I en
2009-2010 ayant entré en
secondaire V en 2013-2014

ABSENTÉISME

22,3%

Secondaire 24,4%
Primaire 18,5%

TAUX DE RÉUSSITE (MELS)



52%
Art de la
langue anglaise



32%
Anglais langue
seconde (enrichi)



2%
Mathématiques



11%
Science et
technologie



58%
Français langue
seconde (enrichi)

Taux de réussite aux examens du MELS

DIPLÔMÉS DE SECONDAIRE V

41,8%



**des élèves
de secondaire V
ont obtenu leur diplôme**

177 ont abandonné l'école
en 2013-14



W. JOE MACNEIL

W. Joe MacNeil, Deputy Director General for the last 4 years, retired December 31 after 32½ years as an employee of the Cree School Board.

Joe began his career with the Board as a secondary teacher in Waskaganish. During his time as a teacher he initiated the first CSB Public Speaking Contest and the first CSB Science Fair – both of those regional events are going strong today.

After teaching for a number of years Joe became the Vice-principal of École Waskaganish School for a short time and then moved onto a position of Education Consultant, with Instructional Services, where he worked with secondary teachers in the area of English Language Arts and Social Sciences. As an Education Consultant, Joe worked to adapt the Quebec Secondary III – V Social Science programs to better reflect a First Nations (and more specifically, a Cree) perspective. The adapted Secondary IV History of Quebec and Canada program that Joe developed was taught for many years until it recently underwent a major revision to align it with MELS competency based programs. Joe also did significant work with teachers in the areas of summative and formative evaluation while he was working as a consultant.

When the job of principal became available at École Waskaganish School (as it was called back then), Joe saw an opportunity to reduce the amount of time he was spending away from his wife and children and decided to apply.

Joe was named Supervisor of Schools (now called Director of School Operations) two years after accepting the position of principal in Waskaganish. As Supervisor of Schools, Joe was responsible for providing monitoring, training and support to school principals. At the time that Joe took over this job, the principals were being trained in Supervision of Instruction and Joe saw this program to its completion. He also worked with the principals on the development of their Local Education Plans (LEPs),

the precursor to the Local School Improvement Plans (LSIPs) that we use today.

After a few years in the high-stress job of Supervisor, Joe returned to Instructional Services as an Education Consultant where he developed a Cree School Board Mentoring Program for new teachers. Some CSB schools still use this program to orient new teachers.

During this period of time, student performance was dropping on a yearly basis and had gotten to the point where less than 2% of students were graduating from high school. Joe began raising alarms and questioning what the Board and the Schools were doing to address this crisis. In order to begin collecting data on student performance, which was sorely lacking, Joe recommended that the Board require that all students in Grade 6 and in Secondary III participate in the Canadian Achievement Test (CAT) on an annual basis. With this information, schools would be able to track performance in language and mathematics and then develop plans to address areas of weakness. Those same CAT tests are used in our schools today.

After collecting data from CAT tests for a few years, Joe was still quite concerned, as he saw student achievement levels continuing to drop. It seemed that the schools were not using the data for the purpose of targeting instruction – *in fact we now know that the schools did not know how to use the data*. As a result, Joe began reading about school improvement and what other school boards and school districts – especially ones that were in crisis situations - were doing to improve student performance. His research led him to develop a workshop called “Can We Save This School?” that was presented at one of the Cree School Board Conferences that was held in Montreal.

The Chairperson of the Cree School Board and a representative of the Director General attended his workshop, and both were intrigued by Joe’s candor and the findings of his research on school



improvement. The Director General approached Joe and asked if he would be interested in heading a coalition team, whose job would be to begin making recommendations that would lead to increased student performance and continuous school improvement. This eventually led to Joe being named Deputy Director General in charge of Youth Sector education.

As Deputy Director General, Joe began by working with the Director General to develop a 5-year Strategic Plan that would focus the Board and target three main areas for improvement:

- Curriculum
- Teaching
- School Leadership

and two areas for research and recommendation:

- Student and Family Engagement
- Cree Worldview

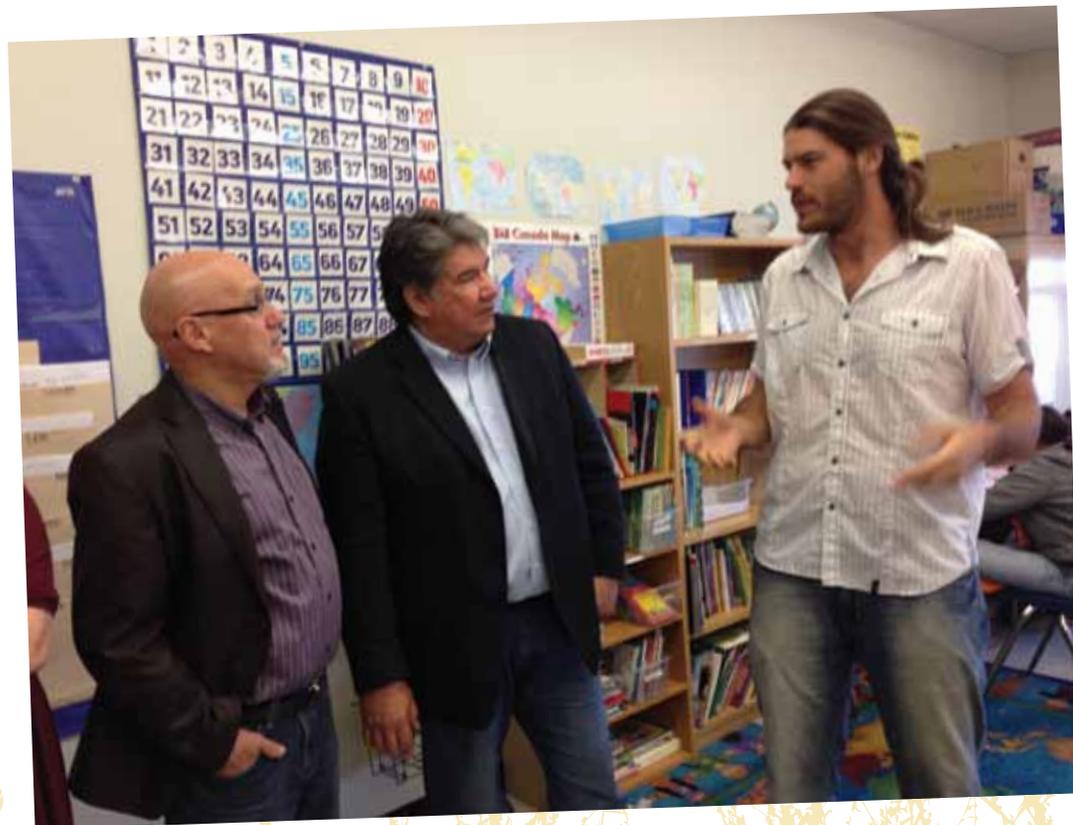
He then mobilized Board resources to get down to work on developing a Guaranteed and Viable Curriculum, implementing effective Teaching Strategies and implementing School Leadership Teams and Leadership Standards.

His close working relationship with the Department of School Operations and with Education Services will be missed, but his tireless effort in instilling his vision into staff during his tenure with the Cree School Board means that the work he began will continue to be promoted by all the people who were touched by his passion and dedication to the students of the Cree School Board.

For the time being, Joe plans to remain in Waskaganish as his wife, Ingrid, is a teacher at Winnibekku School and according to Joe "hasn't spoken of retirement yet". As he explained to the staff

of Education Services and School Operations, he does plan to keep travelling, however, instead of travelling to the Eeyou communities he will be heading south to visit his two grandchildren more regularly.

Joe, we wish you all the best in your retirement!





Sa relation de travail étroite avec le Service de la gestion des écoles et le Service de l'enseignement nous manquera, mais ses efforts inlassables pour inculquer au personnel sa vision de l'enseignement pendant qu'il était en fonction à la CSC signifient que le travail qu'il a commencé continuera à être soutenu par toutes les personnes qui n'oublieront pas sa passion et son dévouement envers les élèves de la CSC.

de l'amélioration scolaire et sur ce que les autres commissions scolaires, ici et ailleurs – surtout celles en situation de crise – faisaient pour améliorer le rendement scolaire. Fort de sa recherche, il a préparé un atelier intitulé « *Pouvons-nous sauver cette école ?* », qui a été présenté à l'une des conférences de la CSC, tenue à Montréal.

L'atelier a piqué la curiosité de la présidente de la CSC et d'un représentant du directeur général qui avaient participé à son atelier, surtout en raison de sa candeur et des résultats de ses recherches sur l'amélioration scolaire. Par la suite, le directeur général lui a demandé s'il était intéressé à diriger une équipe de coalition chargée de préparer des recommandations en vue d'améliorer le rendement des élèves et d'assurer une amélioration scolaire continue. C'est suite à cela que Joe a été nommé directeur général adjoint en charge de la formation du secteur des jeunes.

En tant que directeur général adjoint, Joe a d'abord collaboré avec le directeur général pour

élaborer un plan stratégique quinquennal qui permettrait à la CSC de mettre l'accent sur trois domaines prioritaires :

- le curriculum
- l'enseignement
- le leadership d'école

et deux domaines à des fins de recherche et de recommandations :

- la participation des élèves et des familles
- la vision du monde des Cris

Il a ensuite mobilisé les ressources de la CSC pour élaborer un Curriculum garanti et viable, mettre en œuvre des Stratégies d'enseignement efficaces ainsi que des Équipes de leadership de l'école et des Normes de leadership.

Certes, sa relation de travail étroite avec le Service de la gestion des écoles et le Service de

l'enseignement nous manquera, mais ses efforts inlassables pour inculquer au personnel sa vision de l'enseignement pendant qu'il était en fonction à la CSC signifient que le travail qu'il a commencé continuera à être soutenu par toutes les personnes qui n'oublieront pas sa passion et son dévouement envers les élèves de la CSC.

Pour le moment, Joe envisage de rester à Waskaganish car son épouse, Ingrid, une enseignante à l'école Wiinibekuu, « *ne parle toujours pas de retraite* », dit Joe. Il prévoit toutefois de continuer à voyager. En effet, comme il l'a mentionné au personnel du Service de l'enseignement et du Service de la gestion des écoles, au lieu de se rendre dans les communautés Eeyou, il se rendra au sud visiter ses deux petits-enfants plus régulièrement.

Joe, nous vous souhaitons une bonne retraite bien méritée!



BADABIN EEYOU SCHOOL

Principal: Joey Charland

225
students



82 boys in elementary
37 boys in secondary

61 girls in elementary
45 girls in secondary



7 special
needs

After being away from Badabin Eeyou School for a year, my first goal was to re-establish trust with the teachers and staff, as well as to set high expectations for quality education. Luckily, there was little turnover and the team united to hold things together while leadership was lacking. In general, improvement initiatives were implemented in the classroom and throughout the school. Areas of weakness have been identified and adjustments will be made as we continue our growth towards our Vision.

Badabin Eeyou School's Vision is to create a positive learning environment that promotes and fosters student achievement, parental involvement and professional development, while instilling the importance of maintaining the Cree identity.

School Governance & Shared Leadership

As Badabin Eeyou School is working towards becoming a Professional Learning Community (PLC), teachers have the opportunity to take the role of a leader. From the members of the Badabin Eeyou School Improvement Team (BESIT), to each individual teacher in their cycle, teams shared the leadership as meeting facilitator or as members of Focus Teams to implement school improvement initiatives. Some teachers have taken the lead to share their knowledge with their colleagues through in-house workshops such as guided reading, curriculum implementation, data collection software, etc. The School Committee has yet again demonstrated their support throughout the school year as they participated in the hiring of personnel, the Anti-Bullying Week, the organization of the general assembly and provided feedback to the school administration as responsible and caring community members.

