





Student artwork from the Mikw Chiyâm Arts Concentration Program

# Table of Contents

4	Message from the Chairperson and Vice-Chairperson	76	SABTUAN ADULT EDUCATION SERVICES
7	Message from the Governance Development Committee	92	POST-SECONDARY STUDENT SERVICES
10	Message from the Commissioners	97	DEPARTMENTS AND SERVICES
13	Message from the Director General	98	Secretary General
18	Message from the Deputy Director General	100	Human Resources
27	Message from the Director of School Operations	101	Material Resources Services
36	EEYOU SCHOOLS	103	Information & Technologies
40	Badabin Eeyou School – Whapmagoostui	105	Finance and Administration
43	James Bay Eeyou School – Chisasibi	110	COUNCIL OF COMMISSIONERS
46	Waapinichikush Elementary School – Chisasibi	111	DIRECTORS
48	Maquatua Eeyou School – Wemindji	112	CSB ORGANIGRAM
51	Wabannutao Eeyou School – Eastmain		
54	École Wiinibekuu School and École Annie Whiskeychan Memorial Elementary School – Waskaganish		
57	École Luke Mettaweskum School – Nemaska		
60	Voyageur Memorial School Elementary and Secondary – Mistissini		
67	Waapihtiwewan School – Uje-Bougoumou		
70	Willie J. Happyjack Memorial School and Rainbow Elementary School – Waswanipi		
73	SCHOOL LEADERSHIP TEAMS		







## MESSAGE FROM THE Chairperson and Vice-Chairperson

We send our greetings to all members of the Cree Nation.

The Cree School Board began and ended the 2015-2016 school year with much sadness. We would like to dedicate this edition of the Cree School Board's Annual Report to the memory of Mrs. Gerti Murdoch and Mr. Hardy Joseph Audate.

Mrs. Gerti Murdoch, former Community Education Administrator and a long-time employee of the Cree School Board, passed away suddenly in September 2015. Mrs. Murdoch worked in various capacities at the Cree School Board. Her longest appointments were as the Community Education Administrator for Wiinibekuu School in Waskaganish, and as a member of the Review Panel for the Cree School Board's Post-Secondary Student Services Program. Even though Mrs. Murdoch had retired, she was still very active in Cree education. She agreed to participate in the Review Process of the Cree Component of Cree Education. Her many years of service and dedication to the Cree School Board are greatly appreciated, and we will remember her with great fondness.

In June 2016, our colleague, Hardy Joseph Audate passed away after a tragic boating accident near Chapais, Quebec. Mr. Audate worked for the Cree School Board for 26 years. He held various positions at the Cree School Board, from teacher to school administrator, and his latest job was as the Coordinator of School Operations. Mr. Audate was a friend, colleague and mentor to many with whom he worked. Mr. Audate also contributed much to the development of school leadership at the Cree School Board. Like Mrs. Murdoch, Mr. Audate was a dedicated employee, and he contributed much to Cree education during his tenure at the Cree School Board. We will remember him for his quiet wisdom, humility and dedication.

We will forever remember Mrs. Murdoch and Mr. Audate with fondness. We are comforted in knowing that they are both at peace.

May our Creator bless you all!



*Kathleen J. Wootton, Chairperson*  
ᑲᑦᑲᑦᑲᑦ ᑲᑦᑲᑦᑲᑦ ᑲᑦᑲᑦᑲᑦ  
*Kathleen J. Wootton, présidente*



*Mabel Bearskin, Vice-Chairperson*  
ᑲᑦᑲᑦᑲᑦ ᑲᑦᑲᑦᑲᑦ ᑲᑦᑲᑦᑲᑦ  
*Mabel Bearskin, vice-présidente*



## MOT DE LA

# Présidente et de la Vice-présidente

---

Nous transmettons nos salutations à tous les membres et partenaires de la Nation Crie.

Le début et la fin de l'année scolaire 2015-2016 de la Commission scolaire crie ont été empreints de tristesse. Nous désirons donc dédier le présent rapport annuel de la Commission scolaire crie à la mémoire de Mme Gerti Murdoch et de M. Hardy Joseph Audate.

Mme Gerti Murdoch, ancienne administratrice à l'éducation communautaire et employée de longue date de la Commission scolaire crie, est décédée subitement au mois de septembre 2015. Mme Murdoch avait occupé divers postes au sein de la Commission scolaire crie, les plus longs étant le poste d'administratrice à l'éducation communautaire pour l'école Wiinibekuu à Waskaganish, et celui de membre du comité d'examen pour le programme de services aux étudiants du postsecondaire de la Commission scolaire crie. Même après avoir pris sa retraite, Mme Murdoch a toujours été très active dans le milieu de l'éducation pour les Crie. Elle avait accepté de participer au processus d'examen du volet cri de l'éducation des Crie. Ses nombreuses années de service et son dévouement à notre commission scolaire sont grandement appréciés et nous nous souviendrons d'elle avec beaucoup d'affection.

En juin 2016, notre collègue, Hardy Joseph Audate, est décédé après un tragique accident de bateau près de Chapais, au Québec. M. Audate avait travaillé pour la Commission scolaire crie pendant 26 années. Il a occupé divers postes à la commission scolaire, d'enseignant à administrateur scolaire, son dernier poste étant celui de coordonnateur des opérations de l'école. M. Audate était un ami, un collègue et un mentor pour beaucoup de ceux avec qui il a travaillé. Il a également énormément contribué au développement du leadership de l'école. Tout comme Mme Murdoch, M. Audate était un employé dévoué et il a contribué à l'éducation crie tout au long de son passage à la Commission scolaire crie. Nous nous souviendrons de lui pour sa sagesse tranquille, son humilité et son dévouement.

Nous nous souviendrons toujours de Mme Murdoch et de M. Audate avec affection. Nous nous consolons en sachant qu'ils reposent désormais tous les deux en paix.

Que notre Créateur vous bénisse tous!



## MESSAGE FROM THE Governance Development Committee



*Clifford Loon, Chairperson of the Governance Development Committee School, Commissioner of Mistissini*

ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ  
ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ  
ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ  
ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ ᑭᑦᓴᑦᓴᑦ  
*Clifford Loon, président du Comité de développement en matière de gouvernance, commissaire d'école de Mistissini*

*“If you’re not willing to learn, no one can help you. If you’re determined to learn, no one can stop you.”*

— Unknown

The above quote is indicative of the work our schools did over the course of the 2015-2016 school year. We introduced new programs to our students, which instilled the interest and willingness to learn. These programs contributed to our students’ self-confidence, and showed them potential opportunities for their future aspirations.

It is with honour and pride that we acknowledge the work done by the administration in delivering the many successful initiatives in our schools. The Mikw Chiyâm Program, Hockey Concentration Program, the Drone Club and the Paul Martin Entrepreneurship Program showcased the many talents our children have.

In my second mandate as Chairperson for the Governance Development Committee (GDC), I would like to thank my colleagues, Daisy and Mabel, for their contributions. The GDC plays an integral role in the governance of the Council Policy Manual. The conclusion of the work of two working groups marks an important and exciting time for the school board. It will further determine and solidify the work we are doing to ensure that our language and culture is ever present in our children’s education.

I would also like to congratulate the students, teachers, administration and parents for their perseverance in ensuring that 23 students graduated from the Voyageur Memorial School in the 2015-2016 school year.

Finally, I want to acknowledge the work done by the administration of our school board. The administration continues to provide excellent service and support to the Council and all stakeholders in the Cree Nation, and this year was no exception.







MESSAGE FROM THE >> MOT DES

# Commissioners

## ᐅᑕᐱᑭᐱᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ

# Commissaires



*Rachel Kawapit, Commissioner of Whapmagoostui*

ᑭᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ, ᑭᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ  
*Rachel Kawapit, commissaire de Whapmagoostui*

I would like to take this opportunity to thank my community for selecting me as their representative. I was elected back in December of 2015 and officially joined the team in January of this year. I look forward to continuing to learn from this very committed and inquisitive group of community representatives.

Whapmagoostui is very proud of our students, staff and parents for another successful year. We completed the 2015-2016 school year with six graduates in high school, 17 graduates in Grade 6 and 19 in kindergarten.

I am very excited for the new school year, when our students will have new learning experiences with their teachers. I encourage parents and our entire community to continue supporting our students, teachers, and staff to help another group of students succeed in advancing to the next level.

Let's cheer on our future leaders all together!



*Emily Gull-Mianscum, Commissioner of Waswanipi*

ᑭᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ, ᑭᑦᑕᑦᑭᐱᑦ ᑭᑦᑕᑦᑭᐱᑦ  
*Emily Gull-Mianscum, commissaire de Waswanipi*

This is my second term as Commissioner for my community of Waswanipi.

Education is very important to us as Commissioners. We work together to give support to our students to further their studies, because they are our future leaders.

In my first term as Commissioner, I was mostly observing and learning about the Council Policy Manual and governance. Policy governance is a new way of thinking, and provides the Cree School Board a clear focus for the future. We also have Ownership Linkage meetings with different departments and communities to keep track of the information needs of our people; the Cree School Board collects the data from owners, and we debrief on the results.

I can say that it has been a great learning experience for me.



J'aimerais profiter de cette occasion pour remercier les membres de ma communauté de m'avoir choisie pour les représenter. J'ai été élue en décembre 2015 et je me suis jointe officiellement à l'équipe en janvier de cette année. Je me réjouis à l'idée de continuer à apprendre auprès de ce groupe engagé et curieux de représentants de la collectivité.

Whapmagoostui est très fière de ses élèves, de son personnel et des parents à l'issue d'une autre année couronnée de succès. Nous avons terminé l'année scolaire 2015-2016 avec 6 diplômés à l'école secondaire, 17 finissants en sixième année et 19 à la maternelle.

Je suis très enthousiaste de cette nouvelle année scolaire, où nos élèves vivront de nouvelles expériences d'apprentissage avec leurs professeurs. J'encourage les parents et toute notre communauté à continuer d'appuyer nos élèves, ainsi que nos professeurs et notre personnel dans l'aide qu'ils apportent à un autre groupe d'élèves à atteindre le niveau suivant avec succès.

Acclamons tous ensemble nos dirigeants de demain!

**Rachel Kawapit, commissaire de Whapmagoostui**

J'en suis à mon deuxième mandat de commissaire pour ma communauté de Waswanipi.

L'éducation est une chose très importante pour nous, les commissaires. Nous travaillons ensemble à offrir du soutien à nos étudiants pour leur permettre de poursuivre leurs études, car ils sont nos dirigeants de demain.

Au cours de mon premier mandat de commissaire, j'ai principalement observé et appris à connaître la gouvernance et le Manuel des politiques du Conseil. La gouvernance en matière de politiques est une nouvelle façon de penser et elle fournit à la Commission scolaire une orientation claire pour le futur. Nous avons également des réunions sur les liens capitalistiques avec différentes unités administratives et communautés pour connaître les besoins de notre peuple en matière d'information; la Commission scolaire a recueilli des données auprès des propriétaires et nous effectuons un bilan à partir des résultats.

Je peux vous assurer que cela a été pour moi une excellente expérience d'apprentissage.

**Emily Gull-Mianscum, commissaire de Waswanipi**



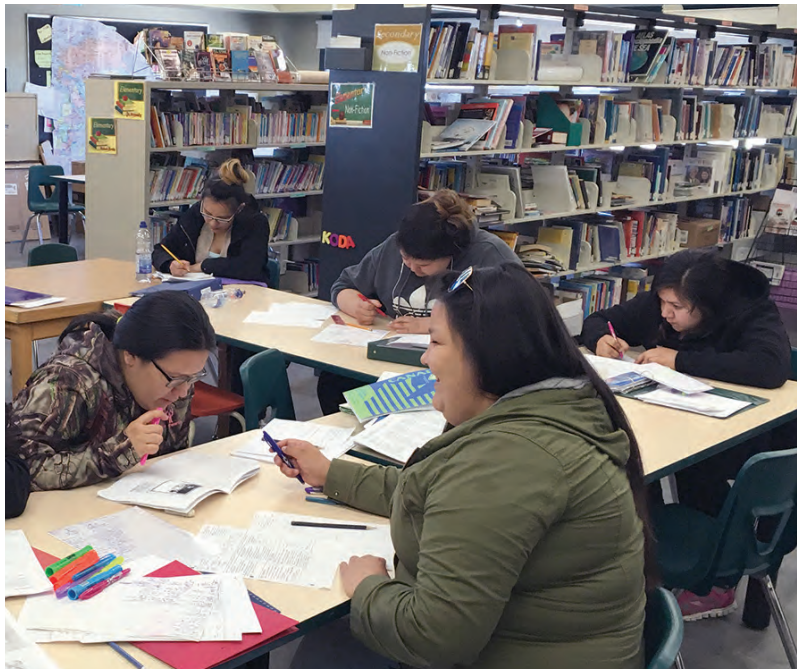
This is the stage we are entering at this point and time of the Cree School Board's history. We are confident that we are on the right course and direction going forward.

I personally want to thank the Chairperson and the Council of Commissioners for their continued support and encouragement. I also want to thank my management staff for their eagerness and commitment to stay focused on our mission as we enter this year, and the next five years. We anticipate positive outcomes as we journey forward.

More importantly, I thank our principals, teachers and the Community Education Administrators and their staff in our schools. Your commitment and hard work is appreciated.

Together we can build a well-educated Cree Nation through inspired teaching and valued learning.

God Bless our journey going forward.



## CREE SCHOOL BOARD 2016-2021 STRATEGIC ACTION PLAN

***Student success.** To ensure students achieve their full potential and become qualified and competent workers in the Cree labour market, and successful contributors to our Cree Nation and society at large, four strategic themes, our key areas of focus, clearly emerged:*

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



## MOT DU

# Directeur général

---

Salutations aux membres de la Nation Crie!

En tant que Commission scolaire crie desservant notre génération de jeunes d'Eeyou Istchee dans le domaine de l'éducation, nous avons le privilège de vous présenter le rapport portant sur une autre année de services à nos étudiants, et nous sommes honorés de le faire.

Nous continuons à assumer les responsabilités élevées et la responsabilisation qui s'imposent à l'égard des jeunes que nous servons. Nous savons que chaque communauté de notre société crie aspire à ce que nos jeunes réussissent à l'école, et nous partageons ce désir dans notre lieu de travail et de service.

Nous sommes également conscients que nos propres étudiants veulent se réaliser, et que nous devons les encourager à atteindre leurs objectifs et les guider dans ce sens.

La dernière année a été un parcours, ainsi qu'un processus de convergence des esprits, afin de déterminer l'orientation à suivre au cours des cinq prochaines années. Il est apparu clairement que nous devons poursuivre notre engagement à améliorer les services, dans le cadre de notre mandat à aider nos élèves à réussir à des niveaux plus élevés. Mais nous sommes aussi en train de nous rendre compte que ce que nous enseignons à nos jeunes et la manière dont nous le faisons ont des répercussions sur notre société crie dans son ensemble; et en prendre conscience fait que notre travail est non seulement significatif, mais aussi qu'il représente une tâche énorme.

Nous croyons que les quatre thèmes stratégiques énoncés dans notre Plan d'action stratégique 2016-2021 nous feront avancer à grands pas au cours des cinq années à venir. Et encore une fois, nous sommes conscients qu'il sera crucial d'exécuter et de mettre en œuvre ce plan d'une manière ciblée.

Nous nous sommes engagés envers les quatre thèmes stratégiques suivants :

- 1) Succès académique
- 2) Engagement des élèves, des parents et de la communauté
- 3) Personnel qualifié, compétent et engagé
- 4) Comportement organisationnel et efficacité

Les principales initiatives identifiées pour chacun des thèmes stratégiques constitueront les domaines d'intervention de la Commission scolaire crie pour les cinq prochaines années. La plus grande tâche sera de déterminer comment nous exécuterons et mettrons en œuvre le plan de manière efficace dans tous les secteurs, notamment les écoles, les unités administratives et les services.

C'est l'étape que nous nous apprêtons à franchir à ce moment de l'histoire de la Commission scolaire crie. Nous sommes convaincus d'être sur la bonne voie et la bonne direction pour aborder l'avenir.

Je désire remercier personnellement le président et le conseil des commissaires pour leur soutien continu et leurs encouragements. Je remercie aussi le personnel de gestion de mon bureau de la volonté et de l'engagement à demeurer centrés sur notre mission au seuil de cette nouvelle année scolaire et les cinq prochaines années. Nous prévoyons obtenir des résultats positifs à mesure que nous progresserons.

Et par-dessus tout, je remercie chaudement nos directeurs et directrices d'écoles, nos enseignants et enseignantes ainsi que les administrateurs à l'éducation communautaire et leur personnel dans nos écoles. Nous apprécions votre mobilisation et votre travail acharné.

Ensemble, nous pouvons bâtir une Nation Crie bien éduquée grâce à un enseignement inspiré et un apprentissage de grande valeur.

Que Dieu bénisse notre parcours à venir.



## MESSAGE FROM THE Deputy Director General



*Serge Béliveau,  
Deputy Director General*

ᓄᓄᓄ ᓄᓄᓄ  
*Serge Béliveau, directeur général  
adjoint*

We are proud to present the 2015-2016 Youth Sector Annual Report. This past school year's journey was certainly filled with great projects from all of our schools. Once again, this year's annual report highlights the main projects in each of our departments. This will allow you to discover the areas of focus for the Youth Sector, as well as the actions we are taking to help our students reach their personal goals. This school year started off in a particularly dynamic way, with our Cree School Board Regional Education Symposium, where professional development was offered to our employees in an event that hosted well over 600 educators.

Our main responsibility in the Youth Sector is to make sure that we help ALL of our students reach their highest potential and complete their Secondary School Diploma. To do so, we need to ensure that we have engaging, inspiring, and culturally relevant lessons in our classrooms. This means being ready to explore new trails, including new ways of teaching and learning. But more importantly, it is crucial that we take collective responsibility for the success of ALL students in the Cree Nation.

An important objective for us is to give our students and teachers the opportunity to take part in the development and implementation of concentration programs. These programs allow our students to live their passions and be excited about other aspects of what school is about. The 2015-2016 school year marked the first year of implementing concentration programs in the areas of arts, sports, Cree culture, science, gaming/movie production, as well as entrepreneurship. The results of this first year have shown that we are having a direct impact on students' attendance, motivation and academic success. Student testimonials have also revealed that these programs have allowed them to remain in school, gave them a voice and a way to express who they are, which makes them feel valued and appreciated.

Our many initiatives have contributed to the graduation of 88 Secondary V students. Congratulations to our students for their achievements!

Our departments focused on completing the 2011-2015 Strategic Action Plan (SAP) goals, and transitioning to the new goals established for 2016-2021. We can only expect an increase in student's learning outcomes and their achievements in the coming year. I invite you to continue reading for the main highlights from each department.

### **INSTRUCTIONAL SERVICES** Sherry Weistche, Coordinator of Instructional Services

- Elementary GVC Science was developed, translated and published for Grades 2-6, which builds the students' knowledge of science vocabulary, inquiry and exploration.



- Cree Language GVC, Secondary I development began and the team produced the first four modules.
- Secondary III GVC was rolled out in August 2015, followed by support offered in schools, along with Secondary IV and V GVC development in all core subjects.
- Consultants, together with teacher collaborators, developed culturally relevant end-of-cycle assessments in the core subject areas.
- “Read it Again in Cree” implementation and teacher training continued, targeting pre-reading strategies at an early age, with an early screening tool piloted to assess children’s progress.
- GVC School Support for Pre-K to Secondary III was offered twice a year to each school.

**SPECIAL EDUCATION SERVICES** Catherine Rutherford,  
Coordinator of Special Education

- Response to Intervention (RTI) was implemented in three schools in Ouje-Bougoumou, Wemindji, and Whapmagoostui, with early

results demonstrating more collaboration among teachers and improvements in student learning.

- “Empower Reading”, a reading intervention program, was implemented in eight schools. Results at the mid-point of the program demonstrate an average growth of 1.25 grade levels for students, with some increasing two to three grade levels during the year.
- MEES Special Education Programs, CASP, Challenges, and Modified Secondary I, were implemented in the enclosed classrooms in Chisasibi, Mistissini and Wemindji, whereby the goal was to provide students with mild to severe intellectual impairments with an accredited curriculum.
- CPI training was offered to teams of school personnel and all school principals. It is an early identification and intervention behavioural model focused on de-escalation and applying effective behavioural intervention strategies.
- Word Q, a software program designed to assist students with reading and writing difficulties, was installed on over 200 computers in the schools.
- Work Oriented Training Pathways (WOTP) welcomed a new consultant, who offered training through a two-day conference, and support to schools in on-site visits.
- A CSB Special Education Services Literacy Assessment Package was created using a cultural and linguistic framework which acknowledges the importance of providing students with assessments that reflect both their culture and linguistic backgrounds.

**CREE PROGRAMS** Lucy Shem, Coordinator of Cree Programs

- 27 books were published in Cree for elementary through secondary levels for use in the classroom, along with 10 oral stories recorded for the elementary level.
- All Cree Programs staff and most Cree Language teachers in the Cree School Board participated in training sessions to use “E-Book Creator” to create books and learning resources on the iPad, which resulted in over 100 e-books created for classroom use.









## MOT DU

# Directeur général adjoint

Nous sommes fiers de vous présenter le rapport annuel 2015-2016 sur le secteur des jeunes. Le parcours de la dernière année scolaire a certainement été rempli de grands projets provenant de toutes nos écoles. Une fois encore, le rapport annuel de cette année met en lumière les principaux projets dans chacun de nos services. Il vous permettra de découvrir les domaines d'intervention dans le secteur des jeunes, ainsi que les mesures que nous prenons pour aider nos étudiants à atteindre leurs objectifs personnels. L'année scolaire 2015-2016 a commencé d'une manière particulièrement dynamique à la Commission scolaire crie, avec notre Symposium régional sur l'éducation, où nous avons offert à tous nos employés des activités de perfectionnement professionnel lors d'un événement qui a accueilli plus de 600 enseignants et éducateurs.

Notre principale responsabilité dans le secteur des jeunes est de faire en sorte d'aider TOUS nos étudiants à atteindre leur plein potentiel et à terminer leurs études secondaires afin d'obtenir leur diplôme. À cette fin, nous devons nous assurer d'offrir dans nos classes des enseignements qui mobilisent et inspirent les jeunes, et qui sont adaptés à leur culture. Cela signifie qu'il faut être disposé à explorer de nouvelles avenues, y compris de nouvelles manières d'enseignement et d'apprentissage. Mais, plus que tout, il est essentiel que nous prenions collectivement la responsabilité du succès de TOUS les étudiants de la Nation Crie.

Un de nos principaux objectifs est d'offrir à nos étudiants et enseignants la possibilité de prendre part à l'élaboration et à la mise en œuvre des programmes de concentration, qui permettent à nos élèves de vivre leurs passions et de développer un attrait pour d'autres aspects qui font partie de la vie scolaire. L'année 2015-2016 a marqué la première année de la mise en œuvre de programmes dans les domaines des arts, des sports, de la culture crie, des sciences, de la production de jeux ou de films, ainsi que de l'entrepreneuriat.

Les résultats de cette première année ont démontré qu'avec ces programmes, nous faisons un impact direct sur l'assiduité, la motivation et les résultats scolaires. Les témoignages de la part des étudiants ont également révélé qu'ils leur ont permis de demeurer à l'école, de faire entendre leur voix et d'exprimer qui ils sont, ce qui les fait se sentir valorisés et appréciés.

Nos nombreuses initiatives ont contribué à la diplomation de 88 élèves de la 5<sup>e</sup> secondaire. Félicitations à nos élèves pour leurs belles réalisations!

Nos unités administratives ont mis l'accent sur la réalisation et l'atteinte des objectifs du Plan d'action stratégique (PAS), et sur le passage aux nouveaux objectifs établis pour 2016-2021. Nous nous attendons à une augmentation des résultats d'apprentissage et des réalisations des élèves au cours de l'année qui vient. Je vous invite à poursuivre votre lecture en prenant connaissance des faits saillants au sein de nos différents services.

### **SERVICES PÉDAGOGIQUES** Sherry Weistche, coordonnatrice des services pédagogiques :

- Le CGV (Curriculum garanti et viable) en sciences pour le cycle primaire a été élaboré, traduit et publié, pour la 2<sup>e</sup> à la 6<sup>e</sup> année, et il permet aux élèves d'acquérir une connaissance du vocabulaire scientifique ainsi que de la recherche et de l'exploration scientifiques.
- L'élaboration du CGV en langue crie, 1<sup>re</sup> secondaire, est commencée et l'équipe en a produit les quatre premiers modules.
- Le CGV de 3<sup>e</sup> secondaire a été mis en place en août 2015, et il a été suivi d'un soutien offert aux écoles et de l'élaboration des CGV de 4<sup>e</sup> et 5<sup>e</sup> secondaire dans toutes les matières de base.

- Les consultants auprès des collaborateurs enseignants ont élaboré des évaluations de fin de cycle sur les matières de base correspondant au contexte culturel des élèves.
- La mise en œuvre de « Read it Again in Cree » (lis-le de nouveau en langue crie) et la formation afférente aux enseignants se sont poursuivies, ciblant les stratégies de lecture en bas âge, avec un projet pilote d'outil de dépistage précoce afin d'évaluer les progrès des enfants.
- Le CGV de soutien scolaire pour les élèves de la prématernelle à la 3<sup>e</sup> secondaire a été offert deux fois par année dans chaque école.

**SERVICE D'ADAPTATION SCOLAIRE** Catherine Rutherford, coordonnatrice à l'adaptation scolaire :

- Le programme d'intervention RTI a été mis en œuvre dans les écoles de trois de nos communautés : Uje-Bougoumou, Wemindji et Whapmagoostui, et les premiers résultats démontrent une plus grande collaboration parmi les enseignants et des améliorations à l'apprentissage des élèves.
- Le programme d'intervention en lecture « Empower Reading » a été mis en œuvre dans huit écoles. Les résultats à la mi-parcours du programme indiquent une augmentation moyenne de 1,25 du niveau scolaire des élèves, dont certains ont progressé de 2 ou 3 niveaux au cours de l'année.
- Les programmes éducatifs spécialisés du MEES, CAPS (compétences axées sur la participation sociale), DÉFIS (Démarche éducative favorisant l'intégration sociale), et le programme modifié de 1<sup>re</sup> secondaire, ont été mis en œuvre dans les classes fermées à Chisasibi, Mistissini et Wemindji, où l'objectif était de fournir un programme de cours agréé aux élèves présentant une déficience intellectuelle allant de moyenne à sévère.
- Certaines équipes de personnel scolaire et tous les directeurs et directrices d'école ont reçu une formation CPI (intervention non violente en situation de crise). Il s'agit d'un modèle de gestion de comportement axé sur la désescalade des tensions et la mise en application de stratégies d'intervention comportementale efficaces.



- On a installé Word Q, un logiciel conçu pour aider les élèves présentant des difficultés en lecture et en écriture, sur plus de 200 ordinateurs dans les écoles.
- Le Parcours de formation axé sur l'emploi (PFAE) a accueilli un nouveau consultant, qui a offert une formation au moyen d'un séminaire de deux jours ainsi que du soutien aux écoles lors de visites sur place.
- La CSC a créé une trousse d'évaluation de l'alphabétisme pour les services d'adaptation scolaire, fondée sur un cadre culturel et linguistique qui reconnaît l'importance de présenter aux élèves des évaluations correspondant à leur bagage culturel et linguistique.

**PROGRAMMES CRIS** Lucy Shem, coordonnatrice des programmes cris :

- Pour les cycles primaire et secondaire, 27 livres en langue crie ont été publiés et sont utilisés en classe, et 10 contes de tradition orale ont été enregistrés pour le cycle primaire;
- Tous les membres du personnel du programme cri et la plupart des enseignants de la langue crie de la Commission scolaire crie ont participé à des séances de formation pour apprendre à utiliser l'application « eBook Creator » permettant de créer des livres et





## MESSAGE FROM THE Director of School Operations



*Kimberly Quinn, Director of School Operations*

ᐱᓄᓐᓂᓐ ᓂᓄᓐ

*Kimberly Quinn, directrice des opérations scolaires*

The 2015-2016 school year was marked by much collaboration across the Youth Sector services and within the schools, with the implementation of key initiatives, such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) in six of our schools. The Offices of School Operations, School Improvement, and Instructional Services all took part in one or more of these three-part training sessions at the school level, which were lead by Special Education Services and a Solution Tree trainer, François Masse. The main outcome was that more of our school leadership and teacher teams worked together to strengthen their school culture, and the use of the Guaranteed and Viable Curriculum (GVC) to focus on increasing literacy rates among students.

Another partnership established in schools this year was the School's Targets and Achievements Results Team (START) model from the Canadian Education Association (CEA), which spent 20 days each at the Waapinichikush Elementary School, Chisasibi and Waswanipi schools. The START team consisted of four professional educators with backgrounds in literacy, First Nations education, technology integration, student engagement and school leadership. They worked with school teams onsite, collected and analyzed student achievement data, surveyed staff, and visited classrooms, so they could identify priorities and targeted Local School Improvement Plan (LSIP) goals for each school.

The PLC, RTI, and START initiatives have all built on previous foundational school improvement work that was mainly focused on school leadership teams trained in the "Success in Sight" process with McREL. Though we didn't have onsite coaching from McREL this year, we have maintained effective structures, processes and established teams, which work collaboratively on their LSIP goals to increase student achievement. The Coordinators of School Improvement and School Operations worked closely with schools,









## MOT DE LA

# Directrice des opérations scolaires

---

L'année scolaire 2015-2016 a été marquée d'une grande collaboration dans l'ensemble des services du secteur des jeunes et au sein des écoles, avec la mise en œuvre d'initiatives clés, telles que le programme d'intervention RTI et Communautés d'apprentissage professionnelles (CAP) dans six de nos écoles. Les bureaux des opérations scolaires, de l'amélioration scolaire et des services pédagogiques ont tous pris part à l'une ou plusieurs de ces séances de formation en trois parties à l'échelle de l'école, qui étaient dirigées par le service d'adaptation scolaire et un formateur de Solution Tree, François Masse. L'un des principaux résultats de cette formation a été qu'un plus grand nombre de nos équipes de leadership de l'école et d'enseignants ont travaillé ensemble à renforcer la culture au sein de leur école et ont utilisé le curriculum garanti viable CGV pour augmenter les taux d'alphabétisation chez les élèves.

Un autre partenariat ayant été mis sur pied dans les écoles cette année est l'équipe START (School's Targets and Achievements Results Team [équipe des résultats de l'école en matière de cibles et de réalisations]) sur le modèle de l'Association canadienne de l'éducation (ACE), qui a passé 20 jours dans chacune des écoles suivantes : école primaire Waapinichikush et écoles Chisasibi et Waswanipi. L'équipe START comptait quatre éducateurs professionnels avec antécédents en alphabétisation, en éducation des Premières nations, en intégration de la technologie, en engagement scolaire et en leadership de l'école. Ces éducateurs ont travaillé avec les équipes scolaires sur place, ont recueilli et analysé les données sur les réalisations des élèves, ont questionné le personnel et ont visité les salles de classe, afin de dégager les priorités et d'établir des objectifs ciblés dans le cadre du plan local d'amélioration scolaire (plan LSIP) pour chaque école.

Les initiatives de CAP, de RTI et START se sont toutes inspirées du travail fondamental d'amélioration scolaire ayant été effectué précédemment et qui portait principalement sur des équipes de leadership de l'école formées au processus « Réussite en vue » avec McREL. Bien que nous n'ayons pas eu de mentorat de la part de McREL cette année, nous avons maintenu les structures et processus efficaces ainsi que les équipes définies, qui travaillent en collaboration à leurs objectifs du plan LSIP afin d'accroître les réalisations des élèves. Les coordonnateurs de l'amélioration scolaire et des opérations scolaires ont travaillé de près avec les écoles, passant la plupart de leur temps sur les lieux, leur offrant du soutien à mettre en œuvre des pratiques exemplaires d'amélioration.

Comme au cours des étés précédents, nous avons offert cette année des camps d'été d'alphabétisation, en partenariat avec le Frontier College dans les neuf communautés crie, dans le but de réduire les conséquences des pertes en lecture qui ont lieu lors de la longue pause de l'été. Au cours de l'été 2016, plus de 600 élèves ont participé à ces camps partout dans le territoire Eeyou Istchee, et ont lu beaucoup plus que le nombre minimal de livres requis pour préserver tout au long de l'été le niveau d'alphabétisation atteint au mois de juin.

L'école d'été a elle aussi continué d'être un grand succès, et a été offerte dans quatre communautés à tous les élèves de 4<sup>e</sup> et 5<sup>e</sup> secondaire qui satisfaisaient aux critères d'admission à ce soutien additionnel avant les reprises d'examens du ministère en juillet et août. Grâce à cette initiative, 23 élèves ont obtenu leur diplôme après ces reprises, ainsi que 18 après les reprises d'examen de janvier, élèves faisant ainsi partie des 88 diplômés de 5<sup>e</sup> secondaire que nous avons jusqu'à maintenant pour l'année 2015-2016.



L'année 2015-2016 a apporté bien des défis à notre unité administrative et à toutes les équipes scolaires en raison du décès subit d'Hardy Audate, coordonnateur des opérations scolaires à la mi-juin. Hardy était un partenaire déterminant du secteur des jeunes, de tous les coordonnateurs et du leadership de l'école au cours des quatre années et demie où il a travaillé à l'échelle régionale, touchant la vie de tous les étudiants, les enseignants et autres membres du personnel en raison des diverses fonctions qu'il a occupées, en tant que directeur d'école adjoint, consultant et enseignant. Il nous manque beaucoup à tous, mais son esprit, sa nature généreuse et son

humanité le rappellent à notre souvenir dans notre travail alors que nous continuons à nous efforcer d'apporter les améliorations et les changements qui font une différence dans la vie de nos élèves.

Nos écoles continuent de travailler à l'amélioration de la réussite des élèves grâce à leurs efforts respectifs et aux mesures qu'elles mettent en place en fonction de leurs plans LSIP. À la suite du présent rapport, y aura un rapport d'ensemble pour le secteur des jeunes de la Commission scolaire crie, incluant tous les résultats aux examens du ministère et les évaluations normalisées. Chacune des onze écoles présente ensuite ses propres résultats dans un rapport d'école, partageant leurs réussites et leurs défis respectifs lors de ce parcours d'amélioration scolaire.

Merci à tous nos directeurs d'école, aux directeurs adjoints, aux coordonnateurs, aux enseignants et à tous les autres partenaires qui ont fait une différence dans nos écoles grâce à leurs efforts collectifs. Et félicitations à nos diplômés de 5<sup>e</sup> secondaire! Nous vous souhaitons beaucoup de succès dans vos cheminements ultérieurs!



# Youth Sector School Data

## 2015-2016

**4378**  
STUDENTS



**2630** ENGLISH  
**1079** FRENCH

Elementary

**1456** ENGLISH **671** FRENCH

Secondary

**1174** ENGLISH **408** FRENCH

**669**  
PRE-K & KINDERGARTEN  
**175**  
SPECIAL NEEDS

ABSENTEEISM

**22%** TOTAL



**15.6%** ELEMENTARY  
**25.2%** SECONDARY

**SECONDARY V GRADUATION RATE**  
2015-2016



**36.3%**

**5-YEAR GRADUATION RATE** ~~~~~ **9.3%**

**6-YEAR GRADUATION RATE** ~~~~~ **9.1%**

**RETENTION RATE**

FROM STUDENTS IN SECONDARY 1 IN 2011-2012  
STILL WITH US IN 2015-2016/DIFFERENT LEVELS

**58.9%**

**TOTAL DROPOUTS** 2015-2016 ~ **228**

CSB SECONDARY IV **HISTORY 46%** ENGLISH **12%** FRENCH

CSB SECONDARY V **CREE LANGUAGE 48% | 50% | 40%**

CSB **MATHEMATICS 504 25%** ENGLISH **19%** FRENCH

### MEES 2015 SUCCESS RATES



ENGLISH

**50%** 2<sup>nd</sup> Language Enriched

**71%** Language Arts



FRENCH

**40%** Mother Tongue

**54%** Enriched



MATHEMATICS

414

**8%**



SCIENCE & TECHNOLOGY

**16%**

Note: Any student who transfers to an out-of-province school is marked as a "dropout" in the MEES student management system. This field does not distinguish between students who have dropped out of the school system altogether, and students who are in fact simply continuing their studies in another province.