5.5%



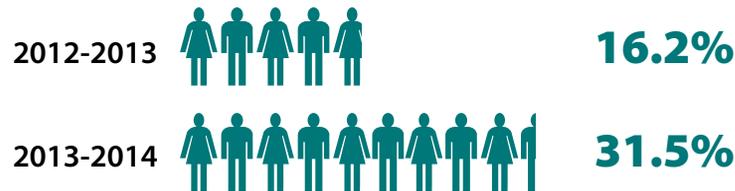
Students Graduating
Secondary V in 2012-2013

CAT TEST SCORES

		2010- 2011	2011- 2012	2012- 2013	2013- 2014
Grade 6	Reading	9%	6%	0%	11%
	Vocabulary	0%	6%	14%	10%
	Writing Conventions	10%	6%	0%	10%
	Spelling	47%	35%	71%	60%
	Mathematics	18%	6%	11%	30%
	Computation & Estimation	29%	24%	44%	40%
Secondary III	Reading	0%	18%	9%	9%
	Vocabulary	0%	10%	9%	5%
	Writing Conventions	6%	17%	27%	23%
	Spelling	41%	30%	45%	55%
	Mathematics	11%	9%	18%	9%
	Computation & Estimation	11%	9%	27%	9%

BADABIN EYYOU SCHOOL

ABSENTEEISM



15.3% increase
over the previous year

Student Attendance

The overall student attendance at Badabin Eeyou School is alarmingly low, especially around the hunting seasons. The average monthly attendance for elementary is 74.2% and secondary is 68.4%. The strategies implemented to improve student attendance were a termly incentive program and bi-daily home communications. A pilot project for a school-wide breakfast program to improve student attendance, healthy lifestyle and student's involvement, will be launched due within the next school year. A review of our strategies to improve student attendance will be done as we did not reach our goals.



Parental Involvement

Throughout the school year, the Cree Culture Teachers invited elders to share stories and to demonstrate different traditional activities to the students. Some teachers also invited parents to come and sit in to support their children during lessons. During events such as the science fair, the art exhibit and Annie Whiskeychan Day, parents participated as judges and brought morale support to encourage the students. The School Committee organized a general assembly where the Local School Improvement Plan was shared and discussed, and feedback was welcomed.

Safe School Policy

To provide a safe and positive learning environment for Whapmagoostui youth, Badabin Eeyou School has implemented the CSB Safe School Policies. We have a school-wide Zero Tolerance policy towards bullying behaviours with posters and classroom activities provided by the safe School Focus Group. During the week of March 3rd, 2014, Badabin Eeyou School held an Anti-Bullying week filled with activities and presentations. The Whapmagoostui Justice Department contributed by inviting the One Voice One Team organization for in-class activities and evening games for the students. The Whapmagoostui Eeyou-Eenou Police Force also participated in the event by discussing cyberbullying with the students and its effects. To promote positive behaviours, students of the month were selected and acknowledged for their attributes. A consultant from *Bartimaeus* also visited our school to give workshops to the students on self-respect and respecting their peers.



Student Engagement

The Badabin Eeyou School turned to Youth Fusion where two animators organized a wide range of after-school extracurricular activities, from outdoor and indoor sports to cooking and visual arts. Youth Fusion also launched the Badabin Eeyou School Student Council. We look forward to working with these young leaders to improve student success. Students participated in local events such as the Local Science Fair and the Local Art Exhibit. Students also attended CSB Regional Events such as the Regional Science Fair, The Regional Public Speaking Contest and The Regional Annie Whiskeychan Day. We are proud of all our participants and winners. Elephant Thoughts were again part of the team to provide academic support to our students and to help students develop important study skills for success.

7.5% Dropout Rate
for 2013-14
The dropout rate for 2012-13 was 8.8%



VOYAGEUR MEMORIAL SCHOOL Elementary and High School

Principals: Serena Schoof, Elementary and Roxanne Joly, High School

831
students



304 boys in elementary
109 boys in secondary

315 girls in elementary
103 girls in secondary



17 special needs

61.1%



**Students Graduating
Secondary V in 2012-2013**

Voyageur Memorial's vision is to foster a positive, challenging, nurturing, environment filled with opportunities where our students realize their full potential for success. As new administrators, our main focus this year was to ensure that the CSB school improvement initiatives were implemented with consistency and rigour. We are very excited by the progress we've made this year and have every confidence that the inroads we've made will have tangible results in terms of student achievement.

School Governance & Shared Leadership

The leadership teams in both the high school and the elementary school have played a major role in leading school improvement initiatives this year. They have been a driving force in leading cycle teams to meet as effective PLCs and have ensured that information is shared with all stakeholders. They worked on developing common assessments and mobilized cycle teams to collaborate on both the elementary and high school LSIPs.

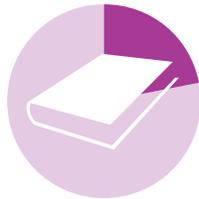
Our shared school committee was similarly active this year. They helped develop solutions to many of the challenges we faced and collaborated with us in developing relationships with community entities in order to foster partnerships between our schools and the community at large. Thanks to their incredibly active participation, we were able to have the majority of our teaching staff hired by the end of April. We feel incredibly lucky to have such a supportive and dedicated school committee.

CAT TEST SCORES

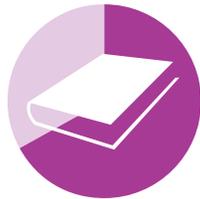
		2010- 2011	2011- 2012	2012- 2013	2013- 2014
Grade 6	Reading	16%	15%	30%	15%
	Vocabulary	6%	12%	22%	6%
	Writing Conventions	33%	18%	44%	23%
	Spelling	42%	37%	67%	63%
	Mathematics	25%	7%	33%	21%
	Computation & Estimation	9%	14%	56%	50%
Secondary III	Reading	31%	23%	9%	5%
	Vocabulary	6%	10%	9%	8%
	Writing Conventions	0%	28%	24%	13%
	Spelling	26%	56%	50%	41%
	Mathematics	16%	17%	11%	16%
	Computation & Estimation	23%	36%	13%	16%

VOYAGEUR MEMORIAL SCHOOL

MELS 2013 EXAM SUCCESS RATES



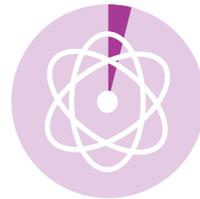
22%
English
Language Arts
Secondary V



67%
English
2nd Language
Secondary V



2%
Mathematics
Secondary IV



4%
Science &
Technology
Secondary IV



58%
French Mother
Tongue
Secondary V

67% Students Succeeded
English 2nd Language Secondary V

Local School Improvement Plan (LSIP)

Many different initiatives have been put in place in order to increase student achievement in the area of math and language. We have increased the abilities of students to write MELS exams by introducing the format of the exams to students all year long so they increase their ability to write these exams. The schools also implemented Common assessments at all levels. Time has been set aside for week long focus on common assessments in language and math. A student tracking sheet was developed at the high school to target students at risk and to determine the needs of tutoring. A school-wide tutoring program was also put into place as well as the hiring of Elephant Thoughts instructors starting in Fall until June 23rd including Goose Break.

Professional Learning Community (PLC)

The PLC approach is at the beginning stages at VMS and headway has been made. In fact, teachers have started to talk in terms of student achievement and best practices. They are sharing tools as well as teaching strategies that work with their students. Common assessments are now established as a school wide practice. Although teachers of the SFA program are working with the DDDM process, we have set this as a goal for next year to have all staff using that process.

Guaranteed and Viable Curriculum (GVC)

We started the year with 13 new teachers and therefore had to be certain that our new staff were trained on how to use the GVC. To that end, we not only gave GVC training sessions but also developed a mentoring system in which our experienced teachers coached our new teachers on GVC implementation.

We have put a major emphasis on being consistent in our walkthroughs this year. Sharing data from our walkthroughs generated discussion within the Leadership Teams which was carried over into our cycle teams and staff meetings as well. These discussions created a climate of trust and cooperation with teachers in which they started to feel ownership of the school improvement initiatives that were taking place. This led to teachers actively participating in committees which were created to target specific LSIP goals in areas such as attendance and safe schools.



Photo: Simon Leslie



Student Engagement

Students engaged in traditional activities during Cultural days that took place during the Moose hunting and Goose hunting seasons. The school also sought partnership with local and outside entities in order to provide students with activities that were aligned with our LSIP. Healthy cooking and sports programs along with Youth Fusion and the youth council have been very popular with our students. In addition, students were given the opportunity to participate in activities such as a ski trip, science fair (Chisasibi and Wendake), a public speaking contest and field trips to Quebec City and Grand-Mère. One of the highlights was the participation of elementary students in the PGL dictation. We placed at a regional level and were then invited to compete at the provincial level. Students' council took ownership of painting the high school agora. Murals painted by students and Youth Fusion monitors are fabulous and help increase the feeling of belonging within the school. Many sleepovers were held at the school and students participated in two leadership conferences. Elephant Thoughts instructors also have played an important role in motivating students and engaging them in instructional activities.



Parental Involvement

Parental involvement was a major focus this year. We worked really hard to get parents into the school for Parents' Night by announcing the event on the radio, offering babysitting services for parents at the high school, and by reaching out to the parents of at risk students by way of personal phone invitations. As a result, we had a parental attendance rate of 49% for both Parents' Nights. We also put into place Solutions Committees which target specific LSIP goals. We invited parents and members of our school committee to join our Solutions Committees in order to work with our teachers in finding solutions to some of the challenges our school faces. We are pleased with the progress we've made in this regard and look forward to further developing our partnerships with parents and the community.

13% Dropout Rate
for 2013-14

The dropout rate for 2012-13 was 13.2%

This has been a challenging year for us as first year administrators, but we are excited by the changes we've seen happen over the course of the year. We are incredibly grateful to our dedicated teachers and staff who have made this wave of school improvement possible. We would also like to thank our amazing school committee who supported us and who are so invested in VMS. A huge thank you goes out as well to the parents and community members who partnered with us. We are working towards the same goal!



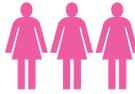
JAMES BAY EYYOU SCHOOL

Principal: Judy Washipabano

442
students



225 boys in secondary



217 girls in secondary



32 special needs

54.1%
Students Graduating
Secondary V in 2012-2013



16.3% Increase
since 2010-11

As you enter our school, you can read the school's vision "If you believe in your heart, you will succeed" which is written in all three languages. Underneath the vision, the students of James Bay Eeyou School painted a Mitchuap with geese flying over it. It was important to us to incorporate the school's vision in our school and we are very proud to say that we have managed to do so.

School Governance & Shared Leadership

Along with the beginning of a new school year came a newly elected parent committee and new members added to our leadership team. With the leadership team, we worked on the LSIP, the deciphering of CAT test results and the establishment of SMART goals for the year. Once completed, we then introduced our findings to the staff. We met and worked with Mr. Andrew Kerr, from McRel and refined our walkthrough observations.

CAT TEST SCORES

		2010- 2011	2011- 2012	2012- 2013	2013- 2014
Secondary III	Reading	45%	45%	10%	14%
	Vocabulary	22%	22%	10%	14%
	Writing Conventions	47%	47%	27%	19%
	Spelling	61%	61%	62%	58%
	Mathematics	21%	21%	11%	12%
	Computation & Estimation	34%	34%	31%	21%

JAMES BAY EYOU SCHOOL

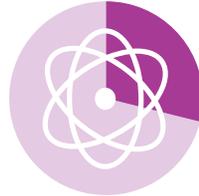
MELS 2013 EXAM SUCCESS RATES



35%
English
2nd Language
Secondary V



0%
Mathematics
Secondary IV



29%
Science &
Technology
Secondary IV



Local School Improvement Plan (LSIP)

Some of the strategies that we tried implementing were:

- An attempt to introduce reading strategies to students.
- Introducing more current literature material at the library, which has proven very positive and popular amongst the students.
- The introduction of a mentorship program that involved the entire school staff and that we are aspiring to continue into next year. We are going to try and clarify certain aspects of the program in hope of having the program operate throughout the entire school year. We would like to refine the program so that it is more skill-based and we plan on achieving this by having teachers fill out a questionnaire on their strengths and needs.

8.8% Dropout Rate
for 2013-14

The dropout rate for 2012-13 was 0.5%

Guaranteed and Viable Curriculum (GVC)

GVC was partially implemented this year and I noticed that some teachers struggled with the implementation, but they eventually found success. As an administrator, I would offer more support with lesson planning and objective settings.

Professional Learning Community (PLC)

- School wide objectives were displayed in the agora for the student body to see.
- Departmental meetings set SMART goals for the year, to set up a continuity between grades and levels.
- A Math teacher introduced the KHAN Academy to students, which is an online Math remedial support.
- After school tutoring.
- The teachers started using EDMODO to post assignments and communicate with students and parents.

WAAPINICHIKUSH ELEMENTARY SCHOOL

Principal: Michel Cloutier

747 students

 **406** boys in elementary

 **341** girls in elementary

School vision statement: To become a beacon school for the Cree school board.

Mission statement: To ensure quality education for all students by providing them with an inspiring learning experience based on traditional Cree values in order for all of them to meet the challenges of living in a changing world.

As a new principal arriving mid-way through the school year, I was first faced with the challenge of adapting to a new school culture. The task was made easier in that the WESIT (Waapinichikush Elementary School Improvement Team) was already implementing projects identified in their Local School Improvement Plan (LSIP), and it was with a certain ease that we were able to pursue the implementation of the Guaranteed and Viable Curriculum (GVC).

The addition of a 2nd vice principal position in our school is contributing to the achievement of our goals even faster and easier.

This year, all Cycle I French and English students are improving in reading and writing at expected levels. Cycle II students have started to show improvement as well, and pedagogical strategies have been proposed to improve cycle team work for next year. We are planning to implement our curriculum using P.L.C. (Professional learning communities) approach.

School Governance & Shared Leadership

We believe that *it takes a whole community to raise a child.*

Different projects implicating parents, school committee members, local partners (Health board, Youth development, local radio, Chisasibi Recreational Association) and external partners (Hydro-Quebec, Terry-Fox foundation, MELS, Youth Fusion), made it possible to have a variety of activities that made a big difference in student motivation. These activities make our school a living part of the community. Some of the projects were: The Terry Fox Run, Girl's club, Boy's club, Les petits chefs, Montage du mur contre l'intimidation, musical chorale live and on the local radio, Elder camp visits etc.

We also have a snack program (The Morning Bite Program) with healthy food, numerous cultural events, outings, workshops and guests from diverse environments (singers, speakers, sciences, sports, etc.).

All of these activities are open to parents who want to volunteer and participate with us.

CAT TEST SCORES

		2010- 2011	2011- 2012	2012- 2013	2013- 2014
Secondary III	Reading	6%	0%	9%	10%
	Vocabulary	0%	8%	6%	20%
	Writing Conventions	6%	33%	9%	17%
	Spelling	6%	41%	41%	54%
	Mathematics	0%	13%	28%	15%
	Computation & Estimation	0%	23%	63%	26%



Safe School Policy

We are an Elementary school, bullying occurs in all age groups and at all levels. Our Student Council identified bullying at the top of their concerns when asked to address what they fear the most in our school. Bullying occurs out of school also. We are concerned by this issue and the Health Board has hired a Social Worker to help the schools to solve problems of this kind. We will use this resource to help both victims and potential aggressors to learn about the consequences of bullying.

We are constantly working to find and implement prevention programs to provide bullied children with resources and solutions to this potentially devastating threat.

We also plan on elaborating our own school conduct code. The code will, among other things, address the consequences of bullying. It's without a doubt that we consider bullying to be a zero tolerance behavior in our school.

Also, we approached Equitas – International Centre for Human Rights Education, to come and give workshops on their *Play It Fair!* Program to students and staff members. Their mission is to help people around the world to engage in respect and dignity as well as understanding human rights, respecting diversity and peaceful conflict resolution.



Parental Involvement

Parents respond positively when requested, especially during graduation events (Kindergarten and Grade 6). Parents also like to get involved in the Awards Ceremony. Multicultural Day was a great opportunity to gather parents to get involved. Some teachers also had personal open class events to present class realisations.



Student Engagement

Student engagement is on-going in our school. We believe in developing and refining activities, like the ones mentioned elsewhere on this page, which will strengthen student participation, motivation and interest in school.

In sciences, we are planning to provide more support to teachers by adding new science materials to the classroom and by asking cycle teams to plan together to cover the program objectives more effectively.

Youth Fusion will be adding a second resource to our school next year due to a high rate of participation in this year's activities. Student activities in *Girl's Club* and *Boy's Club* were very successful and popular this year.

We will continue to pursue long term goals with *La dictée P.G.L.'s* objectives.



MAQUATUA EYOU SCHOOL

MELS 2013 EXAM SUCCESS RATES



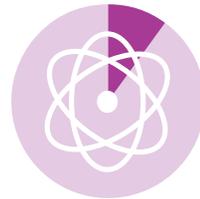
60%
English
Language Arts
Secondary V



42%
English
2nd Language
Secondary V



4%
Mathematics
Secondary IV



10%
Science &
Technology
Secondary IV

Local School Improvement Plan (LSIP)

We revamped our oral language fractal to ensure it was continued throughout the year; in grade 5, for example, students had daily 'community circle' time devoted entirely to discussion.

We also decided to focus on reading, especially in the elementary grades. In Grade 2, the *Read with Me* program was initiated by teachers Aidan McCaffrey and Stacy Clark. Next year we will be diving in to a full guided reading program from Grade 1 to Secondary 2 in both English and Cree.

Problem solving is a major focus in math this year. For example, in Grade 4 math, teacher Meredith Stokes has students do 'three part math,' including reading and brainstorming solutions as a group, choosing the best one and presenting their answers. Students often explain their thinking in Cree to each other and then in English to the class. This provides a great opportunity for students to learn other methods, help others and consolidate their learning through oral language development.

In January, we had an "IEP blitz," headed by our Special Education department head, Shauna Simpson. We all got together in groups which led to the updating and/or creation of 60 student IEPs over the course of one PED day.



Guaranteed and Viable Curriculum (GVC)

The teachers in Pre-K and Kindergarten have commented on the exceptionally well written primary GVC and are all extremely pleased, especially with the way the math program is laid out.

During several walkthroughs in Grade 1, I noted that teachers Monika Lopes and Marsha Brown had taken the topics from the GVC in order to develop strategies for implementation, which had students using metacognitive strategies for problem solving in math. The students had learned multiple ways to add and subtract (ex. using tallies, number lines, ten frame, etc.) and then, during circle time, were asked to verbalize which method they thought worked best for them and why. We videotaped this discussion (part of a stream of videos we took to demonstrate oral language techniques) to show to the rest of staff that even grade ones could use both oral language skills and metacognitive techniques to discuss not just what they were learning, but *how they learn best individually*.

MAQUATUA EYOU SCHOOL



Student Engagement

To gratify our students' natural curiosity, we created an elementary science program called, "Science with Shelby." Secondary science teacher, Shelby Isaac, was tasked with providing fun and engaging science experiments for elementary classes on a rotating basis.

We have also implemented team teaching in secondary in an attempt to provide the most support possible. Secondary students have at least 2 teachers in math and English, Sec.4/5 Cree language and Sec. 4 science.

The student leadership committee, composed of senior secondary students, has been involved in several community events, such as pumping gas, bagging and carrying groceries, and fundraisers (bake sales, dinners). This group, under the direction of teachers Shauna Simpson, Carmen Plank and Brandi Taylor, has also participated in many team-building and motivational activities together.



Safe School Policy

In grade 1, students have built a sense of community pride by working on a plasticine book project about James Bay called "Down by James Bay". The teachers created new lyrics to go with the tune "Down by the Bay" and the students created individual book 'pages' out of plasticine to go with the lyrics. The teachers will be sending photos of book pages to renowned author/artist Barbara Reid in the hopes of having it published on her website.

The student recognition committee placed a treasure box full of incentives and certificates in the main office for students who exemplified model behaviors, both academically and socially. They are also organizing the end of year awards and have ordered plaques, trophies and medals to give out to students who have shown both academic and social excellence.



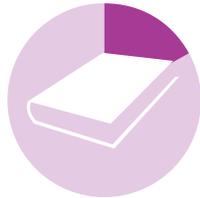
Parental Involvement

The parental involvement committee was created to build our relationship with parents and bring them into the school on a more regular basis. Parents were often invited into the school to share in celebrations and classroom activities, such as participating in scavenger hunts with their children.

6.5% Dropout Rate
for 2013-14
The dropout rate for 2012-13 was 14.6%

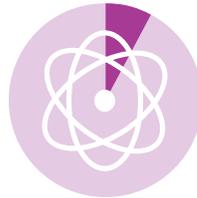
WABANNUTAO EEYOU SCHOOL

MELS 2013 EXAM SUCCESS RATES



17%

English
2nd Language
Secondary V



8%

Science &
Technology
Secondary IV

School Governance & Shared Leadership

Throughout the school year, we've worked with the school committee, the school council, the school leadership and cycle teams to develop a Professional Learning Communities Approach (PLC), along with a planning committee for Annie Whiskeychan day. We met with these groups on a regular basis throughout the year on different issues; LSIP planning, classroom instruction & walk-throughs, professional development needs & training, fractals, interviews of teachers and preparations for the Annie Whiskeychan day.

Guaranteed and Viable Curriculum (GVC)

This year, we were trained on how to use the curriculum at Pre-K, K, Secondary 1 and 2 level before we actually implemented it. Professional development was offered by CSB and McRel Consultants to Elementary and Secondary teachers on how to use the Research based strategies (CITW) with their students.

Local School Improvement Plan (LSIP)

Our LSIP plans goals aimed at producing annual increases in reading, writing and mathematics achievement scores. We also include increases in the graduation rate, attendance rate and school safety. In this year's report, we have included statistics on Literacy benchmarks, CATS results in language and mathematics. According to our CATS 4 results, it shows that the grade 6s have achieved better results in computation and vocabulary.

Our Secondary III students have improved in reading and vocabulary from 0% to 10% at or above Grade Level with a participation of 91%. Our literacy benchmarks showed that the students from grade 1-6 did well with each term assessments in reading. I was impressed by the exceptional oral language and phonics that the students exhibited. With the help of the "Elephant Thoughts" group and the math and science action plan, eight more students were able to do the retakes and pass. This achievement made for a total of 15 graduates in 2011-12.

Professional Learning Community (PLC)

We have three teams of PLC: Cree, Language Arts and Math. We worked with these groups on common assessments and oral language development. We also work with them on reviewing language arts and math achievement scores. Running Records, PM Benchmark and DRA are used periodically to assess students in reading. Data is collected and analyzed for each term. Students are regrouped according to their reading level and special resources are offered to students who fall behind.





LUKE METTAWESKUM SCHOOL

CEA: Brenda Rose Wapachee

Head-Teacher: Neo Yaxley

152
students



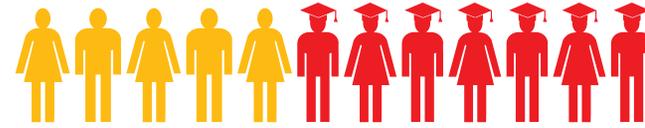
53 boys in elementary
24 boys in secondary

46 girls in elementary
29 girls in secondary



2 special
needs

57.1%
Students Graduating
Secondary V in 2012-2013



The **vision of École Luke Mettaweskum School** is to provide an environment that is based on respect and care for everyone and everything through the honoring of Cree teachings and values. We, as a school, will set high standards of learning and celebrate the achievements of each individual.

Although our administration faced major challenges this year, the school staff has managed to step up and successfully keep the learning atmosphere alive in the school.