## Données scolaires du secteur des jeunes 2015-2016

**4378**  
ÉLÈVES



**2630** ANGLOPHONES

**1079** FRANCOPHONES

Primaire

**1456** ANGLOPHONES **671** FRANCOPHONES

Secondaire

**1174** ANGLOPHONES **408** FRANCOPHONES

**669**

PRÉ-MATERNELLE  
ET MATERNELLE

**175**

BESOINS SPÉCIAUX

ABSENTÉISME

**22 %** TOTAL



**15,6 %** PRIMAIRE

**25,2 %** SECONDAIRE

TAUX DE  
DIPLOMATION  
2015-2016



**36,3 %**

TAUX DE DIPLOMATION EN 5 ANS **9,3 %**

TAUX DE DIPLOMATION EN 6 ANS **9,1 %**

TAUX DE PERSÉVÉRANCE :  
DES ÉLÈVES DE 1RE SECONDAIRE EN 2011-2012  
TOUJOURS AVEC NOUS EN 2015-2016/À  
DIFFÉRENTS NIVEAUX

**58,9 %**

NOMBRE TOTAL DÉCROCHEURS  
2015-2016 **228**

CSC – HISTOIRE, 4<sup>e</sup> SECONDAIRE ANG. **46 %** FRA. **12 %**

CSC – LANGUE CRIE, 5<sup>e</sup> SECONDAIRE **48 % | 50 % | 40 %**

CSC – MATHS 504 ANG. **25 %** FRA. **19 %**

## TAUX DE RÉUSSITE (MEES)



ANGLAIS

**50 %** anglais enrichi  
langue seconde

**71 %** art de la langue  
anglaise



FRANÇAIS

**40 %** français langue  
maternelle

**54 %** français enrichi



MATHÉMATIQUES

414

**8 %**



SCIENCE ET  
TECHNOLOGIE

**16 %**

\*Remarque : Tout élève qui poursuit ses études dans une école située hors de la province est indiqué comme un « décrocheur » dans le système de gestion des élèves du MEES. Ce champ ne fait pas la distinction entre les élèves qui ont abandonné leurs études et ceux qui les poursuivent dans une autre province.



---

# Eenou/Eeyou Schools

ᐃᓂ/ᐃᓄᓄᓂ ᓴᓂᐃᐅᓴᓂᓄᓂᓴᓂᓄᓂ

---

# Cree School Board Overall Results

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Retention Rate	36.50%		56.90%		52.5%		58.8%		64.6%		58.9%	
Absenteesim Rate – Overall					20.8%		22.3%		23.3%		22.0%	
Absenteesim Rate – Elementary					15.4%		18.5%		16.8%		15.6%	
Absenteesim Rate – Secondary					28.7%		24.4%		26.6%		25.2%	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Graduation Rate/Success Rate	55%	45%	47%	53%	51%	49%	43%	57%	38%	62%	36%	64%

<b>CAT TESTS</b>	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
Grade 6 ( <i>On level or above</i> )	8%	12%	14%	24%	18%	27%	15%	17%	14%	23%	14%	13%
Secondary II ( <i>On level or above</i> )	15%	16%	24%	27%	10%	23%	5%	17%	9%	17%	16%	21%

<b>PM BENCH MARK</b>	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
English ( <i>On grade level or above in reading</i> )	19.0%	24.0%	30.0%	37.0%	35.0%	40.0%	44.0%	47.0%
French ( <i>On grade level or above in reading</i> )	0.0%	0.0%	0.0%	2.0%	17.0%	8.5%	27.0%	17.5%

	5 years	6 years	5 years	6 years	5 years	6 years	5 years	6 years	5 years	6 years	5 years	6 years
Graduation Rate	15.7%	12.7%	10.9%	6.2%	9.9%	5.3%	11.1%	6.6%	9.3%	9.1%		

# Secondary V Student Registrations

2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016

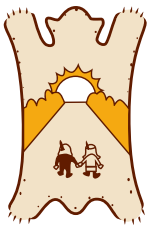
	2009-2010				2010-2011				2011-2012				2012-2013			
	Sec. V Reg. Stud.		Grad. Stud.		Sec. V Reg. Stud.		Grad. Stud.		Sec. V Reg. Stud.		Grad. Stud.		Sec. V Reg. Stud.		Grad. Stud.	
	English	French	English	French	English	French	English	French	English	French	English	French	English	French	English	French
Waskaganish	22	8	6	5	17				15	12	12	12	13	9	2	1
Eastmain	12	5	5	0	10		4		14		3		17		9	
Wemindji	15		2		17		7		16		11		26		10	
Mistissini	2		0		6		2		10	4	7	1	11	7	7	4
Whapmagoostui	12		1		9		4		14		10		18		1	
Waswanipi	2	3	0	2	7		5		15	8	11	8	3	9	1	3
Chisasibi	36	12	4	1	37		14		45	14	22	9	39	22	24	9
Nemaska	3	2	1	0	10		7		7		3		7		4	
Ouje-Bougoumou	2		1		5		2		13		10		13		4	
<b>TOTAL</b>	136 Students		28 Graduates		118 Students		56 Graduates		187 Students		119 Graduates		194 Students		81 Graduates	
<b>RATE</b>	20.6% of Sec. V registered students got their diploma				47.5% of Sec. V registered students got their diploma				63.6% of Sec. V registered students got their diploma				41.8% of Sec. V registered students got their diploma			

	9/30/13				9/30/14				9/30/15		Jan. 2016		June 2016		Aug. 2016	
	2013-2014				2014-2015				2015-2016		Grad. Stud.		Grad. Stud.		Grad. Stud.	
	Sec. V Reg. Stud.		Grad. Stud.		Sec. V Reg. Stud.		Grad. Stud.		Sec. V Reg. Stud.		Grad. Stud.		Grad. Stud.		Grad. Stud.	
	English	French	English	French	English	French	English	French	English	French	English	French	English	French	English	French
Waskaganish	17	15	4	11	17	11	9	1	24	12	1	0	1	1	1	2
Eastmain	14		3		18		8		11		3		1		0	
Wemindji	21		7		30		17		19		1		6		1	
Mistissini	24	2	11	0	26	4	8	0	39	11	4	2	7	1	4	0
Whapmagoostui	20		8		13		8		16		0		4		1	
Waswanipi	6	6	4	5	8	8	4	5	8	12	0	1	4	3	1	3
Chisasibi	38	14	13	8	36	31	15	5	30	39	1	4	9	4	5	0
Nemaska	4		0		11		5		8		0		2		1	
Ouje-Bougoumou	7		5		6		3		11		1		3		4	
<b>TOTAL</b>	188 Students		79 Graduates		219 Students		88 Graduates		240 Students		88 Graduates					
<b>RATE</b>	42% of Sec. V registered students got their diploma				40.2% of Sec. V registered students got their diploma				36.3% of Sec. V registered students got their diploma							

# Badabin Eeyou School

Principal: Joey Charland

Vice-Principal: Maggie George



As we continue to strive for success, we have been focusing on four main areas of improvement: Attendance, a Safe School, Literacy and Mathematics. We continuously seek to better ourselves as educators, and we research teaching strategies that will be effective and meaningful for our students. Throughout the year, Badabin Eeyou School kept working to develop a school culture of collaboration and high standards, while being attentive to each student's needs. Needless to say, we faced challenges on our journey to school improvement this year, but the synergy among the team brought us closer to reaching our vision: to create a positive learning environment that promotes and fosters student achievement, parental involvement and professional development while instilling the Cree identity.

## SCHOOL GOVERNANCE AND SHARED LEADERSHIP

I strongly believe that the success of an organization or team cannot be based on, or lead by, a single individual. School improvement is addressed on many fronts and capacities that require shared leadership to be effective.

Starting with my colleagues, Maggie George, Vice-Principal, and William Kawapit, CEA, we coordinate the different teams and monitor the improvement initiatives for our school. The Leadership Team, (Badabin Eeyou School Improvement Team, or BESIT) which consists of administrators and teachers, plays a big role in communicating, implementing and modeling the expectations to the faculty. I commend each BESIT member for their dedication and commitment to improving our school. The Badabin Eeyou School Parent Committee has also consistently helped us by providing their wisdom, ideas and support.

## LOCAL SCHOOL IMPROVEMENT PLAN

To improve student performance in language and mathematics, we have implemented research-based instructional strategies and clear pedagogical behaviours in all levels. For language, guided reading and writing became a daily routine. Students' reading levels were monitored with PM Benchmark and CASI assessments. Low-level readers



# 255

STUDENTS

Elementary

**105** BOYS **64** GIRLS

Secondary

**45** BOYS **41** GIRLS

# 16

SPECIAL NEEDS

# 31%

STUDENTS GRADUATING  
SECONDARY V in 2015-2016



ABSENTEEISM

**27.5%** 2014-2015

**23.9%** 2015-2016

DROPOUT RATE

**2.7%** 2015-2016

CSB SECONDARY IV **HISTORY 35%**

CSB SECONDARY V **CREE LANGUAGE 80% | 80% | 60%**

CSB MATH 504 **18%**

## CAT TEST SCORES

		2012-2013	2013-2014	2014-2015	2015-2016
GRADE 6	Reading	0%	11%	6%	15%
	Vocabulary	14%	10%	17%	8%
	Writing Conventions	0%	10%	17%	0%
	Spelling	71%	60%	53%	31%
	Mathematics	11%	30%	26%	23%
	Computation & Estimation	44%	40%	30%	46%
SECONDARY III	Reading	9%	9%	7%	11%
	Vocabulary	9%	5%	7%	13%
	Writing Conventions	27%	23%	13%	0%
	Spelling	45%	55%	40%	50%
	Mathematics	18%	9%	0%	0%
	Estimation	27%	9%	7%	0%

were exposed to an intensive reading program. As of June 2016, 54.5% of elementary students were reading at grade-level, an increase of 19% from June 2015. For mathematics, manipulatives were used on a weekly basis to strengthen basic concepts, and special attention was given to reading and reasoning of mathematical word

problems. Although we have fallen short of our LSIP objectives, Grade 6 students improved in reading and mathematics on the CAT 4 assessment. Secondary III students improved their CAT 4 scores in reading.

### GUARANTEED AND VIABLE CURRICULUM

Most of Badabin Eeyou School teachers referred to the GVC with quality and fidelity to deliver the lessons. This was observed using classroom walkthroughs, but mainly from the teacher teams' meetings minutes and students' work. Teachers had Professional Learning Community (PLC) meetings every other Thursday to discuss teaching strategies, student work and curriculum content. In February, Badabin Eeyou School adopted a Response to Intervention (RTI) model to address the gaps in reading. This format required teachers to work collaboratively by analyzing, identifying and teaching essential elements of the GVC. This had to be done in a coherent manner using the data driven decision-making process. After a seven-week sequence, we observed improvement in students' work ethics, reading and writing skills.

### PROFESSIONAL LEARNING COMMUNITIES

By adopting the RTI model, PLC teams had to modify their approach to planning, and to assessing the students. After selecting essential elements from the GVC, teachers coherently established high standards from upper to lower grades. Then, teachers collaboratively developed common assessments to monitor students' progress. During the learning sequence, teachers set up a grouping system to provide extra time for students who did not reach the targets, to help close the gaps. The instructional strategies are researched-based and used throughout levels, according to the students' knowledge and skills.

### STUDENT ATTENDANCE

Lateness and absenteeism are challenges that we face year after year. During the 2015-2016 school year, two main initiatives were implemented to improve attendance: a breakfast program and concentration programs. With the help of Whapmagoostui First Nation Band, we were able to provide healthy breakfasts and snacks to students twice a week. Concentration programs were offered to students from Grade 5 to Secondary II. Four pilot programs were initiated at the beginning of the year: Cree culture, sports, arts and science. Students



# James Bay Eeyou School

Principals: Judy Washipabano, Judy Deschenes (Interim)

Vice-Principals: Judy Deschenes and Laura Buzea (Interim)



The 2015-2016 school year at James Bay Eeyou School (JBES) was all about promoting better communication in all areas of our everyday lives in the school. The communication piece that we created for all teachers and administration allowed everyone to view a monthly activity calendar, share minutes and consult on upcoming events. This provided transparency and allowed everyone to be aware of what was going on. We also changed the format of how we communicated with parents on parent's night to better follow our school vision of "If you believe with your heart, you will succeed."

## LOCAL SCHOOL IMPROVEMENT PLAN

JBES worked hard this past year at building a stronger community by establishing a "U" drive where all information about cycle and department meetings were recorded, along with any other activities happening at the school. This system allowed for transparency all around. In working with the LSIP, the School

Improvement Team was able to maintain a clear vision for helping students succeed.

At the secondary level, we used a team approach to improve student performance in language and mathematics. Teachers, guidance, administration and Elephant Thoughts staff worked together to develop a plan for student success. Additional tutoring was also provided by classroom teachers who worked in partnership with Elephant Thoughts. These efforts were successful in improving MEES exam scores at the secondary level.



**437**  
STUDENTS

Secondary  
**226** BOYS **211** GIRLS

**10**  
SPECIAL  
NEEDS

**33%** STUDENTS GRADUATING  
SECONDARY V in 2015-2016



ABSENTEEISM  
**29.2%** 2014-2015  
**26.4%** 2015-2016

DROPOUT RATE  
**14.8%** 2015-2016

CSB SECONDARY IV **HISTORY 18%**  
CSB SECONDARY V **CREE LANGUAGE 65% | 59% | 62%**  
CSB MATHEMATICS 504 **28%**

### CAT TEST SCORES

		2012-2013	2013-2014	2014-2015	2015-2016
SECONDARY III	Reading	10%	14%	6%	23%
	Vocabulary	10%	14%	6%	13%
	Writing Conventions	27%	11%	13%	26%
	Spelling	62%	58%	25%	55%
	Mathematics	11%	12%	12%	11%
	Estimation	31%	21%	24%	30%

### GUARANTEED AND VIABLE CURRICULUM

The GVC continues to be part of the Cycle 1 program both in French and English. Many teachers continued to work with the binders, but saw that students still needed to improve basic language skills. We implemented the “Five Go-To Strategies” to help low-level readers.

### PROFESSIONAL LEARNING COMMUNITIES

In order to address student success, teachers at JBES focused on increasing literacy levels. A School Action Plan was implemented to help increase student performance in language and math. Success was seen in the CAT results this year. The action plan introduced five

principles to help improve language development. Each principle was implemented and evaluated every seven weeks. Teachers collaborated in PLC groups by discussing what worked and what didn’t when using the Five Go-To Strategies.

The 2015-2016 school year’s attendance rates continued to be challenging, but we had a slight improvement from 2014-2015. This past year, we had 63 students with a 90% or higher attendance. Through constant communication with parents about lateness and the importance of attendance, we were able to track down students who were not attending, and held “Local Support Team” meetings when necessary. Students who were at-risk were referred to the Readaptation Officer or the SAT for intervention.

### SAFE SCHOOL POLICY

A Safe School Action plan continued to be part of our LSIP, and was still a very important part of our school environment. We have a crisis team in place, and it stepped up to handle things carefully during some really tough moments this year. The team demonstrated an ability to act quickly in communicating with everyone about what was happening, and what the next steps were. Different anti-bullying initiatives were held during the year. Youth Fusion facilitated a “Louder than Love” week to highlight our stance against bullying. We hosted a “Challenge Day” with about 75 participants. Twenty-four of those students were identified as needing continuous support afterward. We had seven anti-bullying activities set up for all students in May that took place in the Gym and Agora. The activities were facilitated by our Youth Fusion representative, Secondary V students, teachers, and support staff.

### STUDENT ENGAGEMENT

Student engagement is an important component to student retention. Many activities took place at JBES where Elephant Thoughts provided support, before January and after Goose Break, to students writing Ministry exams. Youth Fusion focused on engaging students through projects such as media and music, cooking, and other extra-curricular activities. We had two high school students who came home with third place from the provincial Science Fair. The Cree language and culture teachers organized a fishing trip for students, and many teachers

## MEES 2015 EXAM SUCCESS RATES



### LANGUAGE

**26%** English 2<sup>nd</sup> Language  
Secondary V

**100%** French Mother Tongue  
Secondary V

**11%** French Enriched  
Secondary V



### MATHEMATICS

**6%** Secondary IV  
English Sector

**19%** Secondary IV  
French Sector



### SCIENCE & TECHNOLOGY

**23%** Secondary IV & V  
English

**13%** Secondary IV & V  
French Sector

participated in this activity as well. The Cree teachers put together a winter gathering in January to bring the community into the school. There was traditional food prepared by teachers and students, and elders came to speak to our youth about life then and now, the importance of education, and drumming and dancing. A winter mitchuap was erected in the back of our school and was used by Cree teachers and students during their class times, and for shared tea and bannock.

### PARENTAL INVOLVEMENT

To increase parental involvement, we used social media and our local radio station to make public announcements about school activities. We changed the format of our parent's nights from teachers meeting parents in the classroom, to all teachers meeting parents in the gym. Door prizes were given to encourage parents' participation.





**744**  
STUDENTS

Secondary  
**350** BOYS **394** GIRLS

**27**  
SPECIAL  
NEEDS

**ABSENTEEISM**

**15.9%** 2014-2015

**17.2%** 2015-2016

**CAT TEST SCORES**

		2012-2013	2013-2014	2014-2015	2015-2016
<b>GRADE 6</b>	Reading	9%	10%	13%	19%
	Vocabulary	6%	20%	15%	13%
	Writing Conventions	9%	17%	8%	15%
	Spelling	41%	54%	65%	25%
	Mathematics	28%	15%	23%	10%
	Computation & Estimation	63%	26%	55%	42%
<b>6<sup>ème</sup> ANNÉE</b>	Lecture	N/A	17%	15%	13%
	Langue	N/A	33%	12%	38%
	Mathématiques	N/A	24%	33%	34%
	Numérique	N/A	46%	50%	73%

The School Committee was also more active and present in our school this past year. We were inspired by a speech in August that sent a clear message on the community’s expectations towards our staff and the parents. We were happy to see the elected members of the Committee not just around the table during the meeting, but also at each of our Parents Nights doing surveys and keeping in touch with everybody.

**GUARANTEED AND VIABLE CURRICULUM**

The GVC has been implemented for four years. It wasn’t an easy process, but with the help of the Canadian Education Association (CEA), we made sure that we kept improving without forgetting who we are and where we are coming from.

As an example, almost all our English Grade 6 students are now able to achieve the highest level in the PM Benchmarks for reading (30).

In French, our strongest readers are currently achieving an average of 24 out of 30 levels. We still have work to do of course, but we are having a current progression of one level for each term over the last three years, which shows that we are on a positive track.