School Governance & Shared Leadership

The leadership team discussed methods on school improvement and acted as a great support to the administration. The school committee was supportive throughout the year with recruitment and administrative support. The school committee interacted with teachers and staff; they were active in welcoming new teachers and organizing teacher appreciation gatherings.

CAT TEST SCORES

		2010- 2011	2011- 2012	2012- 2013	2013- 2014
Grade 6	Reading	0%	11%	33%	9%
	Vocabulary	0%	13%	33%	9%
	Writing Conventions	0%	43%	33%	18%
	Spelling	100%	71%	33%	73%
	Mathematics	0%	13%	33%	18%
	Computation & Estimation	0%	0%	33%	18%
Secondary III	Reading	14%	17%	17%	0%
	Vocabulary	0%	14%	18%	17%
	Writing Conventions	33%	0%	33%	20%
	Spelling	22%	50%	58%	43%
	Mathematics	0%	29%	9%	0%
	Computation & Estimation	0%	0%	20%	0%

LUKE METTAWESKUM SCHOOL

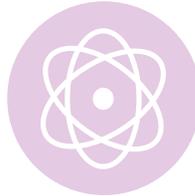
MELS 2013 EXAM SUCCESS RATES



13%
English
2nd Language
Secondary V



0%
Mathematics
Secondary IV



0%
Science &
Technology
Secondary IV

Local School Improvement Plan (LSIP)

ELMS introduced a few new projects to increase performance in language and mathematics. Elementary teachers and staff created a lunch time reading club, big buddies and a reading log to encourage students to read at home. Science experiments were facilitated by elephant thoughts in some classrooms and all elementary teachers encouraged the use of math manipulatives in the classroom. High school teachers were available for tutoring after school and on weekends. A book club was created for students, as well as novel study groups. The science teacher started a small scale gardening project with students, and also introduced students to biological dissection in laboratory sessions.



Guaranteed and Viable Curriculum (GVC)

ELMS is excited to fully implement the GVC into the students' curriculum. The leadership team met and discussed the challenges we face in implementing the GVC. Many of the teachers have received no formal GVC training as the majority of the teaching staff is new. It has been suggested that an expert in the GVC be brought in at the start of the new school year. Teachers have commented that GVC binders were not meeting the level the students are at. For instance: the grade three and four binder's focus on reading and writing, but many of the students are still learning their alphabet.

Professional Learning Community (PLC)

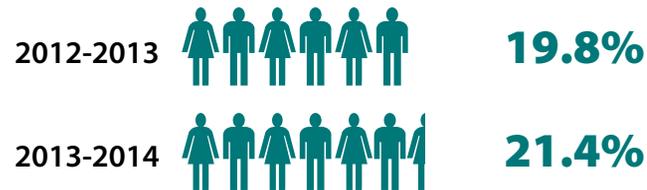
ELMS PLC focuses on the following this school year:

- Behavior management;
- Attendance;
- Reading fractal;
- Safety Procedures;
- Individual students.

Some of the activities that have been implemented are Awards (academics, attitude, and attendance). An example of a standardized measurement tool that we use on the elementary and secondary level is PM benchmarks. Teachers have that data available for them to adjust their teaching.

LUKE METTAWESKUM SCHOOL

ABSENTEEISM



Student Attendance

At École Luke Mettaweskum School, we have maintained a system of communication whereby phone calls are made to parents or guardians when a student is absent and notice of absence was not received from the home. This was done on a daily basis morning and afternoon, whenever possible, and this system assists with the entering of reason for absences in the GPI.

At the end of each term, a copy of absence records for the Secondary students is sent home to the parents or guardians with a letter of reminder to inform the school administration for reasons of absence.

Individual sessions with students to discuss their absenteeism also helped to show support and interest in their schooling.

Another strategy was to find alternative means to capture interest and thereby improve attendance, for Secondary students of age who would benefit from a work oriented program. This type of initiative is in the works for our school.

Other means of support which entices students to improve their attendance are activities organized through Youth Fusion, tutoring from Elephant Thoughts, end of year school trips, and other CSB regional events such as Annie Whiskeychan Day, Science Fair, Public Speaking Contest, etc.

Monthly assemblies and awards have also proven successful mainly in the Elementary sector.

4.3% Dropout Rate
for 2013-14

The dropout rate for 2012-13 was 23.4%

Safe School Policy

This year our school experienced a great decrease in the amount of violence on the playground. We were consistent in contacting parents when any act of physical bullying occurred. We also created a data system which we use to track any incident in which a student is involved. This system supports us and parents when trying to understand student behavior. Letters were sent home to encourage peaceful behavior and to offer tips on dealing with bullies.



Student Engagement

Our school has seen great improvement in student engagement this year. Through Youth Fusion a number of activities were introduced to our school to improve school spirit. The first was the creation of a student lounge known as 'The core'. The room is filled with artwork from students and some of their favorite inspirational and motivational quotes. Our school canteen, which is run by student council, is operated from this venue and serves healthy snacks. In addition, ELMS and Youth fusion offer the following extra curricular activities: Ladies fitness, outdoor running club, snowshoeing, arts and crafts, movie night and cooking lessons. This year students had the opportunity to attend: We Day in Montreal, Leadership conferences in Cree communities, the public speaking competition and Annie Whiskeychan day. Elephant Thoughts has also been a great addition to our school and encourages students to develop the habit of working on assignments after school hours.

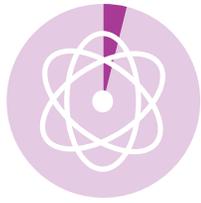
Parental Involvement



Through the 2013/2014 year ELMS had increased parental support. Together we hosted a community Halloween celebration, community Christmas show, elementary graduations, a variety of fundraising events, parents chauffeuring students to outings, bonfires and wiener roasts with students and parents.

WIINIBEKUU SCHOOL AND ANNIE WHISKEYCHAN SCHOOL

MELS 2013 EXAM SUCCESS RATES



4%

Science & Technology
Secondary IV

Local School Improvement Plan (LSIP)

All elementary teachers evaluate their students once a term (three times a year) using a reading assessment tool. The French teachers use GB+ and the English teachers use P.M. Benchmarks. This tool allows teachers to accurately measure their students' actual reading level, and with it they can track and monitor their progress. Having the teachers do this assessment themselves is crucial, as the teachers need to be part of this important process. Many teachers have used this reading assessment data to form literacy circles in order to allow the students to work and progress at their own reading level together.

We also had various workshops on research based instructional strategies through our Classroom Instruction That Works (CITW) training with McREL. Many teachers have begun to implement these research based strategies in their classroom. It is so wonderful to see teachers excited about using new learning strategies.

We also worked hard at preparing the students for their Canadian Achievement Tests by focusing on areas that our students struggle with. We are particularly pleased with the improvement our grade six students made in almost all competencies of the C.A.T. exam for the 2013/2014 school year.

Guaranteed and Viable Curriculum (GVC)

The G.V.C. implementation is going well in our schools. It is more challenging to implement it in the higher grades, but the implementation in the early grades is going smoother. Many teachers are using the material suggested and provided by the G.V.C. and are eager to know how to adapt the curriculum to different learners. The teachers looked forward to our G.V.C. support team visits throughout the school year and appreciated the valuable time they had with the consultants.

Professional Learning Community (PLC)

PLC time or Cycle Team time as we call it in our schools, is very structured as we always follow the four roles (facilitator, note taker, time keeper and process observer) and have agreed upon working norms we all respect. The topics and discussions are getting more detailed and our focus on student achievement is getting sharper. This school year all groups met by language of instruction in order to better support the G.V.C.

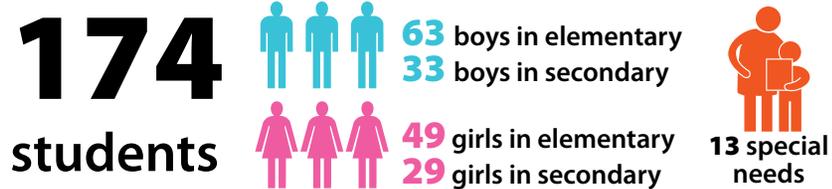




WAAPIHTIWEWAN SCHOOL

Principal: Tracey Harding

Vice-Principal: Wojtek Czermak



Waapihtiwewan School's improvement journey this year has been centered on a combination of data collection and student support. We have been working hard to collect various types of data which we use to identify issues which need to be addressed. This results in our ability to enhance the support we provide to our students and has helped to create and maintain a safe, welcoming, and positive school ethos. We strongly believe in a socially inclusive approach to education and it is this ideology that has guided our trajectory in our improvement journey.

Waapihtiwewan School Vision

Our goal is to provide and foster a community dedicated to student success. As teachers and staff, we will:

- Work to foster a safe and inclusive learning environment in which students are excited to be involved.
- Develop and improve literacy and numeracy in order to give our students the tools they need to succeed in life beyond the learning community.

School Governance & Shared Leadership

As Waapihtiwewan is a part of the Ouje-Bougoumou community, leadership is shared with various groups to ensure focus is maintained on the community's best interests. Our Parent Committee is comprised of individuals who have a vested interest in our school. Together, we have collaboratively developed and planned the 2014-2015 academic year, LSIP, and improvement initiatives. Similarly, the Waapihtiwewan School Improvement Team (WASIT) has been active in liaising with staff to ensure there is a strong focus on relevant professional development and student activities.

46.1%



Students Graduating Secondary V in 2012-2013

CAT TEST SCORES

		2010- 2011	2011- 2012	2012- 2013	2013- 2014
Grade 6	Reading	8%	14%	40%	28%
	Vocabulary	11%	11%	10%	11%
	Writing Conventions	13%	32%	100%	6%
	Spelling	41%	44%	56%	61%
	Mathematics	13%	14%	89%	24%
	Computation & Estimation	5%	25%	50%	47%
Secondary III	Reading	50%	11%	0%	8%
	Vocabulary	25%	5%	0%	25%
	Writing Conventions	38%	10%	43%	17%
	Spelling	63%	21%	71%	67%
	Mathematics	25%	13%	43%	75%
	Computation & Estimation	25%	16%	29%	50%

WAAPIHTIIEWAN SCHOOL

MELS 2013 EXAM SUCCESS RATES



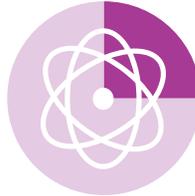
36%

English
2nd Language
Secondary V



11%

Mathematics
Secondary IV



25%

Science &
Technology
Secondary IV

Local School Improvement Plan (LSIP)

At Waapihtiwewan School, we recognize that language and math skills are fundamental to each student's academic success. As such, we have undertaken a variety of testing and instructional initiatives in order to build our students' skills in these areas. In order to maintain a strong focus on literacy, we have continued to assess reading levels with PM Benchmark and DRA testing. In addition, we have held two Sand parent events where our elementary students read their own work to elders and other community members. Some of our teachers have also started a Buddy Reading program where older students read stories to younger students which serve to model and foster a love of reading. For math, we have begun assessing student levels from grades 3 to Secondary 5 with a tool known as the CAMS/STAMS test. We have also partnered with Elephant Thoughts to provide additional support to our Secondary students with the aim of improving math levels.

5.0% Dropout Rate
for 2013-14

The dropout rate for 2012-13 was 1.5%



Guaranteed and Viable Curriculum (GVC)

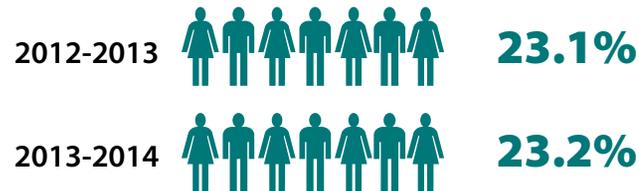
This year at Waapihtiwewan, we saw the arrival of the Secondary 1 and 2 Guaranteed and Viable Curriculum. There was a great deal of anticipation for its arrival and the teachers have been successful in utilizing the flexibility that it has afforded them. With one year of the Secondary GVC complete, our teachers are able to adjust and build upon the content that will be delivered to our students. Elementary, on the other hand, have completed two years with the GVC and teachers have been able to create a more regular rhythm in their classrooms thanks to the foundation provided by Classroom Instruction That Works.

Professional Learning Community (PLC)

Professional Learning Communities (PLCs) are the foundation for much of the teacher collaboration that takes place at Waapihtiwewan School. We have several different groups that work simultaneously and independently. We have Cree, Elementary, Secondary, Special Education, and Graduation sector cycles teams. Each of these teams focus on student achievement and success. Discussions at cycle meetings are based on our LSIP, the GVC, and analysis of student work and assessment results. These collaborative opportunities have allowed us to create improvement initiatives and action plans tailored to our students' needs.

WAAPIHTIIEWAN SCHOOL

ABSENTEEISM



Student Attendance

Attendance is crucial to student success and we are continuing to strive to reach our goals in this area. Building upon our work from the previous year, we have continued to strengthen our relationships with various community entities such as the local clinic, Social Services and Youth Protection. We feel that by tending to other areas that may affect student learning, we are supporting the child/youth's desire and/or ability to attend regular classes. To further improve attendance this year, we have adjusted our school day schedule and have continued to be in regular contact with parents.



Parental Involvement

To encourage parental involvement, we continued with our Sandparent program where we invited community elders and parents to the school to hear children read their own work. Our assembly events have also been big draws for parents, especially our Halloween and Christmas assemblies. At our Christmas assembly this year, our Vice-Principal, Wojtek Czermak, was joined onstage by Jeremy Cameron (Secondary Math/Science) and Tyler DiLallo (Resource) to debut their band 'Wojtek & The Mistletoes' with their rendition of 'I Wish It Was Christmas Today'. We have also been pleased to open our school for various events including our Annie Whiskeychan Day celebration where we held a community potluck.

Safe School Policy

A mandate within our Vision Statement is to ensure that Waapihtiwewan is a safe environment for all. Anti-bullying initiatives are a big part of this goal. We have implemented the BE COOL anti-bullying series in all classes that focus on coping strategies that help a child avoid becoming a bully as well as what to do if s/he is being bullied. The program is designed to help support students to build positive peer relationships. Additionally, February was anti-bullying month where we held a number of activities to raise awareness about this serious issue. This culminated in our second annual March to End Bullying where students and staff wore pink and marched through the community proudly showing signs that read, "Bullying Stops with Me!"



Student Engagement

To build student engagement at Waapihtiwewan this year, we held a variety of activities. At the beginning of the year, we held an Olympic Track and Field Day with Waswanipi that was a huge success. We once again invited Elephant Thoughts to our school to support our students. This year, however, we extended their mandate in a special arrangement to offer support to our secondary 1, 2, and 3 students in the areas of math, science, and CAT test preparation. A local science fair was held this year and two of our winners won in Chisasibi and attended the Aboriginal Science Fair. At the regional level, we were very proud of our students that took part in the public speaking contest and were moved by their speeches.

WILLIE J. HAPPYJACK MEMORIAL SCHOOL AND RAINBOW ELEMENTARY SCHOOL

MELS 2013 EXAM SUCCESS RATES



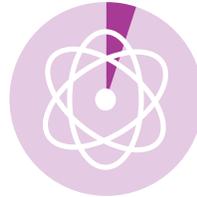
100%

English
Language Arts
Secondary V



0%

Mathematics
Secondary IV



5%

Science &
Technology
Secondary IV

100%
Students Succeeded
English Language Arts Secondary V

Local School Improvement Plan (LSIP)

In our goal to improve our results in language and math, we put different strategies in place with our teachers to stimulate and motivate the students to come to school and work. The help from the tutors from Elephant Thoughts was really useful. At the elementary level, we continued with our mathematics tournament this year, and we began to put more emphasis on math manipulation.

Smart Boards were installed in each classroom and we think they will help teachers to diversify their pedagogical strategies. Also, our math and science teachers met to develop an action plan for the MELS exams and to increase opportunities for learning by the students. We still have work to do on achieving our goals, but since we continue working and improving our teaching strategies, it's only a question of time before we reach our objectives.



Guaranteed and Viable Curriculum (GVC)

We continue to improve in our implementation of the GVC at the Elementary. My vices-principals and I observed the implementation of the GVC daily. At both elementary and secondary levels, topics from cycle-team meetings mainly focused on student achievement. CSB Consultants came to our school to work with the teachers to improve their comprehension of the GVC and how to use it. We also had professional development to develop best teaching practices (CITW).

Professional Learning Community (PLC)

PLC meetings continued to improve in our schools. Most cycle team time was spent working as a PLC team, and also during general staff meetings and administrative team meetings. I consulted with them on many topics and we made decisions as a team: mission, vision and values, LSIP, math manipulatives, etc. Everybody in our school had the chance to express themselves on every topic. We also worked as a PLC team to set the pedagogical orientation for our schools aligned with the school board policies and vision.

LIST OF GRADUATES

2013-2014

This is the list of our 44 graduated students from January 2013 and June 2014

Waskaganish (9):

English Sector:

Delicia Cheezo-Hester
Anna Cox
Kevin Weistche

French Sector:

Destiny Cheezo-Hester
Dylanna Hester
Jared Hester
Cecilia Hester-Jolly
Paula Salt
Neesha-Chanan Shecapio

Eastmain (3):

Raven Mark
Nancy Mayappo
Faith Moses

Wemindji (4):

Marissa Georgekish
Catherina Asquabaneskum
April Linklater
Brianna Linklater-Georgekish

Mistissini (9):

English Sector:

Savannah Blacksmith
Alexia-Destinee Shecapio
Natasha Neeposh
Nicole Nakogee
April MacLeod
Kaylee Swallow
Charlie Iserhoff
Kerrie Coon
Morning Star Fayard

Whapmagoostui (6):

Tanisha Kawapit
Leona Masty
Starr Masty
Saige Mukash
Michelle Natachequan
Cody Sandy

Ouje-Bougoumou (4):

Solomon Capassissit
Rick Dixon
Isiah Diamond
Lucas Shecapio

Waswanipi (4):

English Sector:

Danielle Grant
Kay-Lynn Nayassit

French Sector:

Robin Gull-Saganash
Keisha Mathias

Chisasibi (5):

English Sector:

Jessica Bobbish
Crystal Pachano
Dinah-Marie Sam

French Sector:

Darrell Napash-Pachano
Stephanie Matthew

Total : 44 graduated students out of 188 registered students on Sept 30th, 2013

Wachiya,

As the Vice-Chairman of the Cree School Board and a member of the Council of Commissioner, I want to take this opportunity to congratulate our Cree School Board 2014 Graduates. Congratulations to all 2014 Graduates, we are extremely proud of your success. Your hard work, dedication and perseverance have given you the right to be called a 'Class of 2014 Graduate'.

The vision of the Cree School Board is: A Vibrant and thriving Cree Nation, this means that having an annual increase in students graduating from high school is considered a high priority. Graduation rates are how we measure success at the Cree School Board. With your graduation and completion of high school, you and the rest of the Class of 2014 Graduates have helped us increase our graduation rate and success rates.

Your success is not a surprise! It is well deserved and you will get a chance to spread your wings. You are great! As you set your sights on larger goals and plan your future, I would encourage you to consider taking advantage of our Post-Secondary Program. The Cree School Board has a Post-Secondary Program ready and eager to serve you, if you wish to pursue a College or University Education.

In the last few years, the Council of Commissioners and Cree School Board as an organization has worked hard to challenge the "status quo" and make improvements in our Education systems. We will continue to raise the standards and the quality of education our students receive and deserve.

As Vice-Chairman, I want to congratulate you once again on your success and I wish you all the best in all your future endeavors. I also want to acknowledge, congratulate and thank your teachers, families and friends for the love and support which undoubtedly helped you become a successful student and a '2014 Graduate'.

Yours truly,

Daniel Mark-Stewart
Vice-Chairperson



ADULT SECTOR

ᓕᓕᓕᓐ ᓕᓕᓕᓐ ᐃᓕᓕᓐ ᐃᓕᓕᓐ





Photo: Geneviève Lagrois



SABTUAN ADULT EDUCATION SERVICES



Pierre Desjardins
Director of Sabtuan Adult
Education Services

General Education

We are delighted to submit the 2013-2014 annual report which highlights the numerous projects at Sabtuan Adult Education Services (SAES).

Promoting life-long learning and accessibility to education for adult learners played a big role in the evolution of our department. Offering a variety of programs and expanding on our services ensures that our students can graduate and make meaningful contributions to the workforce.

Over the past year, much energy and effort was made to ensure our students succeeded. We developed an Orientation plan for General Education (GE) and the main goal is to create an Individual Learning Plan (ILP) adapted to the particularities of each student through different exercises and activities linked with learning strategies, motivation and skills. This pilot project will be implemented in Chisasibi, Waskaganish, and Eastmain during the 2014-2015 school year.

Though the numbers are not final, the table below shows 463 registered students in General Education.

GENERAL EDUCATION Number of Registered Students 2013-2014

Language of Instruction	Chisasibi	Eastmain	Mistissini	Nemaska	Ouje-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui	Total
Cree	63	24	0	0	0	49	1	0	28	165
English	23	6	122	18	24	19	39	15	1	267
French	17	1	1	0	0	0	12	0	0	31
Total	103	31	123	18	24	68	52	15	29	463



Sabtuan Regional Vocational Training Centre (SRVTC)

This year, the Centre offered two new programs: School Daycare Educator and Homecare Assistant. Here are the other programs that were offered during that period:

- Carpentry
- Computing Support
- Food and Beverage Services
- Health, Assistance, and Nursing
- Heavy Equipment Mechanics
- Northern Building Maintenance
- Ore Extraction (*in partnership with another school board*)

- Professional Cooking
- Truck Driving (*in partnership with another school board*)

On average, we have 80 registered students and our student residence operates at full capacity. Numerous social activities are planned throughout the year such as musical Jam Sessions, a Welcome Day at the beginning of the school year, Halloween and Christmas activities, paper-making workshop, Valentine chocolate fondue and much more. Reoccurring this year was the Open House: a pleasant success! Seven communities attended the Open House discovering the different programs, meeting

future employers and participating in fun activities.

Many improvements were made to our facilities: installation of security cameras, new fitness equipment, satellite equipment, air conditioners and a ping pong table were purchased and installed to again make the stay of our students more enjoyable.

The table on the next two pages provides an overall picture of program delivery in General Education, Vocational programs offered in the communities including SRVTC, and vocational programs offered by a partner institution (mostly off-community). The numbers represents the graduates from each program.