Our teachers were open to trying different strategies and approaches to improve our student success and optimize our services. In addition to our Focus Groups, we had teachers who shared groups and subjects, planned together, and prepared common assessments within their levels. We also had first cycle groups that were divided in different level classrooms in order to reduce the gap between the students and focus on specific needs. We also regrouped high-needs students and educators to give a more personalized approach and have a bigger impact on our students’ learning and social needs. The results were really impressive.

# Maquatua Eeyou School

Principals: Christy Lancaster and Shaun Simpson (Interim)

Vice-Principals: Shauna Simpson and Brandi Taylor (Interim)



Our mission is to provide sound curriculum, emotional and social support and a rich traditional environment which fosters pride and a love for learning in all students.

This year saw the launch of the Response to Intervention (RTI) process at the Maquatua Eeyou School (MES). With the help of our RTI coach, Marsha Brown, all cycles in the English sector developed and implemented three SMART sequences over the course of the year focusing on “essential knowledge” pulled from the GVC. The teachers shared their amazing successes with their SMART goals during three poster board sharing sessions, where all teachers had an opportunity to ask and answer questions with their colleagues.



## SCHOOL GOVERNANCE AND SHARED LEADERSHIP

Our new MES school committee got off to a running start, focusing on developing the culture of the school and getting parents involved. The committee planned several activities to bring the community and school staff together. There was a gathering and feast at the culture camp, where Gookums and Friends welcomed staff with a traditional meal. For Teacher Appreciation Week, the Parent Committee organized a 15-minute break for each teacher, where a parent stepped in to replace them. The Committee also hosted an end-of-year BBQ, which was a great success. The Committee was very supportive, making announcements on the radio regarding attendance, the importance of sleep, the importance of parental involvement and the weight of third term. Our Parent Committee is very dedicated and we had quorum at every meeting.

Our reading scores at MES remain at a steady rate, with each grade in elementary demonstrating that 60% or more of students are at-grade level in reading, according to the PM Benchmark test. We also began a new reading program called Empower Reading for our most at-risk readers, which saw several students increase by multiple grade levels in less than one year.

# 385

STUDENTS

Elementary

**86** BOYS

**100** GIRLS

Secondary

**68** BOYS

**67** GIRLS

# 18

SPECIAL NEEDS

# 42%

STUDENTS GRADUATING  
SECONDARY V in 2015-2016



ABSENTEEISM

**24%** 2014-2015

**18.6%** 2015-2016

DROPOUT RATE

**4.7%** 2015-2016

CSB SECONDARY IV **HISTORY 75%**

CSB SECONDARY V **CREE LANGUAGE 73% | 67% | 73%**

CSB **MATHEMATICS 504 20%**

## CAT TEST SCORES

		2012-2013	2013-2014	2014-2015	2015-2016
<b>GRADE 6</b>	Reading	17%	10%	4%	16%
	Vocabulary	14%	18%	12%	5%
	Writing Conventions	28%	18%	28%	16%
	Spelling	62%	54%	44%	72%
	Mathematics	34%	18%	28%	16%
	Computation & Estimation	34%	43%	52%	42%
<b>SECONDARY III</b>	Reading	21%	0%	14%	8%
	Vocabulary	9%	9%	18%	16%
	Writing Conventions	14%	23%	18%	24%
	Spelling	63%	55%	82%	60%
	Mathematics	14%	19%	26%	12%
	Estimation	15%	14%	9%	16%

## GUARANTEED AND VIABLE CURRICULUM

The establishment of the RTI process forced teachers to take a hard look at the GVC, and to try pulling out the most essential knowledge that students needed in each grade. Teachers looked at data from previous years to decide what parts of the GVC needed to be the main focus, while using strategies such as learning pods (ability groupings) to ensure that students learned and retained this knowledge. During walkthroughs, administration saw the benefit of these strategies, as more students were engaged in literacy at their level of understanding.

## PROFESSIONAL LEARNING COMMUNITIES

The PLCs continue to improve, especially with the establishment of the RTI process. The SMART sequences allowed teachers to co-plan for common formative and summative assessments, discuss concerns with students and address issues regarding implementation in a safe and supportive environment. Teachers visited each other's classrooms and shared feedback with each other. Many teachers also co-taught in literacy and mathematics to ensure the students had a varied perspective from which to learn.

## STUDENT ATTENDANCE

The overall school absenteeism rate for this year was 17.25%. Our high school absenteeism rate went from 28.7% to 22.1%, which was a major improvement. The elementary absenteeism rate went from 14.1% to 12.4%. This year we implemented red/yellow/green sheets with Secondary III, IV and V to communicate with students on a regular basis concerning their progress. Calls home were made when students were missing. We made announcements on the radio and Facebook, and updated parents regularly if their children needed an intervention, either academically or with attendance. Radio announcements were made when attendance seemed to be down. Teachers and school administration posted school activities on Facebook to promote attendance.

## SAFE SCHOOLS POLICY

This year we encouraged a safe space for everyone in our school by running assemblies by cycle. Students explored values during these



# Wabannutao Eeyou School

Principal: Yvonne Morrison

Vice-Principal: Sarah Mark-Stewart (Interim)



The Wabannutao Eeyou School (WES) vision is to provide the opportunity for each child to succeed. As a team, we strive to ensure that this vision becomes a reality. This year, our staff focused on establishing high standards of learning. The Cree values were taught to help promote an atmosphere of mutual respect and concern for everyone. The Leadership Team helped to make this possible. In addition to the support of the Leadership Team, our school staff also played a vital role in taking ownership of and implementing the 2015-2016 Local School Improvement Program (LSIP).

We continued to strive for collaboration amongst administration, teachers, staff, parents and community partners. This helped the students become engaged in their learning. The school improved in the area of student learning. We also increased our communication at all levels, through scheduled meetings and the Week-At-A-Glance newsletter.

This year, we held coaching meetings for new staff. These meetings afforded the opportunity for senior staff to support new teachers in implementing both the Guaranteed and Viable Curriculum (GVC) and LSIP. I believe that it also helped new staff become an integral part of the school, the community at large, as well as become more effective teachers.



## SCHOOL GOVERNANCE AND SHARED LEADERSHIP

The Leadership Team was dedicated to supporting the academics of our school and focused on ensuring that the LSIP was implemented. Norms were established, and then data was collected, focusing on key areas in writing and math. They helped guide the Professional Learning Community (PLC) teams in reviewing and creating the new LSIP. Cree values were promoted throughout the school year to help strengthen our school vision. Our goal for next year is to continue to improve in the areas of language arts and math, and to create a school-wide discipline policy. The Parent Committee was active and supported the school administration as needed.

# 238



STUDENTS

Elementary

**82** BOYS

**74** GIRLS

Secondary

**44** BOYS

**38** GIRLS

# 4

SPECIAL NEEDS

## 36%

STUDENTS GRADUATING  
SECONDARY V in 2015-2016



ABSENTEEISM

**19.6%** 2014-2015

**18.7%** 2015-2016

DROPOUT RATE

**1.7%** 2015-2016

### CAT TEST SCORES

		2012-2013	2013-2014	2014-2015	2015-2016
GRADE 6	Reading	26%	10%	11%	14%
	Vocabulary	60%	0%	11%	7%
	Writing Conventions	22%	10%	22%	7%
	Spelling	68%	60%	56%	57%
	Mathematics	42%	0%	11%	38%
	Computation & Estimation	63%	40%	33%	31%
SECONDARY III	Reading	0%	10%	0%	4%
	Vocabulary	0%	10%	0%	5%
	Writing Conventions	40%	20%	9%	10%
	Spelling	33%	30%	31%	36%
	Mathematics	10%	10%	7%	6%
	Estimation	25%	9%	8%	6%

### LOCAL SCHOOL IMPROVEMENT PLAN

In the elementary sector, students continued to be assessed using the PM Benchmarks Program. Teachers did regular running records throughout the year. In the secondary sector, the Comprehension Attitude Strategies Interests Reading Assessment (CASI) program was used to assess students.

As well, through the Cree Nation of Eastmain funding, we implemented a tutoring service for students from Grade 5 to Secondary V. This extra help, in addition to Elephant Thoughts, supported and prepared

our students for MEES and CSB exams. The teachers were always available to tutor students who were referred or interested. The Empowered Reading Program was implemented, and was very effective in bringing up the reading levels of the students.

### GUARANTEED AND VIABLE CURRICULUM

This year the GVC was introduced to Secondary III students for math and ELA. As well, throughout the school year, we received support from CSB Consultants to strengthen our curriculum. In order to meet the expectations of the GVC in both math and language arts, students need to improve on their basic skills. The GVC has helped teachers share strategies and focus on what skills the students need to go to the next grade level. “Classroom Instruction that Works” strategies has also helped to bring up the skill level of the students. Administration conducted walkthroughs in both the elementary and secondary sector. This was done in accordance with the goals established in our LSIP.

### PROFESSIONAL LEARNING COMMUNITIES

Regular PLC meetings of both the elementary and secondary staff has become a main catalyst for improvement in our school. Both sectors helped to provide direction for the upcoming school year by focusing their energies and taking ownership of the LSIP. From looking at student work, to sharing effective teaching strategies, their efforts helped increase student success tremendously. The PLC meetings have become part of the school culture. With the work of the PLC, teachers were able to see student progress and were very proud of their students’ growth and accomplishments.

### STUDENT ATTENDANCE

Attendance continues to be a challenge at WES, yet it is a critical component of student success. Teachers strived to maintain contact with parents when children were absent. Support staff met with students to encourage them to attend school. With the assistance of Youth Fusion, students were offered after school incentives to come to school. Attendance must be a focus for 2016-17.

## MEES 2015 EXAM SUCCESS RATES



### LANGUAGE

**45%** English 2<sup>nd</sup> Language  
Secondary V



### MATHEMATICS

**0%** Secondary IV & V



### SCIENCE & TECHNOLOGY

**17%** Secondary IV & V

### SAFE SCHOOL POLICY

The anti-bullying team continued to intervene in bullying situations. Support staff, in conjunction with the teachers, continued to address bullying issues throughout the year. Elders were invited into the classrooms to speak with students about violence while emphasizing respect.

The secondary sector operated a Student Support Centre where students go to calm down and recollect themselves when they are having difficulties in the classroom. This was quite successful and led to a decrease in the number of violent incidents reported.



### STUDENT ENGAGEMENT

Youth Fusion was an integral part of student engagement at our school. Students participated in many extra-curricular activities throughout the year. WES students were represented in both the regional and provincial science fairs. Our students also participated in the local and regional public speaking events. Our students attended the regional Annie Whiskeychan Day in Waskaganish. Science Travels visited our school twice this past year to host a variety of science experiments. Secondary students participated in Challenge Day and some of our secondary students attended a Leadership Weekend in Waswanipi. Elephant Thoughts was at our school, focusing on the academic needs of our Secondary IV and V students. The Work Oriented Training Pathway (WOTP) students were active throughout the school with the various activities.

### PARENTAL INVOLVEMENT

As always, parents were always welcomed at WES. Teachers, support staff and administration were in constant contact with parents. The Facebook page continued to be used to keep parents informed of activities. Regular parent-teachers' meetings were held to discuss students' report cards.



# 598



STUDENTS

Elementary

**216** BOYS **200** GIRLS

Secondary

**93** BOYS **89** GIRLS

# 24

SPECIAL NEEDS

# 17%

STUDENTS GRADUATING  
SECONDARY V in 2015-2016



ABSENTEEISM

**26.7%** 2014-2015

**27.6%** 2015-2016

DROPOUT RATE

**4.9%** 2015-2016

## CAT TEST SCORES

		2012-2013	2013-2014	2014-2015	2015-2016
GRADE 6	Reading	9%	38%	0%	14%
	Vocabulary	9%	31%	0%	7%
	Writing Conventions	14%	27%	17%	7%
	Spelling	22%	67%	61%	57%
	Mathematics	9%	25%	5%	38%
	Computation & Estimation	47%	53%	39%	31%
SECONDARY III	Reading	13%	0%	0%	4%
	Vocabulary	27%	0%	0%	5%
	Writing Conventions	25%	0%	17%	10%
	Spelling	53%	50%	61%	36%
	Mathematics	25%	11%	5% EN 70% FRE	0% EN 6% FRE
	Estimation	41%	6%	8%	8% EN 60% FRE

Homeroom teachers (Elementary and Secondary I, II and II) evaluate the reading levels of their students three times each year. We asked teachers to examine these results in their Professional Learning Communities, to determine how to best meet the needs of their students and improve their strategies. The English sector benefited from the introduction of the Empower Reading Program (elementary and secondary); the results are really encouraging. Jolly Phonics began to be used in Grades 1 and 2, with some success. In the French sector,

different workshops were given: Forêt de l'alphabet, Neurolinguistic Approach, Explicit Teaching, Vocabulary's Appropriation. The Cree language teachers also met in PLCs to discuss their own challenges.

Our Math and Science Team at the secondary sector worked together to put in place plans that will lead to more efficiency for the next school year. We also administered the mid-year assessments and studied our results. In addition, we were fortunate to have tutoring provided by Elephant Thoughts for our Secondary IV and V students in an effort to increase success in our MEES exams. Besides Elephant Thoughts, we hired tutors who supported students for part of the school year. Finally, we made sure that preparation for the CAT tests was done.

## GURANTEED AND VIABLE CURRICULUM

Teachers made efforts to follow the GVC. Unfortunately, we are facing learning gaps that require much scaffolding, but we are looking for new ways to meet the needs of our struggling students. The challenges are huge, in many ways. In the future, working in real collaboration, addressing the challenges, understanding the data, and using more research-based strategies will lead to better implementation of the GVC.

## PROFESSIONAL LEARNING COMMUNITIES

PLCs always follow the SIS process and topics are usually oriented on student achievement. Most of PLCs worked on SMART goals related to reading. Some adjustments, explanations and follow-up need to be done to improve the PLCs work and its efficiency. Most of the teams met by language of instruction, except for math and science at the secondary level and physical education, in order to better support the GVC.

## PARENTAL ENGAGEMENT

Our parental engagement committee hosted an assembly where we distributed our parental handbook. Some Cree guests were invited to talk about the importance of education. We also held Open Doors.

## STUDENT ATTENDANCE

We did not significantly reduce our student absences. We tried to motivate students by giving monthly awards, posting positive comments on Facebook, and holding different activities such as book fairs, the



# École Luke Mettaweskum School

Principal: Philippe Marten

Vice-Principal: Amy Gallant



Luke Mettaweskum School's vision is that alone it is difficult, together it is possible. With Teamwork, Respect and Integrity success is inevitable.

This year, our school community focused on creating a strong foundation where teachers work in collaboration in order to provide the best possible opportunities for our students. It was our objective to increase attendance rates in our school and to foster a love for learning within our students. Teachers revised their practice towards achieving their literacy goals while helping students recognize their own strengths and values as learners and community members.

## SCHOOL GOVERNANCE AND SHARED LEADERSHIP

Our Leadership Team (LT) put great emphasis on school improvement through literacy and student well-being. The Leadership Team began the PLC training process through Solution Tree in January, which helped the school's professional community rally around our three core values (Teamwork, Respect, Integrity) and establish a new common vision and mission for the school. The LT team was dedicated to supporting teachers with the GVC, ensuring academic rigor across all cycles. The School Committee (SC) dedicated significant time to ensuring quality teachers were hired for the next school year. The SC made strong efforts to be involved and supportive members of the school community.

The teachers have made great efforts to improve student performance in language and mathematics. The collaboration amongst staff has been outstanding with each individual committed to school improvement and the success of our students. The team of teachers met once every 2 weeks in Professional Learning Community (PLC) groups in order to review data such as CASI, PM Bench Marks, CAT Tests and Student Work. Some of our improvement strategies this year were: Encourage students to focus on improving their writing skills, continue to implement Cree School Board GVC and research-based instructional strategies to all levels.

*Artwork by Lorrianna Gilpin*





## MEES 2015 EXAM SUCCESS RATES



### LANGUAGE

**50%** English 2<sup>nd</sup> Language  
Secondary IV & V



### MATHEMATICS

**0%** Secondary IV & V  
English Sector

**0%** Secondary IV & V  
French Sector



### SCIENCE & TECHNOLOGY

**15%** Secondary IV & V  
English Sector

**0%** Secondary IV & V  
French Sector

were among the list of activities offered to Elementary and High School students throughout the year. High school students participated in a local and regional public speaking competition, while both High School and Elementary saw students head to regional Science Fairs. The students' greatest success can be highlighted by the School board Art Exhibition, where their submissions came home as category winners in 3 out of 5 categories.



*Artwork by Glenda Visitor*



**578**  
STUDENTS

Elementary  
**311** BOYS **267** GIRLS

**22**  
SPECIAL  
NEEDS

**ABSENTEEISM**

**16.5%** 2014-2015

**16.6%** 2015-2016

**CAT TEST SCORES**

		2012-2013	2013-2014	2014-2015	2015-2016
<b>GRADE 6</b>	Reading	30%	15%	28%	18%
	Vocabulary	22%	6%	26%	27%
	Writing Conventions	44%	23%	36%	14%
	Spelling	67%	63%	67%	51%
	Mathematics	33%	21%	39%	31%
	Estimation	56%	50%	54%	

Also, the SFA consultants were invited, and worked with teachers and management to help improve the understanding of the program. We held two book fair days to increase reading skills and interest. Cree language teachers received specific training, which was a great help. SFA results, on the other hand, show a global increase.

**GUARANTEED AND VIABLE CURRICULUM (GVC)**

Walkthroughs showed that teachers were using the GVC as reference material to strive to maintain the prescribed progress chart. The GVC was discussed in team meetings. Consultants for the school board came to help implement the GVC and offered support all year long.

**STUDENT ATTENDANCE**

Attendance reports were done on a daily basis and calls home were made. There were constant follow-ups with at-risk students. We tried to do interesting activities at school to develop a sense of belonging in our students, such as morning jogging, after-lunch basketball, and attendance prizes. During student assemblies, we emphasized the importance of attendance.

**SAFE SCHOOL POLICY**

Throughout the year, the school team of VMS elementary developed a new code of conduct. A notable change was the implementation of school-wide pro-social consequences.

We also started using electronic memos through SPI, which provided a faster and more coherent approach to referrals, as well as a better follow-up on at-risk students.

Finally, we reorganised the roles and mandates of the school guidance team members to give them a more systemic and efficient approach. This allowed us to start developing prevention techniques that are beneficial school-wide.

**STUDENT ENGAGEMENT**

Many strategies and activities were successfully implemented, such as the morning jogging club, the walk to school day, after lunch basketball, blueberry picking, and outdoor snow sliding. Prior years' activities were also repeated, such as the many calendar celebrations (e.g., Christmas, Valentine's Day), the end-of-year graduation ceremony, student assemblies, the good behaviour ticket system, after school activities, and mainly for third cycle, there were bed-ins, and celebrations for students with good behaviour and high attendance.

Two new sabtuans were built on the school grounds and were used for Cree culture classes. We maintained our local and regional science fair participation (note that we held it for all cycles). Also, we added new prizes that underline effort and creativity for the science fair.

With the financial support of New Paths for Education, we were able to offer many workshops to parents on how to help their children academically. Indeed, at VMS-elementary, we made a great place for community involvement by creating and investing in the new "Bridge" committee which offered workshops to the School Committee to better understand the role of the parents in students' success, and strategies and tools they can use to help.

We also recreated the Chimshoom & Googum committee, which was invited at different times to discuss and revitalize Cree cultural heritage.

**CREE SCHOOL BOARD 2016-2021  
STRATEGIC ACTION PLAN**

*Strategic Theme 3*  
**QUALIFIED, COMPETENT,  
AND ENGAGED STAFF**

- ◆ Uphold our Cree culture and work with passion and motivation.
- ◆ Have the professional qualifications and personal competencies to help our students succeed.
- ◆ Focus on learning and working for the benefit of our students.
- ◆ Continuously strive to improve through professional development.

Annie Whiskeychan Day was organized by teachers of VMS elementary, which demonstrated what we can accomplish by working together. Parents and teachers from both schools were involved in this very important day, and the elders contributed by holding all of the cultural workshops. It was a great success.



# Voyageur Memorial High School

Principal: Roxanne Joly

Vice-Principals: Natasha Erickson and Betty Anne Forward (Interim)



This year, at Voyageur Memorial High School, we had a clear focus on getting our three concentration programs off the ground: Mikw Chiyâm, hockey and youth aboriginal entrepreneurship. The school leadership, along with teachers, staff and partners, have successfully implemented the three programs, as well as an after school activity—the Drones Club. This contributed to ensuring that every child had a place at VMS, whether through arts, sports, entrepreneurship, music or science.

## SCHOOL GOVERNANCE AND SHARED LEADERSHIP

Our vision, which is to provide knowledge that respects our past to help us deal with today and prepare us for tomorrow, was carried out by pedagogical activities led by teachers. Historical issues were presented

by distinguished guests, such as Ms. Kathleen J. Wootton, Ms. Bella Petawabano, Mr. Matthew Coon Come, Dr. Georges Blacksmith and Mr. Jimmy Etapp. We also received visits from elders Minnie Awashish and Willie Loon in the SFA and Cree culture classes, in order to make the content culturally relevant for students.

We also collaborated this year with our school commissioner, Mr. Clifford Loon, and school committee chairperson, Mr. Noah Cheechoo, to build a common vision of our school, as well as to report to them on the initiatives the school has put in place. We also worked together to present some projects to the Cree Nation of Mistissini that we would like to develop partnerships for, such as a breakfast club, daycare services for students who are also young parents, and purchasing Cree culture equipment.

## LOCAL SCHOOL IMPROVEMENT PLAN

The leadership team met on a regular basis, and led a public consultation on February 5, 2016 to build the 2016-2017 LSIP. The feedback gathered allowed us to develop a LSIP that is aligned with the board's Strategic Action Plan, as well as the vision of the community.





## MEES 2015 EXAM SUCCESS RATES



### LANGUAGE

**88%** English 2<sup>nd</sup> Language  
Secondary V

**63%** English Language Arts  
Secondary V

**25%** French Mother Tongue  
Secondary V

**54%** French Basic  
Secondary V



### MATHEMATICS

**3%** Secondary IV  
English Sector

**9%** Secondary IV  
French Sector



### SCIENCE & TECHNOLOGY

**14%** Secondary IV & V  
English Sector

**14%** Secondary IV & V  
French Sector

Hattie, author of “Visible Learning”. Members discussed what they felt were the key elements of Hattie’s findings; and the group prepared and hosted three workshops. The workshops covered areas in teacher feedback, mindset, and collaboration.

### STUDENT ATTENDANCE

Attendance has not improved at the High School; in fact, it has decreased by 4%. Many factors played into this decrease, including the high teacher turnover throughout the year. We also see from the data that students missed the two first periods of the morning. However, we also noticed an influx in the number of students who attended 90% of the time or more. Some of the initiatives put in place to impact student attendance included weekly attendance stars, the end of term celebration for students missing less than 10% of classes, and sharing the attendance stars with their parents on our Facebook page. The attendance committee also met regularly and looked at best practices in education to encourage student attendance, and they took steps to communicate with parents and students about attendance.

Our school sees bullying as a problem that needs to be addressed not only by the school, but also by the community, parents, the school board and other entities. Therefore, we developed partnerships that allowed us to put in place prevention initiatives such as Diamond Girls and Challenge Day, in which the Justice Department was greatly involved. We also organized interventions with students involving the fire department and Mistissini police detachment to sensitize the students and parents. Finally, we implemented alternative suspensions and we referred about 20 students.

### STUDENT ENGAGEMENT

VMS High School is dedicated to ensuring that all our students feel they have a place at our school and that their abilities are celebrated and welcomed. One such initiative was the implementation of three concentrations (arts, hockey, and entrepreneurship). These concentrations allowed students to delve deeper into something they were passionate about, and created a sense of community amongst peers. The Mikw Chiyâm arts concentration held two community open houses to showcase work they created, and the year ended with the Regional N’we Jinan Festival in Mistissini. The Paul Martin Youth Aboriginal Entrepreneurship Program was introduced at VMS, which was the first of its kind in Quebec. This elective, which was offered to our Secondary V students, was so successful that they won *Coup de Coeur en Defi OSEntreprendre* at the regional level for Nord du Québec in their business venture with the Bears Apparel Partnership.

We also introduced the successful after school Drones Club, which allowed students to intertwine their scientific, artistic, and engineering skills. Mistissini also hosted the Provincial Aboriginal Science Fair, and though we did not take away the grand prize, our students proudly represented both VMS and the CSB in many grade levels and impressed the judges with their proficiency. One of those students, Anna-Lysia Swallow, attended the National First Nations Science Camp as a result. We also rejuvenated our Student Council and continued with much-loved after school activities, such as basketball. It is integral to us that all of our students be given the opportunity to succeed. This year we introduced the use of stationary bike desks in some of our classrooms to help students with concentration difficulties.

**CREE SCHOOL BOARD 2016-2021  
STRATEGIC ACTION PLAN**

*Strategic Theme 4*  
**ORGANIZATIONAL BEHAVIOUR  
AND EFFECTIVENESS**

- ◆ *Our organizational values set our standards of behaviour.*
- ◆ *Plan our work and use our strategies to guide our decision-making and measure our performance.*
- ◆ *Use effective, data-driven processes and tools that help us achieve our goals, and enable us to demonstrate our compliance with our governing structures.*

**PARENTAL INVOLVEMENT**

Parents are the most important partners that a school can have, and VMS has established positive communications with community members. Activities that took place in our school included a spaghetti supper at the start of the year to welcome parents and introduce them to teachers and staff. As well, this was year two of having our Second Cup of Coffee on the first Wednesday of each month, where administration and members of the Parent and Family Involvement Committee served cups of coffee and homemade baked goods to parents who dropped off their children. Our Volunteer Stars was something new this year, which allowed parents to donate healthy snacks to the school to help make sure that our students have water or something to eat. In addition, in conjunction with the Cree Board of Health, we invited parents to participate with their children during Family Challenge Day. We also had two Report Card nights, which had great attendance. Finally, in terms of communication we shared notices, upcoming events, pictures, celebrations, attendance stars, and other school-related items via radio, Facebook, Remind 101, and memos.

# Waapihtiwewan School

Principals: Tracey Harding and Wojtek Czermak (Interim)

Vice-Principal: Wojtek Czermak



Waapihtiwewan School's improvement journey focused on developing and implementing the Response to Intervention framework across all classes, with emphasis on student support, well-being and engagement. As a collaborative pedagogical team, we use the GVC to offer meaningful and relevant core curriculum instructions. The Waapihtiwewan staff are dedicated to student achievement and met on a weekly basis to discuss implementation of the RTI framework, student work and data from benchmark achievement assessments. Further, we actively engaged students in developing school policy, and developed specialized Focus Groups to monitor school improvement plans pertaining to Cree and English

Literacy, Numeracy, Safe Schools, and Attendance. The academic and socio-emotional well-being of our students drives our work and brings us all together with a common purpose.

## 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 environment

## LOCAL SCHOOL IMPROVEMENT

The staff at Waapihtiwewan continuously strive to build capacity from within in order to best meet the needs of our student population. In an effort to deepen our understanding of the Local School Improvement Program (LSIP), we formed specialized Focus Groups for accountability purposes, and to take full ownership of our improvement efforts. As a result of this initiative, we revised our school code of conduct, implemented a school-wide breakfast program,





## MEES 2015 EXAM SUCCESS RATES



### LANGUAGE

**100%** English 2<sup>nd</sup> Language  
Secondary V



### MATHEMATICS

**10%** Secondary IV  
English Sector



### SCIENCE & TECHNOLOGY

**35%** Secondary IV & V

### STUDENT ATTENDANCE

With the financial help of Québec en Forme, we had an Attendance Incentive Program this year. This program was used to increase student attendance and reduce student lateness. We had a celebratory assembly in June to recognize students who achieved 80% or above for the year. A total of 44 students received awards at this event, including a student who had an attendance rate of 100%!

### SAFE SCHOOL POLICY

The Justice League (Anti-Bullying Committee) met on a regular basis and achieved many goals, including a student-completed and committee-analyzed bullying survey, week-long organized activities for Kindness Week, supplemental exercise time in the gym for behavioural students, both in the morning and afternoon, and finally a list of pro-social consequences to be imposed rather than sending students home on suspensions.

### PARENTAL INVOLVEMENT

Waapihtiiwewan School holds three Parent-Teacher Nights each year, and we are proud to say we experienced a record turnout this year. A committee was formed with this specific purpose, and through various efforts, had great success!

In addition, parents were invited to attend and take part in several school activities throughout the school year, including our cultural day trip to the blueberry farm, school celebratory assemblies, the breakfast program, Halloween and Christmas activities, graduations and our annual ski trip.



# Willie J. Happyjack Memorial School & Rainbow Elementary School

Principal: Natacha Bouchard

Vice-Principals: Robert Laperle (Secondary) and Michel Branchaud



Over the past school year, we felt a wind of change in Waswanipi schools. Slowly but surely, the structures we put in place consolidated and improved school life and enhanced student achievement at all levels.

Our vision: A highly educated community where members are competent, productive, persistent and positive.

## SCHOOL GOVERNANCE AND SHARED LEADERSHIP

Leadership Team (LT) structures and processes were put in place. Decisions made were based on data that was shared with the staff. We all understood the importance of using statistical data in our improvement efforts. The administrative team continued to establish a solid foundation for improving the school. The LT was a strong team and it kept the focus on student achievement during the year, particularly in reading. With the collaboration of the School Committee, some Grade 6 students participated in an educational trip to Niagara Falls.



Furthermore, we were invited for the first time to the General Assembly of Waswanipi, which allowed us to share with the people in the community our results, our plans for the current year and our expectations for the coming year. We received a warm welcome, which allows us to say that we were on the right path and that we can count on the community of Waswanipi.

Our main focus for 2015-2016 was reading. All teachers in all subjects at all levels made the necessary efforts to allow all students to improve their reading skills. The results speak for themselves. In both elementary and secondary, the results showed remarkable improvement, particularly in CAT tests and PM Benchmarks.

The recent results were weak in science and mathematics, so we maximized our efforts to increase the success rate of the January MEES exams. Teachers, with the support of Elephant Thoughts, put all their efforts in a single direction. It was a success!

**504**

STUDENTS

Elementary

**183** BOYS **157** GIRLS

Secondary

**85** BOYS **79** GIRLS**24**SPECIAL  
NEEDS**60%**STUDENTS GRADUATING  
SECONDARY V in 2015-2016

ABSENTEEISM

**19.1%** 2014-2015**16.2%** 2015-2016

DROPOUT RATE

**5%** 2015-2016**CAT TEST SCORES**

		2012-2013	2013-2014	2014-2015	2015-2016
GRADE 6	Reading	10%	11%	3%	20%
	Vocabulary	5%	11%	12%	20%
	Writing Conventions	25%	15%	16%	20%
	Spelling	30%	19%	35%	45%
	Mathematics	40%	4%	15%	20%
	Computation & Estimation	35%	59%	34%	50%
SECONDARY III	Reading	6%	3%	12%	27%
	Vocabulary	10%	8%	15%	8%
	Writing Conventions	23%	18%	19%	26%
	Spelling	32%	57%	59%	74%
	Mathematics	24%	21%	16%	N/A
	Estimation	27%	27%	12%	18%

In addition, a project in collaboration with Dr. Alex Thornton allowed two groups of Grade 5 students and two groups of Secondary I students to see the correlation between intense physical activity and academic performance, particularly in mathematics and science. The project had a positive impact on the students who participated.

**GUARANTEED AND VIABLE CURRICULUM**

Teachers were motivated to work with the GVC. However, some work remains to be done. In high school, the GVC was used in Secondary I, II and II in both the English and French sectors. Academic delays

caused significant difficulties for the use of GVC. Teachers had to differentiate their lessons, which made using the GVC challenging.

**PROFESSIONAL LEARNING COMMUNITIES**

During the school year, we introduced Focus Teams (FT), which enabled staff to work as a Professional Learning Community (PLC). This helped generate progress, particularly in languages, including reading in English and French, which confirmed the results obtained in CAT tests in spring 2016.

**STUDENT ATTENDANCE**

In high school, we managed to reduce the rate of absenteeism from 23% to 20.5% for the year 2015-2016. A system was set up to reward students with the best attendance rate. A certificate was awarded to students with 90% attendance in school, and these students had the chance to participate in a reward activity. When we looked more closely at the problem, we found that 80% of school pupils were present on a regular basis and only a few students had recurring attendance issues.

**SAFE SCHOOL POLICY**

At elementary and secondary levels, there were procedures in place to deal with bullying. The team was satisfied that the procedures were followed in cases that arose during the year. Awareness sessions were held with the students and staff. We also held workshops for all staff as part of our professional development plan, to differentiate bullying from incidents of other natures.

**STUDENT ENGAGEMENT**

We were fortunate to have at elementary and secondary levels, Youth Fusion, local and regional science fairs, a speaking contest, an exhibition on arts, Cree culture activities, soccer, floor hockey, dance, role playing, video creation, and the continuity of the Canada Breakfast Club, which serves an average of more than 100 meals during school days for students at all three schools.

We were privileged to have the presence of Dr. Alex Thornton, who allowed four groups to participate, as mentioned above, in intensive physical activities to demonstrate the effect of these activities on the brain and learning.

## MEES 2015 EXAM SUCCESS RATES



### LANGUAGE

**67%** English 2<sup>nd</sup> Language  
Secondary V

**100%** English Language Arts  
Secondary V

**100%** French Mother  
Tongue  
Secondary V

**100%** French Enriched  
Secondary V

Also, we had the cooperation of Elephant Thoughts to help our students succeed in their January and June MEES exams.

### PARENTAL INVOLVEMENT

We made special efforts to ensure that more parents attended parent meetings for report cards. In March 2015, only 30% of parents came to high school. On the first ballot in November 2015, 60% of parents attended the open house. For the three schools, an average of 70% of parents attended the first report card night.

Parents were very involved in the graduation of Secondary V for fundraisers and student activities. Their presence and involvement made a difference in the lives of their children. Thank you!



### MATHEMATICS

**0%** Secondary IV  
English Sector

**0%** Secondary IV  
French Sector



### SCIENCE & TECHNOLOGY

**21%** Secondary IV & V  
English Sector

**30%** Secondary IV & V  
French Sector

## SCHOOL LEADERSHIP TEAMS

# Community Education Administrators

---



*Back row, left to right: Alice Petawabano, Brenda Rose Wapachee, Julie Iserhoff, Samson Wischee  
Front row, left to right: Jackie Barney, Mark Wadden, Lee Anne Gilpin, Margaret Cheezo, William Kawapit*

# SCHOOL LEADERSHIP TEAMS

## Principals

---



*Left to right: Roxanne Joly, Jacinthe Bélanger, Natacha Bouchard, Joey Charland, Tracey Harding, Michel Cloutier  
Missing: Christi Lancaster, Philippe Marten, Yvonne Morrison, Judy Washipabano, Wojtek Czermak (Interim), Judy Deschenes (Interim),  
Josée Lalumière (Interim), Sarah Mark-Stewart (Interim), Shauna Simpson (Interim)*

## SCHOOL LEADERSHIP TEAMS

# Vice-Principals

---



*Left to right: Elizabeth Pashagumskum, Nick Scopis, Natasha Erickson, Ginette Dumas, Sarah Mark-Stewart, Robert Laperle  
Missing: Michel Branchaud, Wojtek Czermak, Judy Deschenes, Amy Gallant, Maggie George, Sarah MacNeil, Charles Roy, Shauna Simpson,  
Laura Buzea (Interim), Betty Anne Forward (Interim), Mary Ann Katapatuk (Interim) Brandi Taylor (Interim)*

A photograph of graduates in black caps and gowns sitting in an auditorium. The image is overlaid with a purple semi-transparent filter. The graduates are looking towards the camera and smiling.

---

# Sabtuan Adult Education Services

ሕገጊና ጥያቄው ለሀገር ናቸው።  
ለሕገጊና ለሀገር ናቸው።

---

## ADULT SECTOR

# Sabtuan Adult Education Services

Pierre Desjardins, Director of Adult Education

During the 2015-2016 school year, we mobilized the personnel of the Sabtuan Adult Education Services (SAES)—including directors, coordinators, teachers, education consultants and support staff—to reinforce the quality of services offered to students throughout their time with us. We have achieved our objectives by expanding their fields of competence, their expertise and skills in various fields.

The mission of the SAES is to promote and stimulate the social and professional integration of the adult population in our territory. This year, we focused on a more personalized approach to reach the population of the ten communities we serve. We also strengthened our partnerships in order to deliver programs of higher quality, and which better meet employment needs in the Eeyou/Eenou Istchee territory.