Photo: Marie-Claude Robert

GRADUATES 2013-2014

General Education

Language of Instruction	Chisasibi	Eastmain	Mistissini	Nemaska	Ouje-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui	Total
Cree		2								2
English			4					1		5
French			2							2
Total	0	2	6	0	0	0	0	1	0	9

Vocational Training

Programs	Chisasibi	Eastmain	Mistissini	Nemaska	Ouje-Bougoumou	Waskaganish	SRVTC (Waswanipi)	Wemindji	Whapmagoostui	Total
Accounting	ongoing		ongoing	ongoing						
Cabinet Making			4							4
Carpentry		ongoing	2	ongoing			3			5
Commercial and Residential Painting						6				6
Computing Support	ongoing						ongoing			
Food and Beverage Services							7			7
Health, Assistance and Nursing							5			5
Heavy Equipment Mechanics							6			6
Home Care Assistance		3					ongoing			3
Northern Building Maintenance		8					ongoing		ongoing	8
Northern Heavy Equipment Operations	ongoing		26							26
Plastering						ongoing				
Professional Cooking							6			6
School Daycare Educator							6			6
Secretarial Studies	ongoing					6				6
Starting a Business				ongoing						
Total	0	11	32	0	0	12	33	0	0	88



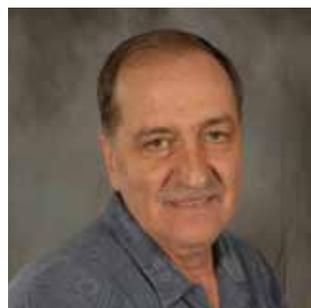
GRADUATES 2013-2014 (continued)

Partnership with Other School Boards (Local and Regional Programs)

Programs	Chisasibi	Eastmain	Mistissini	Nemaska	Ouje-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui	Total
Bus Driving (Eastmain)		ongoing								-
Bus Driving (Waskaganish)						ongoing				-
Conduite de machinerie lourde en voirie forestière								15		15
Machine Operations, Mineral and Metal Processing (Val d'Or)										-
Machine Operations, Mineral and Metal Processing (Matagami)	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	-
Ore Extraction (SRVTC - Regional)	2		1		1					4
Ore Extraction (Matagami - Regional - Group 2)	2		2			4		1		9
Ore Extraction (Matagami - Regional - Group 3)	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	-
Timber Harvesting and Wood Processing					ongoing					-
Trucking Class I (SRVTC)	3		3	0	1		1		0	8
Total	7	-	6	0	2	4	1	16	0	36
Grand Total	7	13	44	0	2	16	34	17	0	133



Bianca Albert



Luc Collette



Theresa Mark



Réjean

Additional Resources

Other priorities include establishing a real student-centered approach. Some students may encounter difficulties and together with our Student Success Counsellor, we ensure education is accessible to everyone. The input, collaboration and feedback from all stakeholders are absolutely necessary. Front-line workers, including teaching staff and Education Consultants, are the first to observe potential cases to be referred for services. The ultimate goal is to improve potential in order to successfully overcome challenges and attain goals.

The services are extended to students in General Education and Vocational programs, including programs offered off-community.

Mining Orientation

During the last school year, SAES improved previous years' workshops content and facilitation on Life Skills in Mining. In light of these ameliorations, various workshops were conducted at the beginning, halfway through and at the end of a mining program. The evaluations completed by the students in each workshop are very positive and many expressed that the Life Skills model contributed significantly.

What is the Life Skills model?

The Life Skills model is divided in four quadrants called Head, Heart, Hands and Health. Each quadrant provides students with a list and definition of competencies and behaviors that guide a student in acquiring the values and attitudes to help them in living a productive and satisfying life.

Job Placement Strategy for Carpentry Students

In order to help graduates transition into the workforce, SAES began to implement a Job Placement Strategy for SAES Carpentry Students. The strategy consists of providing job readiness training from the beginning of the program to its completion and this is being implemented as a pilot project with the SAES Carpentry program in Nemaska.

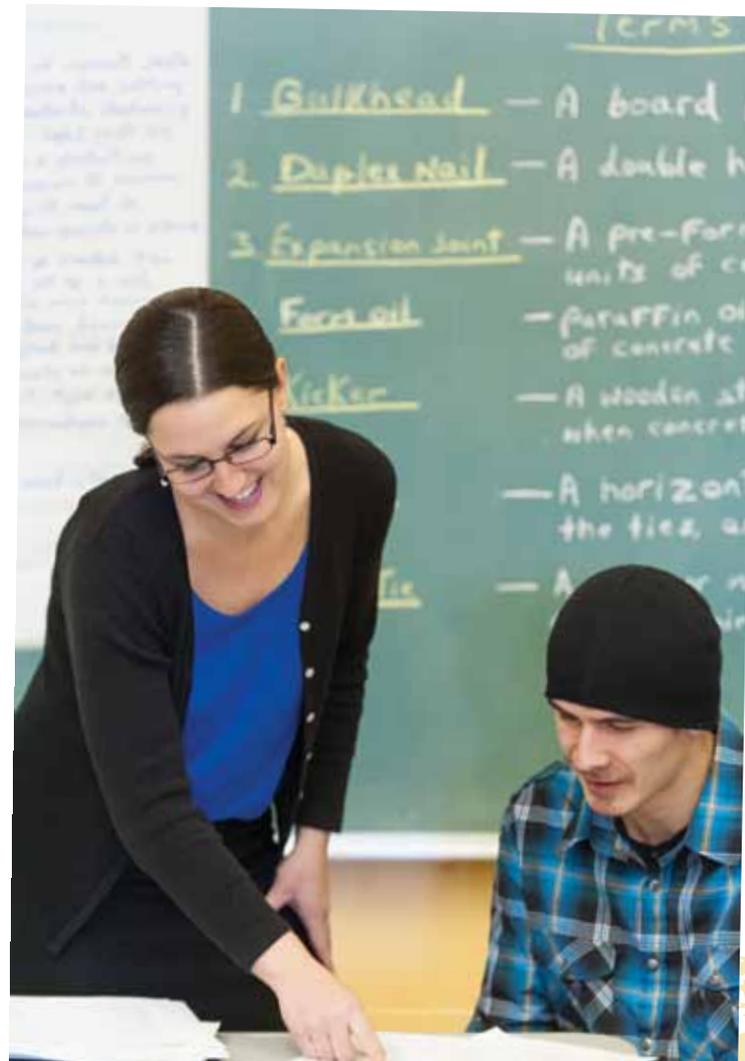


Photo: Geneviève Lagrois



“Lesson Planning” Training: A Success to Carry Over!

The quality of teaching provided at SAES is of great importance; therefore, we have taken multiple steps over the last few years to enhance this important aspect. One major step was to provide 70 hours of training to all teachers in both General and Vocational Education. The trainings were conducted in February and October 2013 and in January and February 2014.

The training aims to establish the main principles at the Adult General and Vocational Education: planning, teaching and evaluation. The goal of these principles is to focus on the different practices towards a process that intends to improve the student training quality by enhancing the teaching quality.

Career Planning Event

Once again, the Guidance Counsellor was mandated to lead the Career Planning Event project for a third and fourth edition with the help of an external firm, “Azimut conseils”. Together, the four guidance counsellors met with the participants to help them assess their interests and skills and create a career plan. The Career Planning Event team met 137 clients all over the 9 communities from September 2013 to April 2014. A majority of the clients were students from SAES. The data collected was entered in our database, which currently holds over three hundred participants. The information collected will assist us in meeting our clientele’s needs.

Essential Skills

New this year is integrating Essential Skills (ES) into our programs. Efforts were spent on defining and clarifying the ES concept as well as offering practical strategies for student success. A customized and tailored curriculum was developed and offered, using authentic work place and vocational-training documents. During ES training, students are provided hands-on, concrete strategies for continued success as they transition and prepare to integrate into their vocational program. Individual follow-up and assistance is also available during the duration of their vocational training if necessary.

SAES also worked in close partnership with Cree Human Resources Development in order to coordinate and collaborate ES efforts within the Cree territory. A great example of one of our joint ventures is the collaborative effort to redesign the official TOWES assessment to better reflect the needs of our clientele.



Photo: Marie-Claude Robert



Communications

Numerous improvements were made both in our internal and external communications over the year. The SEAS and SRVTC websites were revamped and are updated regularly by adding new content, news on our services and programs, activities, and so forth. Intranet was established to facilitate file sharing and communication between the staff members of SAES. A Newsletter is produced every three months. This project is a collaborative effort and topics are submitted by SEAS staff and students from all the communities. We also have a monthly electronic bulletin board. This tool enables our team to share their monthly activities with one another. Facebook is another tool we use to broaden our profile and scope of services.

Policies

In collaboration with the Secretary General department, SAES developed four (4) new policies,

as listed below, which were ratified by the Director General's office:

- Operational Policy on Admission to Adult Education Programs
- Operational Policy on the Evaluation of General Education Students of Sabtuan Adult Education Services
- Regulations – Sabtuan Regional Vocational Training Centre Students' Residence
- Code of conduct Applicable to Students enrolled in Programs and Courses offered by Sabtuan Adult Education Services

Other policies are currently being developed and we hope to have them finalized for the new school year.

Closing Remarks

As we aim for better results, building capacity within our employees is an important aspect of our operations. My sincere gratitude to my whole

team; their collaboration and commitment in the advancement of our students and services could not be achieved without their involvement. I also credit many of our accomplishments to my dedicated team, colleagues within the Board, partners internal and external, local and regional.

As in life, we also face setbacks in this field. The loss of our General Education Teachers, Mr. Jean-Pierre Pelchat and one of our students at SRVTC was felt throughout our department. We moved forward knowing that we share their passion in "learning" and strive to provide excellence in education.

Pierre Desjardins
Director of Sabtuan Adult Education Services



SPECIAL MESSAGE TO OUR ADULT STUDENTS

From all of us at Sabtuan Adult Education Services, we acknowledge each of our graduates for their dedication and hard work. Your commitment in the achievement of your educational and professional goals is one to be commended and we applaud your success. Write the next chapter in your life and continue to inspire those around you as you inspired us with your determination. **Best wishes for a bright future ahead.**



Age Distribution of our Sponsored Students

The table below shows the comparison of the age groups of sponsored students for the last 2 years and indicates that the enrollment of students under 25 years old are up 22%. There was a steady +20% increase in the last two (2) years of students under 25 years of age.

	2012-13	2013-14	Change	Change %
Under 20	79	99	20	25.3%
20-24	140	169	29	20.7%
25-29	109	94	-15	-13.8%
30-34	74	77	3	4.1%
35-39	51	47	-4	-7.8%
Over 40	69	64	-5	-7.2%
Total	522	550	28	5.4%

Enrollment at the University and CEGEP Levels

The table below provides the category of institutions where students were enrolled and the number of graduates, potential and confirmed, for this year and for the previous year. Although the number of graduates has not yet been confirmed for 2013-14, many will be going on to further their studies or enter the workforce.

Type of Institution	2012-2013		2013-2014	
	Enrollments	Graduates	Enrollments	Graduates*
College	344	61	396	19
University	134	21	112	2
Vocational / Others	44	3	42	1
Total	522	85	550	22

* YTD Values. Final figures available Nov. 2014

Most Popular Programs 2013-2014

The table below shows that many students are in preparatory programs (General Arts and Science, Access and Social Science) to acquire prerequisites to enter a career program or to enrol in university programs.

Most Popular Programs (2013-2014)





For this past school year, Human Resources Services has focused on 4 key areas in its continued efforts to support the schools and departments of the Cree School Board.

The 2013-2014 year has continued to be one of ongoing change because of the strategic direction set by the Cree School Board. Along with other services and pedagogical management, Human Resources has continued to participate in the work of departmental planning so as to align with the strategic direction, all with the intention of improving the services provided to the schools and departments of the Cree School Board. We have continued to work with payroll on improving our capacity in the GRH system (HR data management) and have hired an administration officer to take part in and eventually lead this technical change. Through this change, we have cut back on paper copies for work on employee files and have moved towards electronic files which aligns us with Secretary General's goal of archiving electronically. We have made great strides in documenting all human resources processes and in mapping them out in an effort to provide clarity and transparency in procedures.

Recruitment was once again a big focus this year with the Human Resources Advisors, Coordinators and other managers attending 25 career fairs at various universities in Quebec, Ontario and New Brunswick. Working with the schools and the department of School Operations, we hired 40% of our teachers before the Goose Break and by May 29, 2014 we managed to hire 54% of teachers. We continued our efforts to develop professional links with universities, which helped in finding some of our future teachers. We have made and will continue to make efforts to use various social media in our recruitment efforts.

A great deal of effort has gone into developing the Performance Management Program for

management personnel of the Board. This work was done in collaboration with a professional firm and all management personnel. It is ready to be implemented for the 2014-2015 school year.

Another big achievement for the department has been the development of the orientation package for new teachers, which was finalized this spring as part of our onboarding program for new teachers. It was a collaborative effort that consisted of consultations that were conducted with the School Principals and focus groups that were conducted with teachers. Thank you all for the great effort and for your contribution to the success of the project!

This year also brought about changes to our staffing. We have had some wonderful new employees join our team and one of our tenured staff members took his retirement. Darlene Wapachee is replacing Tiffany Benac who is presently on leave, and Jane Voyageur joined our team in a new position of Administration Officer. Michel Auclair, Coordinator of Human Resources, left us in February 2014 to take his retirement.

In the future we will continue to strive to improve the services we provide and to partner with other departments and schools in the education of our students.

Natalie Petawabano
Director of Human Resources

HUMAN RESOURCES SERVICES



Natalie Petawabano
Director of Human Resources





5. Buildings Inventory:

- Ongoing implementation the MELS-SIMACS system for the CSB premises.
- New premises were added as superficies areas to "Annex C" of the Funding Rules Agreement and for the purpose of the User Fees conciliation with the Bands.

6. Moving and Storage:

- Provided support services to the schools and departments for the moving and storage activities.

7. Purchasing:

- Purchased heavy machinery and equipment for the Adult Ed courses.
- In addition to the procurement of computer equipments, many items for the schools and the departments were purchased.
- Arranged for the recycling of the computer equipment.
- Reviewed all leases for buildings, equipment and vehicles.
- Arranged for the aerial and terrestrial charters.

8. Daily School Transportation:

- Made all the necessary arrangements for the school bus transportation in the communities for the coming five (5) year period 2014-2019.

9. Power Energy Management:

- Followed up on the Hydro Quebec invoicing "HELIOS" billing system.
- Followed up on the heating oil supplies.
- Followed up on the high pressure fuel equipment certifications.



Chance Neeposh's drawing of Waapihtiwewan School

10. Vehicles:

- A continuous follow up for the fifty nine (59) moving vehicles including the maintenance and the coordination with the S.A.A.Q.
- New vehicles were purchased, old ones were traded in.
- A new five years vehicles replacement schedule was prepared for the next five year period.
- One school bus was purchased to replace the obsolete one in Whapmagoostui.

11. Insurance:

- Called for tenders and signed contracts for the insurance of the Property and Liability Portfolios for the fiscal year 2014-2015.

12. Others:

- A computerized buildings' preventive maintenance system was finalized and implementation in schools is ongoing.
- Training on use of systems for staff in Communities and Head Office was performed.
- Most of Material Resources Services Department staff attended training sessions to improve their knowledge, production and efficiency.

Moussa Habak

Director of Material Resources Services

INFORMATION AND TECHNOLOGY SERVICES



François "Frank" Turgeon
Director of
Information & Technologies

Information and Technologies Services' Mission

is to ensure that employees and students have the proper information systems and technological tools and infrastructure to carry out the overall organization's mission.

The **department's vision** is to:

- Help schools improve the way education is delivered using technological services and resources through teaching and learning;
- Provide students with the technological resources to enrich the educational experience;
- Help staff improve productivity with proper technological tools and Information Systems;
- Establish, provide and maintain the necessary technological infrastructure services and resources to support continuous improvement in the CSB's ability to fulfill its main mission;
- Provide leadership and governance in the effective use of technologies.

The table on the following page represents the special initiatives the Information & Technologies department has taken on for 2013-2014, focusing on the current organizational Strategic Action Plan (SAP). These initiatives are supplemental to the regular support and maintenance activities the I.T. team takes on every day. They have been conducted with extensive human and financial efforts in order to complete or continue them from the previous year. The results are extremely positive considering that the team had a lack of required resources for most of the year to implement and complete them as scheduled at the beginning of the school year.

Other News and Accomplishments

During the 2013-2014 school year, we have seen some changes happen within our work force. Helen Moore, computer technician in Mistissini, a valued employee of our team, left in November and was replaced by Issam Wasilla, who was hired during the month of April. After a long posting process, we have also hired a new employee, Vincent Paré, computer technician, assigned to programming and development, who is a good addition to our team by introducing a young energy. We would like to welcome both new employees within our team! Also, Marlene Shecapio, computer technician in Chisasibi, who is temporarily gone on maternity leave, will be replaced by M. Leslie Rupert, who had previously worked for I.T. services in Mistissini 3 years ago. We wish Marlene a good pregnancy, we will see you next year, and we also would like to extend a warm welcome to Leslie.

We also extend our sincere appreciation towards all members of the I.T. team as you have shown great dedication and efficiency in your work during the past year to the benefit of the students and employees who we support. Keep up the good work, you are all an example to follow!

François "Frank" Turgeon
Director of Information & Technologies



LIST OF I.T. DEPARTMENT'S SAP INITIATIVES FOR 2013-2014

Strategic priorities	Status
<p>Support the automation of processes across CSB</p> <ul style="list-style-type: none">• 1.1 Implementation of GRICS new student management modules in GPI (S.O)• 1.2 Revamp/Recode Travel Claim software and implementation (Finance)• 1.3 Assist Payroll Decentralization process (continued from 2012-13) (Payroll)• 1.4 On-line Recruitment tools (H.R. + Payroll)• 1.5 On-line personnel self-registration (Identity Center) (H.R. + Payroll)• 1.6 Deployment of Electronic Travel Warrants (Fin.) (currently in deployment)• 1.7 Direct Deposits (Finance + PSSS) PSSS=Done!, Finance=postponed• 1.8 New Room & Board software implementation (continued from 2012-13) (Student Services)	<ul style="list-style-type: none">• 1.1 (COMPLETED)• 1.2 (COMPLETED)• 1.3 (COMPLETED)• 1.4 (IN PROGRESS)• 1.5 (IN PROGRESS)• 1.6 (IN PROGRESS)• 1.7 (COMPLETED)• 1.8 (COMPLETED)
<p>Implement technologies in Schools, Departments & Adult Education</p> <ul style="list-style-type: none">• 2.1 Smart Boards deployment in Schools & Adult Ed. centers• 2.2 Broadband connectivity to Waskaganish, Eastmain & Whapmagoostui• 2.3 Help schools/depts. better communicate with each other (V-C, Skype, MS Lync in progress, etc.)• 2.4 Electronic Archiving (Sec.Gen.) (Continued from 2012-13)• 2.5 School Age program IS Implementation & Training Avant-Garde (Student Services)• 2.6 Full Implementation of Electronic process of requisitions and purchase orders (M.R.S.)• 2.7 Purchase/Deployment/Upgrade of technologies in schools and Adult Ed.• 2.8 Implement Library IS in all schools libraries and train library technicians• 2.9 Implementation of NEW Phone systems at Waswanipi, Waskaganish and Eastmain Schools	<ul style="list-style-type: none">• 2.1 (COMPLETED)• 2.2 (COMPLETED)• 2.3 (IN PROGRESS)• 2.4 (IN PROGRESS)• 2.5 (COMPLETED)• 2.6 (IN PROGRESS)• 2.7 (COMPLETED)• 2.8 (COMPLETED)• 2.9 (COMPLETED)
<p>Improving IT support at the local level</p> <ul style="list-style-type: none">• 3.1 Coaching and mentoring I.T. staff & school and Adult Education administration staff in regards to technologies procurements, guidelines and policies• 3.2 Training and supporting• 3.3 Electronic Help Desk (support tickets) implementation with I.T. staff• 3.4 Server virtualization + Network infrastructure improvements	<ul style="list-style-type: none">• 3.1.(IN PROGRESS)• 3.2.(IN PROGRESS)• 3.3 (COMPLETED)• 3.4 (COMPLETED)
<p>Improve IT department's effectiveness</p> <ul style="list-style-type: none">• CPM reporting• Capacity building• Alignment with SAP objectives	<ul style="list-style-type: none">• CONTINUED• Increased Capacity for 2013-2014 with 2 new positions (Waswanipi & Mist.)



The following sections of this report are devoted to summarizing our financial position for the year ending June 30, 2013 and to reviewing certain data on student enrollment and the financial allocation of resources within the Board in a very summarized and graphical form.

FINANCIAL HIGHLIGHTS For the year ending June 30, 2012

Total Expenditures of the Board for the year ending June 30, 2013	\$139,953,332
Surplus for the year ending June 30, 2013	\$1,269,124
Combined Accumulated Surplus at June 30, 2013	\$29,053,845
Combined Internal Appropriated Surplus at June 30, 2013	\$13,317,518
Available Surplus at June 30, 2013	\$5,874,660
Tangible Capital Assets at June 30, 2013	\$154,294,539

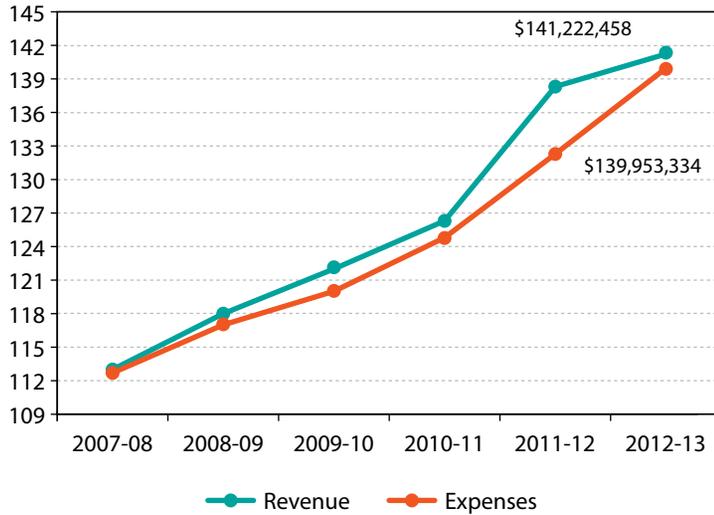
**WE CONSISTENTLY DO WHAT IS RIGHT
FOR THE CREE SCHOOL BOARD
BY BEING TRUTHFUL AND HONEST**