This year, we celebrated the 10th anniversary of Sabtuan Regional Vocational Training Centre (SRVTC), located in the community of Waswanipi, during a banquet for employees of SAES. We are pleased to be renting space at the Angus Mayappo Training Centre in Wemindji and we also rented new offices in Ouje-Bougoumou, Waskaganish and Nemaska.

So much work has been done by our personnel during the past year. I invite you to read our annual report to learn more about our activities and achievements during the 2015-2016 school year.

As director of the Sabtuan Adult Education Services, I have nothing but pride toward our 2015-2016 graduates.





In General Education, what is usually referred to as “upgrading”, a total of 461 students were registered in different areas this past school year. This number does not include those who came to write a test/exam only. Of the 461 students who registered at our centres, 18 successfully completed the requirements for a Secondary School Diploma. Below is a breakdown by community:

COMMUNITY	REGISTERED	GRADUATES	GRADUATION RATES
Chisasibi	79	4	5%
Eastmain	45	3	7%
Mistissini	96	2	2%
Nemaska	30	5	17%
Ouje-Bougoumou	16	0	0%
Waskaganish	59	0	0%
Waswanipi	72	3	4%
Wemindji	47	1	2%
Whapmagoostui	17	0	0%
<b>TOTAL</b>	<b>461</b>	<b>18</b>	<b>4%</b>

In addition to the students registered on the table noted above, we also had individuals who came to our centres to write the General Development Test (GDT) or challenge an exam. Depending on the individual’s schooling, the GDT is an entrance requirement for many of the vocational programs.

COMMUNITY	GDT ONLY	EXAM ONLY
Chisasibi	45	3
Eastmain	1	-
Mistissini	24	-
Nemaska	2	-
Ouje-Bougoumou	1	1
Waskaganish	3	-
Waswanipi	10	-
Wemindji	5	-
Whapmagoostui	1	-
<b>TOTAL</b>	<b>92</b>	<b>4</b>

## CREE SCHOOL BOARD 2016-2021 STRATEGIC ACTION PLAN

*Our ultimate goal of student success is largely dependent on how well we operate as an organization. By aligning our actions with our mission, vision and values, we have a clear roadmap to follow.*

## VOCATIONAL PROGRAMS

A total of 290 students followed a vocational program offered by SAES, including programs offered by our partner institutions. Twenty-nine of these programs were offered over the course of the school year in various communities, including Matagami. Thirteen of the programs concluded, and the remaining will continue into the new school year. The table below shows the graduation rate for each of the programs that concluded in each community.

TYPE	PROGRAM	COMMUNITY	REGISTERED*	GRADUATES	GRADUATION RATES
AVS	Construction Business Management	Chisasibi	10	5	50%
DVS	Secretarial Studies – Group 1	Chisasibi	7	4	57%
DVS	Machine Operations, Mineral and metal Processing	Mistissini	12	6	50%
DVS	Secretarial Studies	Mistissini	13	4	31%
DVS	Home Care Studies	Nemaska	7	5	71%
STC	Mécanique de machinerie mobile de mines/Mining Mobile Mechanics	Waswanipi – SRVTC	12	9	75%
DVS	Northern Heavy Equipment – Group 1	Waswanipi – SRVTC	12	10	83%
AVS	Starting a Business	Waswanipi – SRVTC	15	6	40%
DVS	Accounting	Wemindji	11	0	0%
Other	CCQ Training	Wemindji	6	4	67
STC	Soudage semi-automatique GMAW et FCAW/Semi-automatic Welding	Wemindji	8	5	63%
DVS	Ore Extraction	Matagami	12	10	83%
DVS	Trucking Class 1	Waswanipi – SRVTC	11	9	92%
<b>TOTAL</b>			<b>136</b>	<b>77</b>	<b>57%</b>

AVS: Attestation of Vocatioal Specialization; DVS: Diploma of Vocational Studies; STC: Skills Training Certificate; Other: Customized Training

\* Number of registered students at the beginning of the program.

In addition to the programs that concluded on previous page, the following were also offered and will carry over to the next school year.

TYPE	PROGRAM	COMMUNITY	REGISTERED*
DVS	Carpentry	Chisasibi	7
DVS	Home Care Assistance	Chisasibi	11
DVS	Secretarial Studies – Group 2	Chisasibi	11
AVS	Starting a Business	Chisasibi	7
DVS	Electricity	Mistissini	11
DVS	Northern Building Maintenance	Nemaska	7
DVS	Plastering	Nemaska	8
DVS	Carpentry	Ouje-Bougoumou	10
DVS	Carpentry	Waskaganish	13
DVS	Arpentage et Topographie/Surveying	Waswanipi – SRVTC	13
DVS	Northern Building Maintenance	Waswanipi – SRVTC	15
DVS	Northern Heavy Equipment Operations – Group 2	Waswanipi – SRVTC	14
DVS	Professional Cooking	Waswanipi – SRVTC	15
STC	Soudage semi-automatique GMAW et FCAW/ Semi-automatic Welding	Waswanipi – SRVTC	9
AVS	Construction Business Management	Whapmagoostui	11
DVS	Warehouse Management Training	Waswanipi – SRVTC	9
<b>TOTAL</b>			<b>171</b>

\* Number of registered students at the beginning of the program.



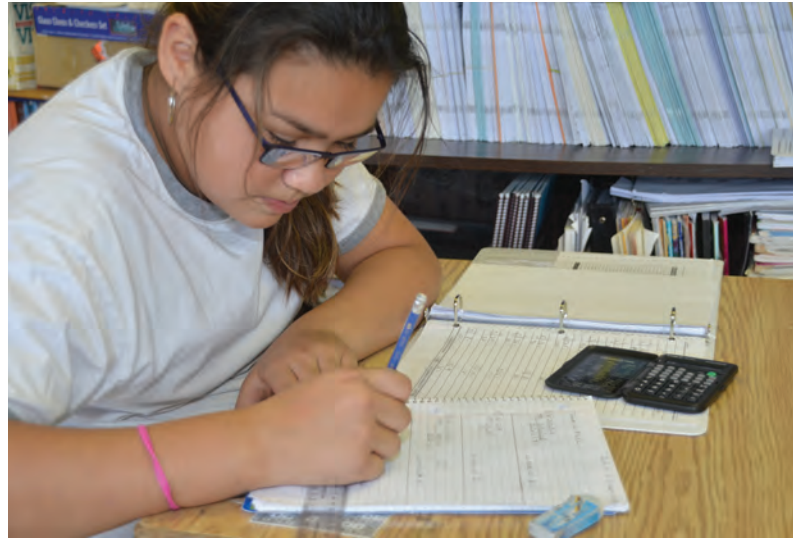
## PARTNERSHIPS – DIPLOMA OF VOCATIONAL STUDIES

### ORE EXTRACTION

Deanna Coon Come (Mistissini)  
Chimun Gull (Wemindji)  
Johnny Jolly (Mistissini)  
Randy Matoush (Mistissini)  
Danielle Mattawashish (Mistissini)  
Sebastien Pelletier-Wadden (Chisasibi)  
Ryan Saganash (Waswanipi)  
Billy Randy Sam (Chisasibi)  
Bryan Stewart (Wemindji)  
Shayna Visitor (Wemindji)

### TRUCKING CLASS 1

Shirley Coon Come (Mistissini)  
Emma Coonishish-Coon (Mistissini)  
Elvis Moar (Waskaganish)  
Austin Saganash (Waswanipi)  
Joy Shecapio-Blacksmith (Ouje-Bougoumou)  
Steve Shecapio (Chisasibi)  
Joanne Stevens (Waskaganish)  
Philip Tent (Nemaska)  
Brian Weapenicappo (Eastmain)



Finally, the success of our student declarations could not be possible without our dedicated staff. Ms. Lorna Spencer, who has been with Sabtuan Adult Education Services for over 25 years, will be retiring in July 2016. We will greatly miss her, but wish her all the best as she begins the next chapter in her life. Ms. Irene Blacksmith, who will embark on a new adventure, will also be missed. We wish her much success as she furthers her post-secondary education.



## ADULT SECTOR

# Sabtuan Regional Vocational Training Centre (SRVTC)

Réjean Gascon, Director of SRVTC



The mission of the Sabtuan Regional Vocational Training Centre (SRVTC) is to:

“Promote and facilitate the social and professional integration of adult residents in Eeyou/Eenou Istchee by delivering services to increase their abilities, competencies and qualifications so they may enter the socio-economic industry better prepared and with the highest confidence.”

In addition to vocational training, the SRVTC delivers Adult General Education, Socio-Vocational Integration (SVI), and Essential Skills programs.

## VOCATIONAL TRAINING

With our mission in mind, the following vocational programs and services were offered at SRVTC during the 2015-2016 school year:

- Northern Heavy Equipment Operations
- Surveying and Topography
- Semi-Automatic Welding
- Warehouse Management Training
- Starting a Business
- Northern Building Maintenance
- Mining Mobile Mechanics
- Professional Cooking
- Truck Driving 1

Continually meeting the ever-changing needs and demands of the Eeyou Istchee region as well as its students is an on-going and collaborative initiative. The staff at SRVTC prides itself on having worked in collaboration with both organizations and individuals alike within

and outside the region to ensure a continuation of quality programming this past year.

Thirty-three students graduated during the 2015-2016 school year. We have the highest expectations for these graduates and are confident they will move on to be successful contributors to our nation's growth.



## ADULT SECTOR

# SRVTC Adult General Education

The Adult General Education program finished the 2015-2016 school year with three (3) students obtaining their Secondary V diploma. They are:

- Matthew Bullfrog
- Olivia Gull
- Roger Shecapio-Neeposh

Every effort was made this past year to accommodate our students' busy schedules. Our teacher customized his classes to meet the changing needs of his students to include day, evening, and weekend classes ensuring optimized opportunities for success. He worked closely with parents, the Education Consultant, as well as the Socio-Vocational Integration (SVI) teacher to ensure that students received every advantage.

### HONORABLE MENTION

Special mention to graduates Matthew and Roger Shecapio-Neeposh who obtained two diplomas each through hard work, dedication and commitment.

### SOCIAL AID TECHNICIAN (SAT)

Additional measures were put in place to support every aspect of our students' physical, social, and cultural well-being. Intervention and prevention measures, as well as extra-curricular activities were offered throughout the school year.

Every effort was also made to foster and develop students' sense of pride, belonging, and unity. Group activities such as Christmas dinners, movie nights, and much more were offered to both staff and students alike on a regular basis.

The SAT representative participated in the first annual health fair to ensure the extra-curricular programs and services we provide to support students are continuously updated.

### SOCIO-VOCATIONAL INTEGRATION (SVI)

SRVTC recently added a complementary component to its programming. SVI courses and individualized support services to assist students in their quest to secure and maintain gainful employment. This on-going program delivers skills training and follow-up sessions whenever possible.

### ESSENTIAL SKILLS

SRVTC continued to offer the Essential Skills program this past year to all students upon registration in a vocational training program. It is offered as a complimentary service and aims to increase student success by equipping them with the skills, competencies, and knowledge necessary to successfully navigate their vocational program.

Seventy students benefited from the combined efforts of the SVI and Essential Skills programs.





## SPECIAL EVENTS

### SRVTC 10-YEAR ANNIVERSARY

The SRVTC celebrated ten years of operation this past year. We organized several fun and successful events to mark this special occasion.

#### OPEN HOUSE – APRIL 21, 2016

Approximately 300 people attended our Open House event from both Waswanipi and the surrounding communities. We focused on making this a hands-on and participatory event, so students could have a first-hand experience of the programs and services offered at the SRVTC. Interactive games were organized and prizes drawn. We received many positive comments by those who attended.

#### 10-YEAR ANNIVERSARY BANQUET – APRIL 21, 2016

A banquet was held in honour of the SRVTC's 10-year anniversary. An elaborate meal was prepared and served by former students from the Professional Cooking and Food and Beverage programs. Some 120 people were invited. Special guests included our Chairperson Kathleen J. Wootton, Director General Abraham Jolly, Waswanipi Chief Marcel Happyjack, SAES Director Pierre Desjardins, and former SAES Director Charles Matoush.



Storekeeper, Willie Martin, was formally acknowledged for his 10 years of service. A moment of silence was paid to the late Nancy Mianscum, another long-time employee. Special thanks to Nian Matoush for acting as the Master of Ceremonies for the evening.

### OTHER SRVTC ACTIVITIES

- Golf Day with Staff and Students, September 2015
- Welcome Day for Students, October 2015
- Visit to the Cree Cultural Institute in Ouje-Bougoumou, February 2016

## SRVTC IMPROVEMENT OBJECTIVES

### BASE ZERO PROJECT

In 2014-2015, we began the project of returning SRVTC to its original state. I am happy to report that this objective was met during 2015-2016 and will continue to be an on-going process ensuring the Centre remains a safe and clutter free zone allowing it to focus on quality, state of the art programming.

Over the past 10 years, a vast variety of material was accumulated and stored rather than appropriately disposed of. Most of this equipment and material has now become obsolete and or in a state of disarray making it no longer profitable to keep. Proper disposal of



## TO DEVELOP CONSISTENT AND ATTRACTIVE PROGRAMS FOR 2016-2021

Offering quality programs and services is a joint and on-going initiative. As the needs and demands change, the Eeyou Istchee region is no different. For this reason, our focus this past year was to build partnerships both within and outside of the region. We closely surveyed and evaluated the needs of the region as well as the employability opportunities offered outside of the area.

With the collaboration of many team members from within the SRVTC, SAES, Cree Human Resources Department (CHRD), and other school boards, we are proud to offer the following courses and services as our focus for the next five (5) years. It would be remiss to say, however, that our region is static. We need to continuously focus and strive at making certain the SRVTC meets the employability needs and opportunities of the region.

this equipment has allowed us to concentrate on and accomplish the following priorities.

- Process to conform to CNSST (Commission des normes, de l'équité, de la santé et de la sécurité du travail) standards was completed this year
- 90% of SRVTC has been painted and workshop spaces have been restructured or reorganized
- \$1.3 million in grant money has allowed us to purchase new, state of the art equipment

## TO PRIORITIZE HEALTH AND SAFETY AT SRVTC

The beginning of the school year was spent observing and evaluating the efficiency and reliability of the current emergency plan. An emergency plan has now been implemented for the centre and a committee has been established to ensure up-to-date and ongoing monitoring.

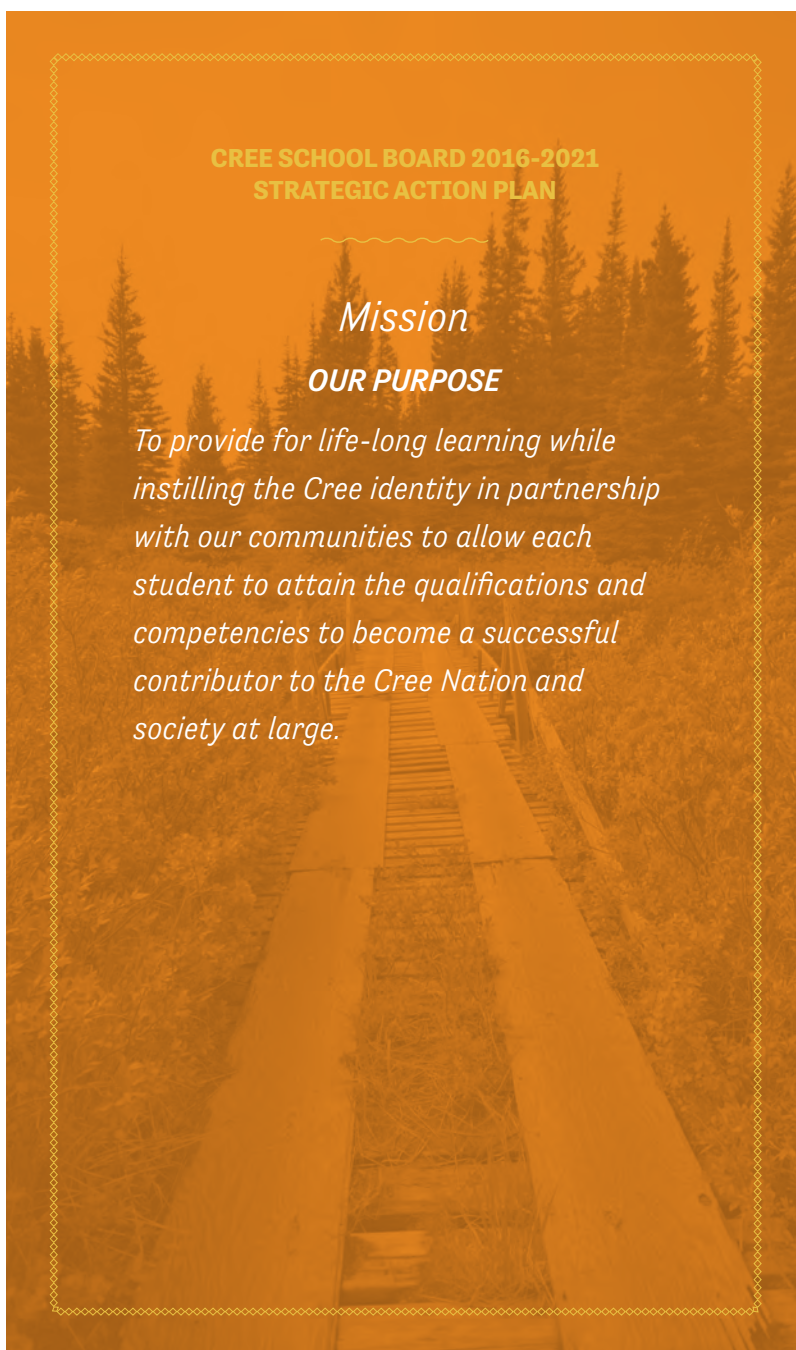
We are now officially CNSST compliant.

Our new programs include:

- Mining Mobile Mechanics
- Surveying and Topography
- Northern Heavy Equipment Operations
- Northern Building Maintenance
- Warehouse Management Training
- Semi-Automatic Welding
- Starting a Business
- Water Plant Operator
- Flight Regulator
- Ore Extraction
- Machine Operations, Mineral and Metal Processing

We believe that not only will these diverse and relevant programs attract more students, but they will lead to better job opportunities. It has also infused the Centre with increased diversity amongst its teaching staff.

Equally noteworthy is the increased partnerships on a whole, and as well as the direct collaboration within the community. This has vastly improved communication and has increased the quality and quantity of joint projects benefiting both SRVTC and the community as a whole.



**TO REVIEW ALL ADMINISTRATION PROCEDURES IN PLACE AT SRVTC BEFORE THE END OF THE SCHOOL YEAR**

A large part of this work was completed this past year. In addition, Martine Ottawa created an operations manual which contains all support staff operations. This manual details the daily duties of each employee following a step-by-step process. This will serve as the basis for developing an IMS, as well as for redefining the job descriptions of all SRVTC staff members.

**GROUP EFFORT**

Finally, the SRVTC would like to thank all of the staff, teachers, and community partners who contributed to increasing and benefiting the overall success and achievement of our students. This collaborative effort allows us to offer quality programs and services, and to be prepared to respond to labour market needs in the Eeyou Istchee region.

# The Amazing Story of a Sabtuan Adult Education Student

The Sabtuan Adult Education Department is pleased to highlight the progress of a student who distinguished herself through perseverance and success in 2015-2016. This portrait is of Ms. Joy Neeposh, who achieved her High School Diploma from the Ministry of Education of Quebec in June 2016.

Joy comes from Mistissini and is 23-years-old. In spite of her family obligations, she set a goal to return to full-time studies in order to graduate from high school.

Fluent in Cree and English, Joy faced a great challenge to successfully write her Secondary V level exams in French. In short, she had to combine hard work with patience to learn and understand this third language.

Following her third year of study, she accepted a new challenge by participating in a national competition to represent the region, with the support and recommendation of her teacher, Mr. Denis Leclerc. In his letter to recommend Joy for the contest, Mr. Leclerc underscored the courage and determination this young woman exhibited to complete her general education courses in French. He also stated that Joy was a model for other Sabtuan Adult Education students in Mistissini.

In the spring of 2016, the board members of the Institut de coopération pour l'éducation des adultes (ICÉA) (Institute of cooperation for adult education) also commended Ms. Neeposh by awarding her the Bernard Normand/ Fondation Desjardins scholarship. Joy won first prize with a \$500 scholarship awarded by the Caisse Desjardins Eenou Eeyou in Mistissini.

After the summer of 2016, Joy wants to continue her studies, take more specialized training and develop personal skills. She desires to make a more significant contribution within her context, and to her family and her community. Here is the advice she offers to prospec-



ive students: “You can literally be anything you want to be and a decision like that is a pretty big deal. It takes time to choose your path and find your way. So set your goal, and it’s all you from there. The teachers made the whole experience an easy one and I’d like to thank all of them.”

**Congratulations to Joy! We wish her every success on the rest of her journey!**

## ADULT SECTOR

# Post-Secondary Student Services

Jane L. Blacksmith, Director of Post-Secondary Student Services

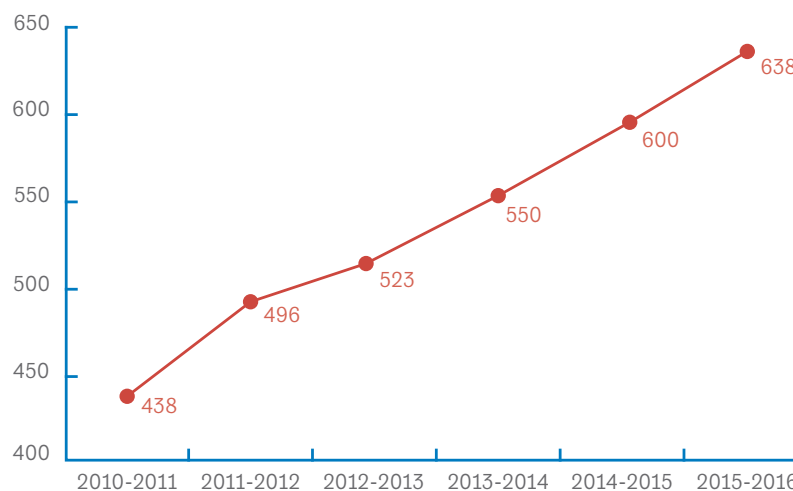
The mission of the Post-Secondary Student Services Program (PSSS) is to deliver the necessary support services for our students to succeed and acquire professional accreditation. Our vision is that all eligible James Bay Northern Québec Agreement (JBQNA) beneficiaries acquire the competencies needed for personal accomplishment, financial autonomy and collective well-being.

The PSSS department is currently concluding an organizational review and analysis to better align our role as a support function to our students. We will continue to implement important changes within the department to better support our student body for success in their educational and career goals.

In our efforts to improve the effectiveness of the CSB administrative support, many changes to student file processes and procedures have been implemented. An important development this year was the creation of a new administrative position to effectively maintain student file management. We believe this position will improve efficiency and communication with our students. The CSB will continue to look towards the future and take necessary steps to assist our students in their academic and professional endeavours.

### PSSS STATISTICAL INFORMATION

The following information illustrates certain information respecting student enrolment and success in the Post-Secondary and Adult Secondary Level Off–Community Programs. There continues to be significant growth in the Post-Secondary Student Support Program. Over the last six years we have seen an increase of approximately 200 students, which is shown in the chart below. From 2010-2011, there has been a 45% increase in student enrolments, as shown in the chart below.

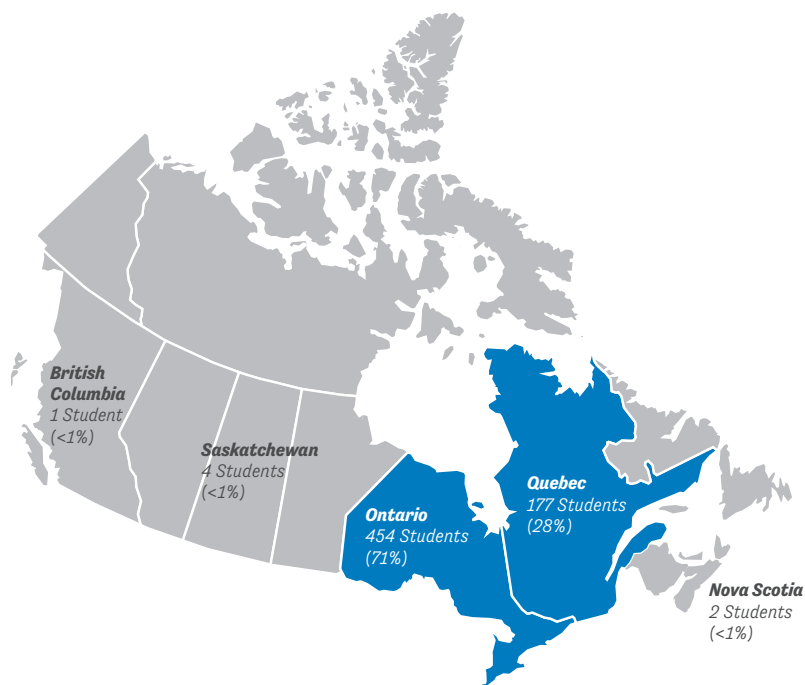


During the 2015-2016 academic year, Post-Secondary Student Services provided assistance to 638 students. We sponsored 468 college students, 120 university students, and 50 students in vocational programs. There was a rise of 38 students representing an increase of 6%. Our student body also was far more successful this year, with a significant increase in our course completions. This positive growth highlights that JBQNA beneficiaries are increasingly enrolling and achieving success in post-secondary education at a younger age. Our students are following a more traditional educational route, which will ultimately improve the competitiveness of the Cree workforce.

### OUR POST-SECONDARY STUDENTS ACROSS CANADA

The map below demonstrates where our students are residing during their studies. Roughly 98% of our students are enrolled in either Quebec or Ontario. Our students have the option to study internationally, however, they have chosen to pursue their studies within Canada for the 2015-2016 academic year.

### CSB PSSS 2015-2016 ENROLMENTS ACROSS CANADA



### OUR COMMUNITIES' POST-SECONDARY PARTICIPATION

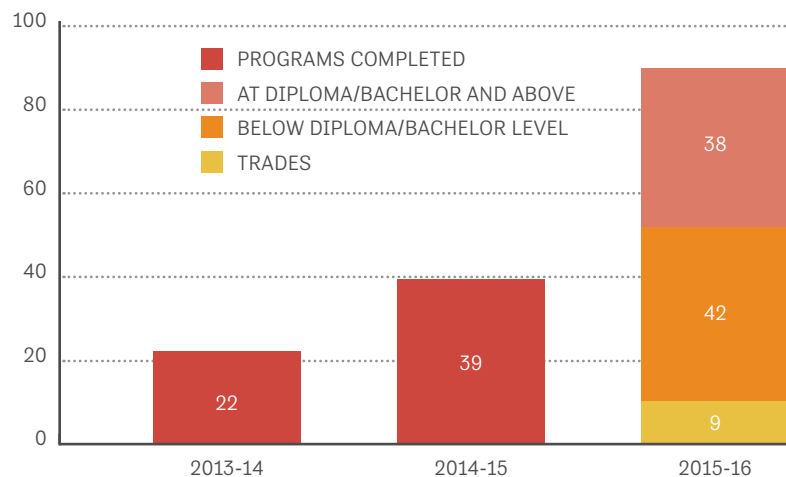
Looking at the each community, we can see that there has been an overall increase in the student body by 6%. We are happy to see that Nemaska nearly doubled the number of student enrolments, and that all communities are continually participating in the Post-Secondary Student Services program. Details are in the chart below, which also illustrates a gender distribution for this past year.

COMMUNITY	2014-2015	2015-2016	CHANGE	CHANGE	2015-2016 GENDER DISTRIBUTION	
					FEMALES	MALES
Chisasibi	110	132	22	20%	77	55
Eastmain	17	16	-1	-6%	12	4
Mistissini	124	122	-2	-2%	85	37
Nemaska	20	39	19	95%	25	14
Ouje-Bougoumou	43	36	-7	-16%	25	11
Waskaganish	135	124	-11	-8%	80	44
Waswanipi	88	92	4	5%	50	42
Wemindji	31	43	12	39%	28	15
Whapmagoostui	32	34	2	6%	21	13
<b>TOTAL</b>	<b>600</b>	<b>638</b>	<b>38</b>	<b>6%</b>	<b>403</b>	<b>235</b>



## A YEAR OF SUCCESS

This past year saw a significant increase in the numbers of graduates and students completing various programs. The illustration below further highlights this remarkable year, as compared to the prior academic year.



*The chart above displays the programs that were completed at the Bachelor's level and above. We are so proud of all our students completing their programs this year. Our students have earned a wide range of diplomas and degrees, including one Master's degree, eight Bachelor's degrees, 29 diplomas, 42 certificates, and nine trade diploma/certificates this past year!*

## HIGHLIGHTS

The academic and social support teams at PSSS have worked hard to stay connected with students by implementing strategies to improve retention and student success.

We continue to receive student feedback through the annual Student Survey, which we value as an integral and valuable tool for PSSS. Information and results yielded from the survey help the PSSS department improve student services. We also continue to maintain the Student Support Program (SSP) in joint partnership with Shepell-fgi to offer a 24/7/365 Helpline. Students currently sponsored have access to professional assistance to help them navigate life challenges that may disrupt or jeopardize their progress and success.

Post-Secondary Student Services, through its membership in the Planning Committee of the Roundtable on Capacity Building, continued to work with local community planning committees to deliver The Roundtable on Capacity to all the Cree communities, including the MoCreebec Council of the Cree Nation in Moose Factory, Ontario. The Roundtable on Capacity Building, along with local planning committees, showcased the history leading up to the signing of agreements impacting each of the Cree communities and provided an opportunity to the Cree Nation to share their vision for the future. The intent is to educate, inspire youth and adults about the importance of acquiring professional accreditations and skills for the many opportunities before us.

The Post-Secondary Student Services department continues to enhance and upgrade its technological tools in order to meet the needs of our students. New tools such as web-based technology will help improve communication and information-sharing with our student body. We anticipate implementing many additional important initiatives in the coming months, such as an improved web-based portal for our students. This portal will be user friendly and allow our students to better access necessary CSB PSSS information, including access to their individual file. This new technological approach will make our department more student-centered and will improve accessibility. It is our belief that we are empowering students with the tools to better focus on their studies. We believe that by using

**CREE SCHOOL BOARD 2016-2021  
STRATEGIC ACTION PLAN**

---

*Vision*

**OUR ASPIRATION**

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

novel technological tools, we will be in a better position to respond to our student needs, which will enable us to provide a stronger support system.

We would like to acknowledge the support and guidance by the Council of Commissioners, the Senior Management, and the continuous support of the Director General of the Cree School Board. I would also like to extend a special acknowledgement to the PSSS team for their continued hard work and collaboration through many important changes to better serve our students.

Last but not least, to our students who strive for academic excellence and who participate in student life activities and contests, these efforts and personal gains do not go unnoticed. We admire you and we are very proud of each one of you. To those graduating and joining the work force, and for graduates progressing in their studies, on behalf of the Council of Commissioners, the Senior Management and PSSS team, we offer you our heartfelt congratulations on your perseverance and dedication to achieve your goals. Congratulations to each of you.

# Departments and Services

ሮ"ብኅ፣ ሃ ለኅብረት፣  
ፊት ለፊት፣



## SPECIAL PROJECTS

Our three main projects this year were to update the General By-Law, continue the CSB Policies Review, and continue the Electronic Archives project. Our priority was to update the General By-Law No. 1, which was completed and approved by Council in January 2016. As for the CSB Policies Review, we had 48 policies adopted by the Executive Committee and one policy by the Council of Commissioners. At this stage, we're pleased to say that all policies have been tabled for review to the Working Group, but we still anxiously wait for 30 policies to be finalized. The Electronic Archives project is still ongoing. I am happy to report though, that all the student files that we received since the Board's existence are now electronically archived, and we are tackling the suppliers' files and personnel files physically present in archives.

## CONCLUSION

Our highlight this year was contributing to the Symposium in October 2016. It was exciting to see all the people that contributed and dedicated their time to educate our students to become successful in their education. Our students are the reason we are here—they drive us to strive for success for their benefit. It was an exciting year serving our students, and we look forward to the next!



## DEPARTMENTS AND SERVICES

# Human Resources

Natalie Petawabano, Director of Human Resources

---

During this past school year, Human Resources Services focused on key areas in its efforts to improve the services it provides to the schools and departments of the Cree School Board.

One of our key initiatives in 2015-2016 was to review our whole recruitment process. An analysis of our current practices and challenges was completed, and we developed a list of recommendations to improve our processes. An area of importance was finding out why people work for the board, and why they stay. We held focus groups that provided valuable information that will be very helpful in our bid to improve our recruitment process. We also completed the orientation package for professionals this past school year, which will provide needed information on general information about the board and working conditions.

This year was a challenging one for recruiting teachers, as there were changes in the university intakes for education programs and therefore less teachers graduated in a province from which we normally recruit many of our future teachers. We were only able to hire 45% of our teachers before goose-break.

We continued our work on the implementation of the performance management program for managers. This work is intended to focus the efforts of the Board in its continued work toward student success. While we continue to have some challenges, we are confident as we move forward with the program that we will become more accomplished in it, and consequently, in the delivery of the services to the schools and departments.

Also in 2015-2016, our service underwent an assessment of our operational effectiveness and customer satisfaction. Many key stakeholders were interviewed, along with the whole human resources department. The final report made many recommendations for changes, and our department implemented some immediate ones, such as creating two additional positions that will focus on staffing and learning and development. We have also put together a plan to address the remaining recommendations over the next five years. In line with the reviewing the effectiveness of our service, we partnered with the payroll department to look at issues related to data integrity within the system, and have made a plan of action to address issues identified in the report.

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.

## DEPARTMENTS AND SERVICES

# Material Resources Services

Guyline Houle, Director of Material Resources

---

### OUR MISSION

Our mission is to ensure and offer our students and employees the enjoyment of the safest, most innovative, and pleasant facilities for their learning and working environments. Our duty is to facilitate the reach of their goals and endeavors by providing professional and valuable resources and services.

### OUR ACTIVITIES

In addition to providing support and services to the schools in the nine communities—including transportation for activities, regular and preventive maintenance, purchasing software, moving and storage services, and providing office equipment—we accomplished the activities listed below.

### CONSTRUCTION PROJECTS

We constructed a new school in Wemindji, the Joy Ottereyes Rainbow Memorial School. Purchasing for the new school included:

- Office furniture and equipment
- Specialized equipment for EDHAA including snoezelen room
- Furniture and material for Cree Culture
- Janitor supplies, material and equipment
- Cree language books and library
- Class furniture
- Art integration
- Maintenance material
- Playground equipment
- Gym equipment

### HIGHLIGHTS OF THE JOY OTTEREYES RAINBOW MEMORIAL SCHOOL:

- 4146 m<sup>2</sup>
- 2 storeys high
- Stage that communicates with the gym and/or Agora
- Section for EDHAA (2 classes and 1 snoezelen room)
- Section for Cree culture and language (5 classes)
- Section for preschool (4 classes)
- Section for Grades 1 to 3 (7 classes)
- Section for Grades 4 to 6 (8 classes)
- School Administration area
- Student Services area

The school was developed with the collaboration of the Cree Nation Government, Cree Nation of Wemindji, the Wemindji School Committee and the school authorities.

### OTHER PROJECTS

We completed the construction and purchasing for 36 new housing units.

We also:

- Undertook 23 renovation/rehabilitation projects
- Created a new policy on Emergency Management
- Implemented Guide TI mobile in nine communities
- Negotiated the extension of three service contract
- Purchased two pick-up trucks and a minivan

## EMERGENCY MANAGEMENT PLAN

In collaboration with the Community Education Administrators (CEAs), the creation of an Emergency Management Plan emerged after nearly two years of work. This plan is composed of a policy, procedures, documentation and tools. The procedures stem from six categories: utility emergencies, widespread emergencies, medical emergencies, transportation emergencies, violent incidents, and other emergencies including evacuation, lockdown, stay-in-place orders and lock outs.



## DEPARTMENTS AND SERVICES

# Information & Technologies

Frank Turgeon, Director of Information & Technologies

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

- Help schools improve the way education is delivered using technological services and resources through teaching and learning.
- Provide students with 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 to schools and departments in the effective use of technologies.

This past year saw many activities and special projects completed in our department related to the organizational Strategic Action Plan, on top of completing our normal ongoing activities. We responded to more than 2,000 helpdesk support tickets; maintained an inventory of more than 2,500 computers, 400 tablets, and 300 Smart Boards; maintained more than 180 cell phone devices and all phone systems throughout our school buildings and offices, and managed more than 1,500 email and user accounts.