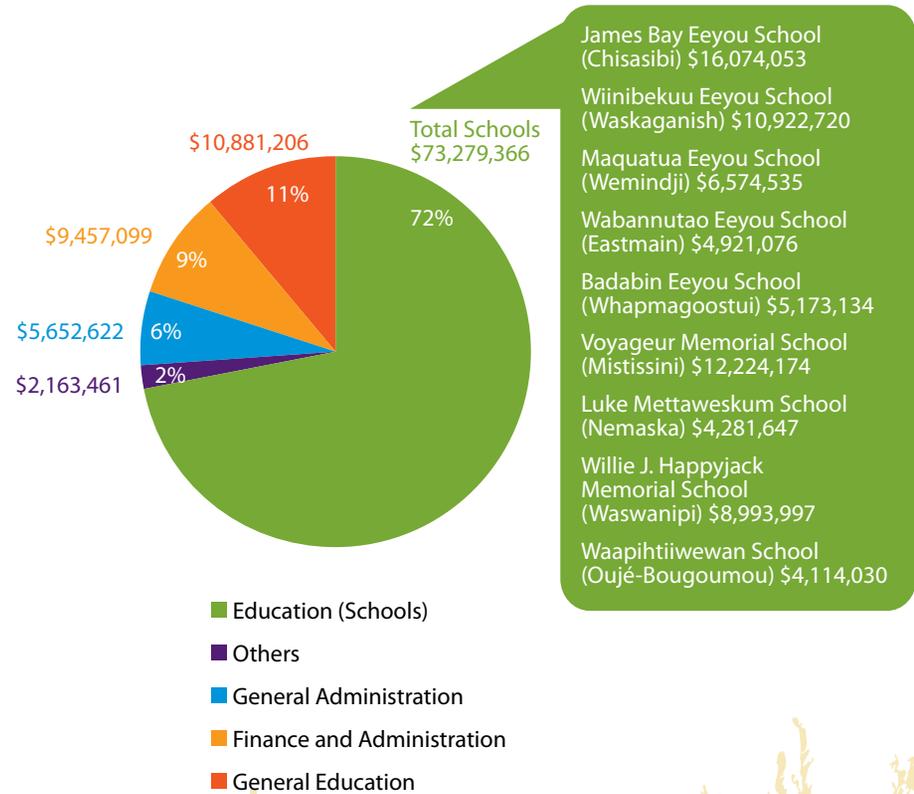


Evolution of Total Revenue and Expenses

in millions of \$

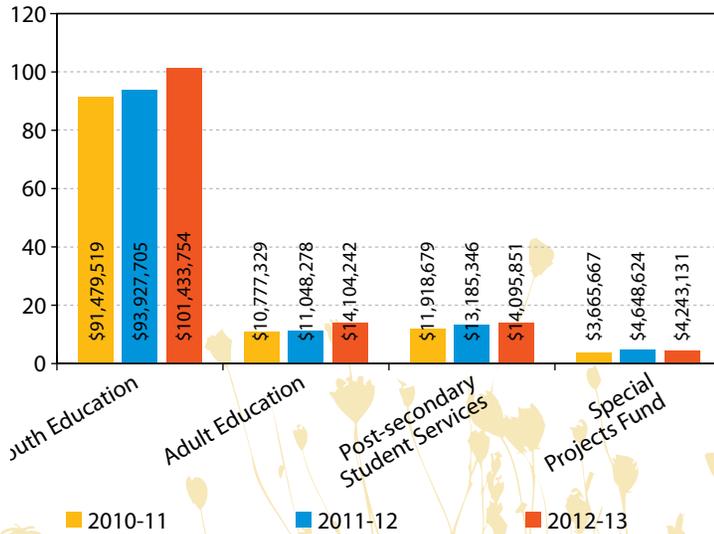


Youth Education - Expenses by Department for 2012-13

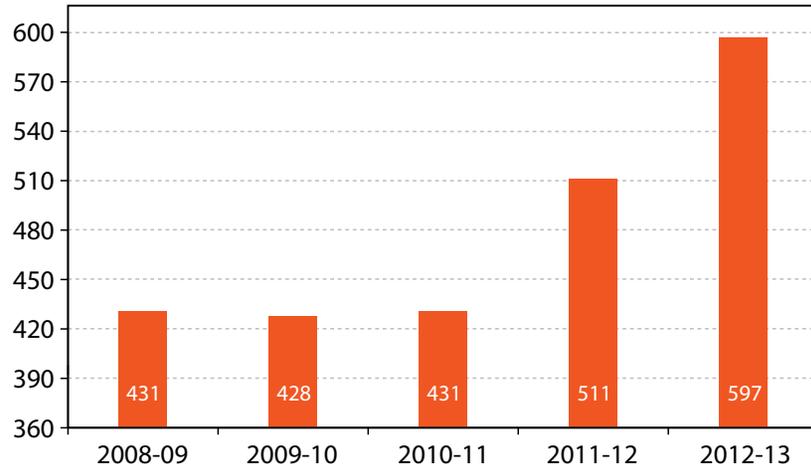


Evolution of Expenses by Fund and Activity

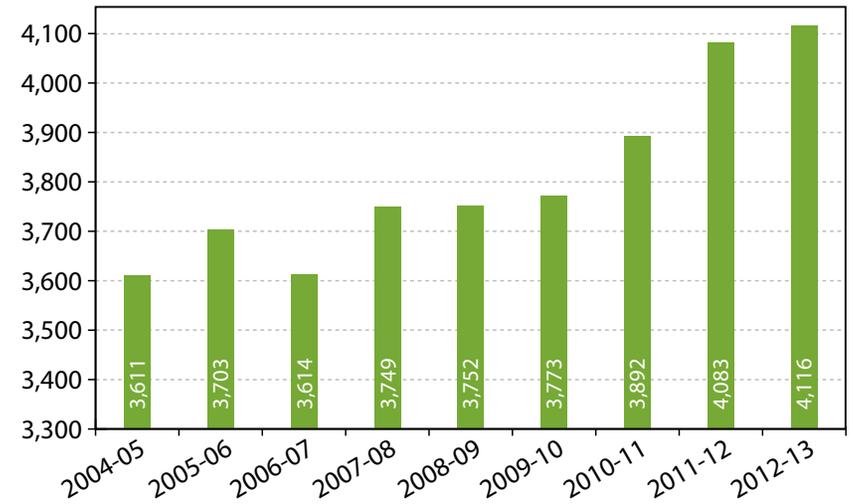
in millions of \$



Post-secondary Student Services - Number of Students



Evolution of Student Clientele - Youth Education





COUNCIL OF COMMISSIONERS



Daniel Mark-Stewart
Vice-Chairperson, Eastmain



Kathleen J. Wootton
Chairperson



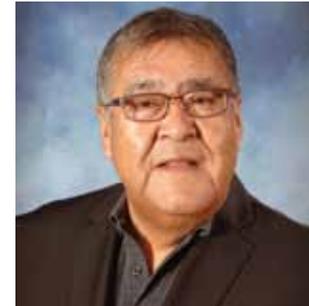
Mabel Bearskin
Third Executive Member, Chisasibi



Emily G. Mianscum
Waswanipi



Teddy Wapachee
Nemaska



George Blacksmith
Mistissini



Samson Wischee
Waskaganish



Daisy Shecapio
Ouje-Bougoumou



Erica Linklater
Wemindji

Not pictured:
Roger Sandy, Whapmagoostui

DIRECTORS

Left to right:
Matthew Rabbitskin, Abraham Jolly, Serge Béliveau, Bella Mianscum, Natalie Petawabano,
Kim Quinn, Moussa Habak, Pierre Desjardins, François "Frank" Turgeon
Absent: Jane L. Blacksmith



COMMUNITY EDUCATION ADMINISTRATOR



Left to right:
William Kawapit (Whapmagoostui), Charles Bobbish (Chisasibi), Gordon Gilpin (Waswanipi),
Margaret Cheezo (Eastmain), Alice Petawabano (Mistissini), Juliette Iserhoff (Ouje-bougoumou),
Brenda-Rose Wapachee (Nemaska), Laurianne Iserhoff (Waskaganish), Lee Ann Gilpin (Wemindji)

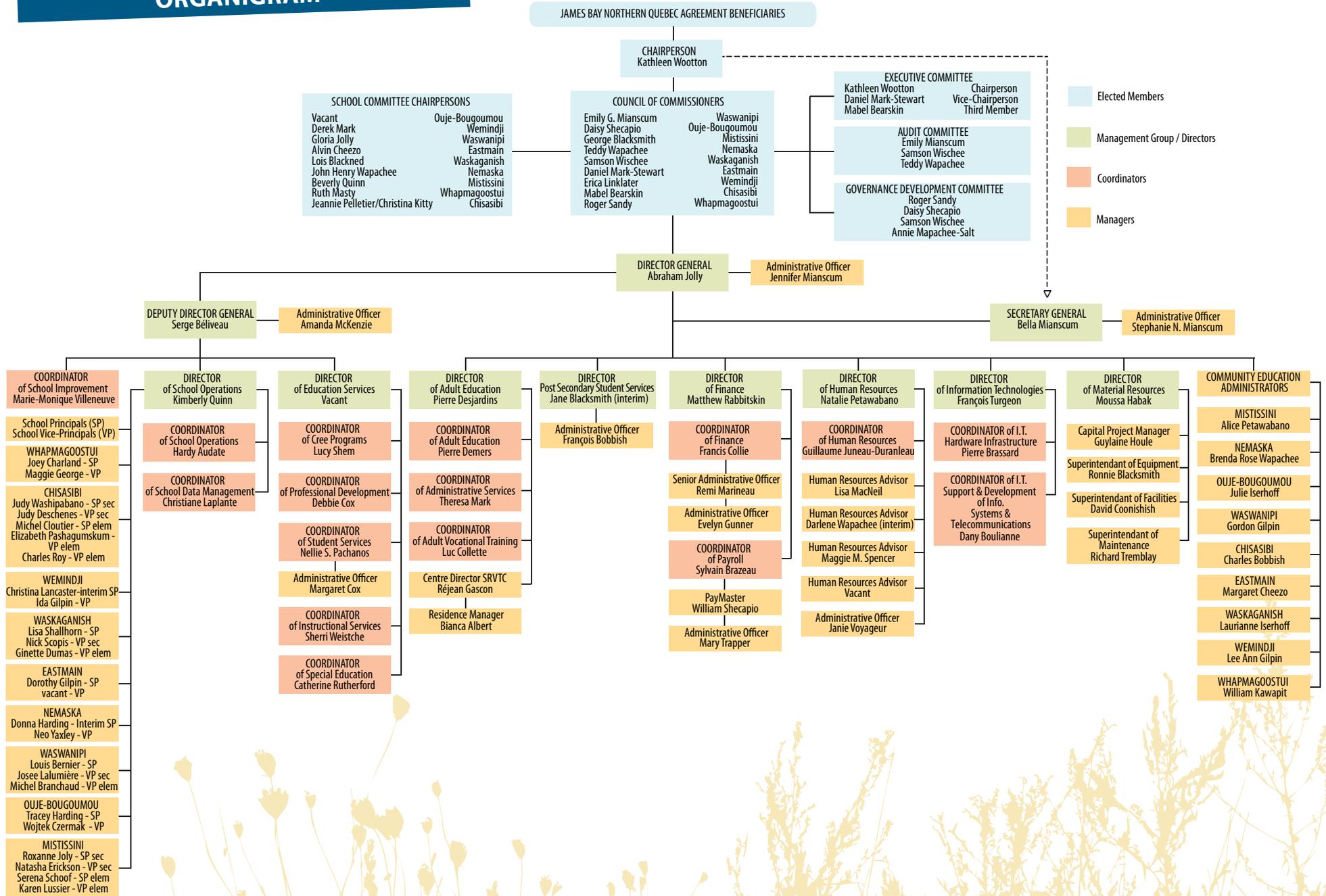
SCHOOL PRINCIPALS AND VICE-PRINCIPALS



Judy Washipabano, Roxane Joly, Tracey Harding, Rose Marie Farago, Karen Lussier, Joey Charland, Elizabeth Pashagumskum, Judy Deschenes, Nick Scopis, Ginette Dumas, Maggie George, Lisa Shalhorn, Wojtek Czermak, Michel Branchaud, Michel Cloutier, Christi Lancaster, Natasha Erickson, Charles Roy



ORGANIGRAM*



- Elected Members
- Management Group / Directors
- Coordinators
- Managers

*as of June 30, 2014

Cree School Board

Administration Office
203 Main Street
Mistissini, Quebec G0W 1C0

Tel: (418) 923-2764

Fax: (418) 923-2072

Website: www.cs Cree.qc.ca

Education Services

Chisasibi, James Bay JOM 1E0

Tel: (819) 855-2230

Fax: (819) 855-2724

Post Secondary Student Services

1440 St. Catherine St. West, Suite 400
Montreal, Quebec H3G 1R8

Tel: (514) 846-1155

Fax: (514) 846-1266

Toll Free: 1 800-463-7402

Sabtuwan Adult Education Services Office

203 Main Street
Mistissini, Quebec G0W 1C0

Tel: (418) 923-3347

Fax: (418) 923-2270

Please consult the website (www.csbaes.ca) for Adult Education Services Offices in each community.

Sabtuwan Regional Vocational Training Center

1 Elder David Neeposh
Waswanipi, Quebec JOY 3C0

Tel: (819) 753-4040

Fax: (418) 753-2640

Credits***Many thanks to the following people:***

CSB Chairperson and Council of Commissioners
CSB Director General, Senior Directors and Management Staff
CSB Pedagogical Management Team
CSB School Principals and Community Education Administrators
CSB Pedagogical and Administrative Staff

Special thanks to the following organizations:

Minister of Education, Leisure and Sports
Indian and Northern Affairs Canada
Cree Human Resources Development of Cree Nation Government
Niskamoon Corporation

Acknowledgements:

Project Management: Abraham Jolly, Director General
Project Coordinator: Jennifer M. Petawabano, Administrative Officer and Amanda McKenzie, Administrative Officer
Photo Courtesy: Gaston Cooper, Schools and Departments
Designer: Beesum Communications
Printing: Au Point Reprotech