As well, in relation to the organizational Strategic Action Plan (SAP), we were very active in implementing SAP IT related initiatives to help other departments and schools meet their own projects and initiatives. The following table shows a sample of these activities and gives a good example of the range of activities we conducted specifically for the benefit of the students we work for, whether Kindergarten

to Grade 12, or adult and post-secondary levels. It shows that great financial and human efforts have been spent by the whole IT Team to successfully complete all of these activities.

### LIST OF IT DEPARTMENT'S SAP INITIATIVES FOR 2015-2016 (STRATEGIC PRIORITIES)

#### 1. SAP Organizational Culture and Effectiveness + Engagement: Support and improve the automation of processes across CSB

- Implementation of Post-Secondary Student Services Online Web Portal for Students
- Implementation of the New Employee Online Web Portal: E-You.cscree.qc.ca
- Implementation of Office 365 Corporate Cloud Services for Email and Storage Services
- First Implementation of MOZAIK System (Finance Module)

#### 2. SAP Learning: Continue investing and implementing technologies in schools and adult education centres to support student learning

- Strategically allocate \$350,000+ for the annual board wide acquisition & deployment of technologies for schools and adult centers with Smart Boards, desktop/laptop computers, tablets, software licenses and other technological tools that are an integral part of the learning process of all our students
- Finalize and implement broadband fiber optic connectivity to communities of Eastmain & Waskaganish before the end of 2016
- Deploy more communication tools such as videoconferencing and unified collaboration systems throughout the offices and schools (\$55,000)
- Purchase & Deployment of 2 New IP phone systems at the 3 schools in Mistissini and at the Head Office (\$75,000)

**CREE SCHOOL BOARD 2016-2021  
STRATEGIC ACTION PLAN**

*Organizational Values*

**THE FRAMEWORK FOR HOW WE BEHAVE  
AS EMPLOYEES**

**Accountability** – *We are trustworthy and assume responsibility for our actions*

**Excellence** – *We set high standards for performance and always seek to improve*

**Integrity** – *We consistently do what is right for the Cree School Board by being truthful and honest*

**Leadership** – *We have a clear vision of the organization’s direction and support others in their development*

**Respect** – *We are different from one another and work well together*

**Teamwork** – *We work together to succeed*

- Improvement of network/server infrastructure and security within our school buildings and offices
- Purchase and deployment of centralized Data Storage solution SAN at the Head Office, as well as security backup solutions in the schools and offices
- Purchase and Deployment of Wi-Fi Network Connectivity Infrastructure in Schools (\$50,000)

**OTHER NEWS AND ACCOMPLISHMENTS**

We also improved IT support at the local and regional levels by aligning with the two SAP initiatives: **Qualified, Competent and Engaged Employees and Organizational Culture and Effectiveness**. We will certainly continue our efforts in this area over the upcoming years in order to support the new 2016-2021 SAP organizational initiatives.

We were also very much involved in the construction project of the new Joy Ottereyes Rainbow Memorial elementary school in Wemindji, by preparing the technology infrastructure, addressing the needs and purchasing the technologies for this new building, as well as preparing for the deployment at the beginning of the school year.

Finally, in an effort to support student success, we spent more than 80% of our time supporting the schools. We therefore wish to take this opportunity to extend our sincere appreciation and gratitude to all members of the IT team, as you have shown great dedication, commitment and efficiency in your work during the past year, to the benefit of the students and employees whom we support. We also welcome new and returning employees within our team.

## DEPARTMENTS AND SERVICES

# Finance and Administration

Matthew Rabbitskin, Director of Finance

---

The 2015-2016 financial year marked the second year of implementing our current five-year funding agreement with Quebec and Canada, which expires at the end of the 2018-2019 financial year on June 30, 2019.

Every five years, the Cree School Board negotiates a new five-year funding regime with both Quebec and Canada. The Cree School Board is in the unique position of having the right to negotiate its funding parameters, or budgetary rules as they are known, as a result of the provisions of the James Bay and Northern Quebec Agreement (JBNQA). Pursuant to Section 16.0.23 of the JBNQA, funding for the Cree School Board is to be provided in accordance with a formula to be determined by Quebec, Canada and the Crees.

The actual funding for the Cree School Board is provided by both the governments of Canada and Quebec. The Government of Canada provides 75% and Quebec provides 25% of the funding determined in accordance with the budgetary rules.

The current funding rules provide for a number of working groups to address issues that could not be finalized during the term of the negotiations, and which required collective review of needs and other requirements. The Finance Department continues to provide support to these working groups, which will address various issues, including remuneration, contracting requirements, information technology issues and capital funding related matters. The Cree School Board and the Ministry of Education of Quebec have enjoyed a long and positive working relationship, and we look forward to continuing these positive efforts to resolve these additional issues.

Ensuring a stable financial environment allows the board to develop and implement its long range Strategic Action Plans. These five-

year plans generally follow the same cycle as our funding rules, as the plan requires the commitment of significant financial resources to realize the objectives determined by Council.

Over the past year, the department played a key role in supporting the development of the new Strategic Action Plan by identifying ways and means to implement new initiatives. These efforts were focused on prioritizing annual resources dedicated to implementing initiatives identified in the plan. Each budget cycle, we work with all budget supervisors and the management group to determine how resources are allocated, in order to best meet the objectives in the plan.

What has become known over the years as the Financial Reallocation Plan is the result of identifying how to reallocate resources in the Board to have the financial means to implement the strategic initiatives. We are proud that over the past several years, the Finance Department, together with all budget supervisors, has been successful in reallocating several million dollars to fund priorities and implement the Strategic Action Plan.

We also commenced a review of the methodologies to allocate funds throughout the Board and to all communities, to ensure equity and to improve our capacity optimize the education objectives established by the Council of Commissioners. This is an ongoing initiative and will result in a new budget process for the future, which will tie funding allocations to educational goals and objectives and other performance indicators identified by the Board.

The Department continues to look for ways to simplify our financial processes to ensure that the needs of all departments and all staff, as well as our suppliers, are addressed in the most efficient and



# Cree School Board Operations

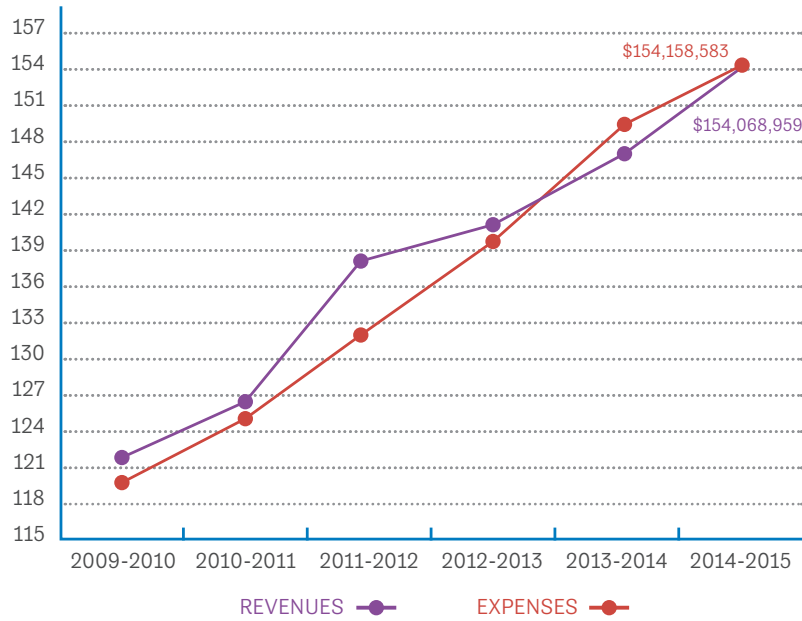
FOR THE YEAR ENDING JUNE 30, 2015

	BUDGET	2015	2014
	\$	\$	\$
<b>REVENUES</b>			
Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche	139,409,706	140,973,720	134,192,545
Aboriginal Affairs and Northern Development Canada	1,069,011	1,127,312	1,039,780
Cree Nation Government – Cree Human Resources Development	300,971	540,971	155,925
Niskamoon Corporation	2,471,640	2,238,662	2,755,974
Amortization of deferred contributions related to tangible capital assets		8,051,765	7,592,309
Other	1,005,576	1,136,559	1,149,866
	<b>144,256,904</b>	<b>154,068,989</b>	<b>146,886,399</b>
<b>EXPENSES</b>			
Salaries and benefits	74,844,404	70,368,071	67,354,522
Employer's contributions	7,458,387	7,487,688	7,214,545
Retroactive salary adjustments	–	–	91,539
Travel and accommodation	7,610,362	6,452,341	5,581,529
Stationery, material and supplies	1,343,685	1,020,135	1,081,256
Pedagogical material	2,656,227	1,823,687	1,854,770
Contracts and professional services	14,632,757	14,238,291	15,297,056
Student assistance	11,919,964	12,518,550	12,028,931
Transportation	3,164,955	4,424,700	4,277,570
Telecommunications	1,552,936	1,507,370	1,703,638
Heating and electricity	2,479,533	2,815,096	2,633,177
Maintenance and repairs	1,158,464	1,417,180	1,339,497
Users' fees	12,016,900	12,016,900	10,492,128
Building rentals	725,437	852,585	1,054,607
Special projects	3,909,859	3,909,555	3,746,145
Capital projects – expenses not capitalized	1,532,640	557,226	1,454,962
Amortization of tangible capital assets		9,009,454	8,274,314
Other	10,286,364	3,739,754	4,021,648
	<b>157,292,874</b>	<b>154,158,583</b>	<b>149,501,834</b>
<b>DEFICIT FOR THE YEAR</b>	<b>(13,035,970)</b>	<b>(89,594)</b>	<b>(2,615,435)</b>

NOTE: For the 2014-2015 financial year, the Cree School Board adopted a budget showing a deficit to reflect the planned use of a portion of its accumulated surplus.

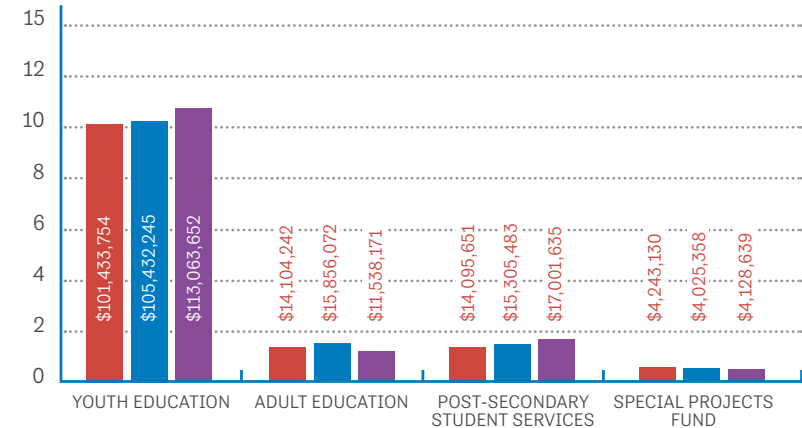
### EVOLUTION OF TOTAL REVENUES AND EXPENSES

in millions of \$

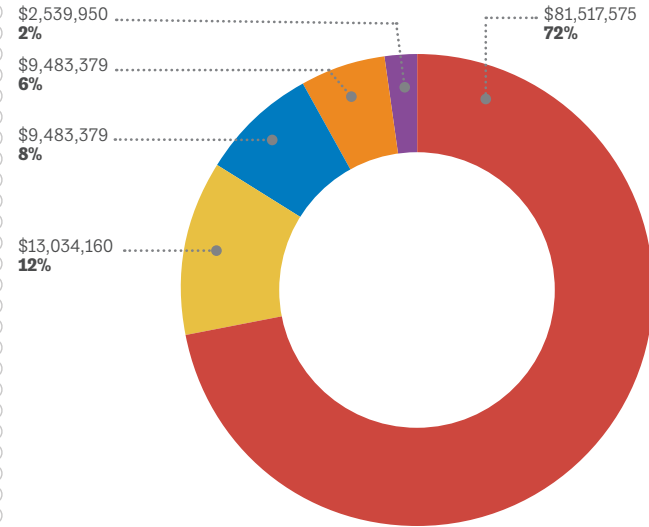


### EVOLUTION OF EXPENSES BY FUND AND ACTIVITY

in millions of \$



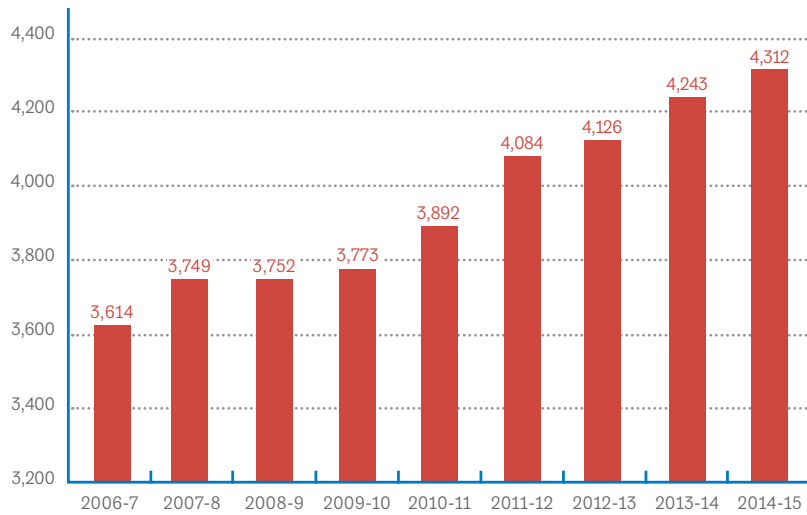
### YOUTH EDUCATION – EXPENSES BY DEPARTMENT FOR 2014-2015



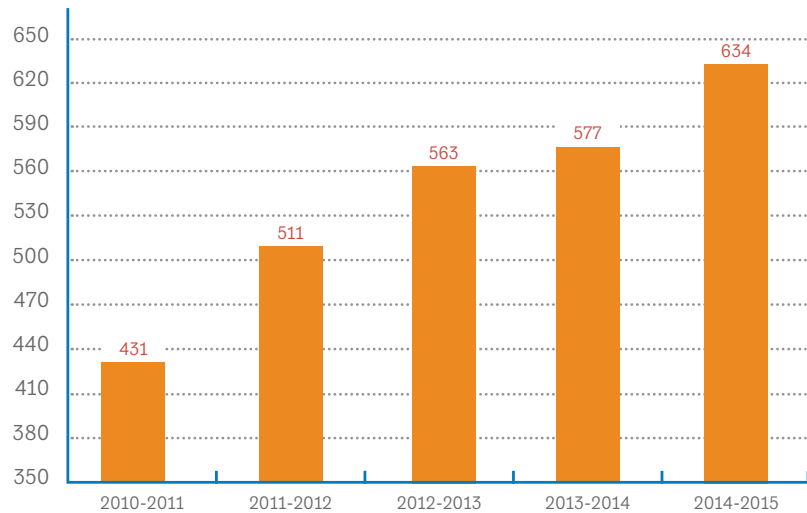
- EDUCATION (SCHOOLS)
- GENERAL ADMINISTRATION
- FINANCE & ADMINISTRATION
- GENERAL EDUCATION
- OTHERS

- Chisasibi \$18,092,322**  
Waapinichikush School  
James Bay Eeyou School
- Waskaganish \$11,423,780**  
Wiinibekuu School  
Annie Whiskeychan Memorial School
- Wemindji \$7,164,185**  
Maquatua Eeyou School
- Eastmain \$5,489,766**  
Wabannutao Eeyou School
- Whapmagoostui \$5,310,718**  
Badabin Eeyou School
- Mistissini \$14,119,327**  
Voyageur Memorial Elementary School  
Voyageur Memorial High School
- Nemaska \$4,973,692**  
Luke Mettaweskum School
- Waswanipi \$10,357,400**  
Jolina Gull-Blacksmith Memorial School  
Rainbow Elementary School  
Willie J. Happyjack Memorial School
- Ouje-Bougoumou \$4,586,385**  
Waapihtiwewan School
- TOTAL \$81,517,575**

## EVOLUTION OF STUDENT CLIENTELE – YOUTH EDUCATION



## POST-SECONDARY STUDENT SERVICES - NUMBER OF STUDENTS



CREE SCHOOL BOARD

# Council of Commissioners

---



*Back row, left to right: Rachel Kawapit, Mimie Neacappo, Anthony Moses, Emily G. Mianscum, Daisy Shecapio  
Front row, left to right: Clarence Tomatuk, Alvin Cheezo, Kathleen J. Wootton, Teddy Wapachee, Clifford Loon  
Missing: Mabel Bearskin*

# CREE SCHOOL BOARD Directors

---



*Back row, left to right: Guylaine Houle, Matthew Rabbitskin, Pierre Desjardins, Jane L. Blacksmith, Nian Matoush, Natalie Petawabano, Frank Turgeon, Kimberly Quinn  
Front row, left to right: Bella Mianscum, Abraham Jolly, Serge Béliveau*



## **CREE SCHOOL BOARD ADMINISTRATION OFFICE**

203 Main Street  
Mistissini, Quebec G0W 1C0  
Tel: 418-923-2764 Fax: 418-923-2072  
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

## **SABTUAN ADULT EDUCATION SERVICES OFFICE**

203 Main Street  
Mistissini, Quebec G0W 1C0  
Tel: 418-923-3347 Fax: 418-923-2270

Please consult the website ([www.csbsaes.ca](http://www.csbsaes.ca)) for Adult Education Services Offices in each community.

## **SABTUAN REGIONAL VOCATIONAL TRAINING CENTRE**

1 Elder David Neeposh  
Waswanipi, Quebec J0Y 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  
Pedagogical Management Team  
CSB School Principals and Community Education Administrators  
CSB Pedagogical and Administrative Staff

### **SPECIAL THANKS TO THE FOLLOWING ORGANIZATIONS:**

Ministère de l'Éducation et de l'Enseignement supérieur  
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  
Nian Matoush, Director of Communications and Community Relations  
Shawn Iserhoff, Coordinator of Strategic Planning & Projects  
Jennifer Mianscum, Administrative Officer  
Photography: Chady Awad, Catherine Orr and Harriet P. Trapper  
Design: gordongroup







ᐃᓕᓕᓕ ᓕᓕᓕᓕᓕᓕᓕ  
Cree School Board  
Commission scolaire crie

[www.cscree.qc.ca](http://www.cscree.qc.ca)