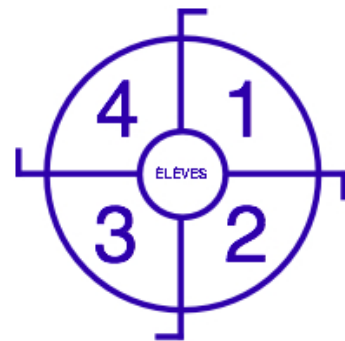
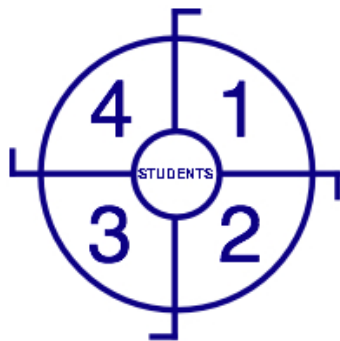


**Cree School Board
Educational Review: 2007-08**



**Étude sur l'éducation : 2007-2008
Commission scolaire Crie**

C Communication

A Accountability &

F Follow-Up for

S School

I Improvement

**Communication,
reddition de
comptes
et suivi pour
l'amélioration
scolaire**

Appendices of the CAFSI Report

Services professionnels

Talleyrand

Professional Services



Brentwood Consultants

Communication, Accountability & Follow-Up for School Improvement (CAFSI): Appendices of the CAFSI Report, is one of a series of documents that make up the final report of the Educational Review: 2007-08, prepared by members of the evaluation team:

William J. Smith;
Mary Bear;
William E. Corrigan; and
Kimberly Quinn.

June 25, 2008.

© 2008, the Cree School Board.

The complete series of report documents consists of the following:

- The CAFSI Report:
 - Part 1, Overview, Context & Mission;
 - Part 2, Educating Youth in the Cree School Board;
 - Part 3, Educating Adults in the Cree School Board;
 - Part 4, School Board Support for Learning;
 - Part 5, From Findings to Action;
- Appendices of the CAFSI Report;
- Highlights of the CAFSI Report;* and
- Executive Summary of the CAFSI Report.*

* **Disponible en français.**

French translation by Kathleen Arsenault, Ottawa.

The Evaluation Team	
William J. Smith , team leader, is the head of Talleyrand Professional Services, a private consulting firm specializing in public policy and administration, including human and financial resource management, and organizational evaluation.	Kimberly Quinn , a former elementary teacher and Generalist Department Head at Voyageur Memorial School in Mistissini, is an Education Consultant with the Office of the Supervisor of Schools of the Cree School Board.
Mary Bear has been with the Cree School Board since it started, first as an elementary teacher, then as a Vice-Principal (both in Waskaganish), and for the last 10 years as a consultant for professional development, Educational Services Department.	William E. Corrigan is the head of Brentwood Consultants, a private consulting firm specializing in educational consultation to organizations involved in the education of students from Kindergarten to the end of secondary school.

http://www.cscrec.qc.ca/Edreview/ed_review.htm

http://www.cscrec.qc.ca/Edreview/Fr/Etude_Ed.htm

The report and all related materials can be found on the CSB Educational Review website:

Services professionnels
Talleyrand
Professional Services

224 Brock Avenue nord .
Montreal-ouest QC . H4X 2G3
voix/voice: (514) 488-9909 . fax: (514) 488-0970.
courriel/e-mail: wj_smith@sympatico.ca



Brentwood Consultants

20 Agincourt
Kirkland, QC, H9J 2K4

Tel: (514) 694-8637 Fax: (514) 694-8701
Cel: (514) 942-3856 e-mail: corrigan@videotron.ca

Table of Contents

APPENDIX A: EVALUATION ETHICS	1
ETHICS STATEMENT	1
INFORMATION & CONSENT FORMS	3
APPENDIX B: EVALUATION DESIGN & METHODOLOGY	7
EVALUATION DESIGN	7
The Medicine Wheel.....	7
The Knowledge Base	7
Evaluating Organizational Performance & Capacity	8
Context	9
Evaluation Questions	9
Defining Performance.....	11
Units of Analysis	18
Accountability	18
Leadership & Planning.....	19
Service Delivery.....	20
Monitoring & Evaluation	20
Results	21
Measuring Performance	21
Constraints & Limitations.....	22
DATA COLLECTION	25
Mission & Context.....	25
Schools.....	25
Students.....	26
Teachers & School Staff.....	26
Classroom Observations.....	27
Administrators & Commissioners	27
Parents & Community Members	28
Continuing Education Centres	29
Post-Secondary Education Offices.....	29
School Board	30
Other Sources of Data.....	30
DATA ANALYSIS	30
Student Results	30
Attendance	30
Graduation.....	31
Curricular Courses.....	31
Standardized Tests.....	31
Observational Data	31
Questionnaire Data	31
Interview & Focus Group Data.....	32
APPENDIX C: SUPPLEMENTARY DATA	35
DOCUMENTARY EVIDENCE	35
General.....	35
Context & Mission.....	35
Legislation.....	35
Other	35
Youth Education	36
Ministry Documents.....	36
Board Policies	37
Other	37
Adult Education	39
Board Policies	39
Other	39
Governance & General Administration	40
Legislation.....	40
Annual Reports.....	40
Other	40
Human Resources	40

Financial Resources	41
Material Resources	41
YOUTH EDUCATION	42
Schools.....	42
Student Results	43
Attendance	43
Graduation.....	47
Curricular Subjects.....	49
Standardized Tests.....	61
Classroom Observations	68
Staff Questionnaires.....	69
Québec Education Program - Compulsory Subjects.....	71
Curriculum Guides.....	75
School Committees	84
ADULT EDUCATION	85
Student Results	85
Staff Questionnaires.....	87
Local Education Committees	88
POST-SECONDARY EDUCATION	89
Student Results	89
APPENDIX D: EXTRACTS FROM KEY DOCUMENTS	91
SECTION 16 OF THE JBNQA.....	91
THE MINASCUM REPORT	98
Introduction.....	98
Purpose For Community Consultations	98
Methodology.....	99
Objective of Community Consultations.....	99
Schedule of Community Consultations.....	100
Specific Problems Identified.....	100
A. Cree School Board.....	101
B. Public Perception of the Council of Commissioners.....	101
C. Public Perception of the Officers of the Cree School Board.....	101
D. Public Knowledge of the Instruments of Cree School Board	101
E. Perceived Problems in Cree Schools.....	102
F. Post Secondary Program	110
G. School Administration.....	111
H. Teachers	112
I. Parents.....	113
J. School Committees.....	114
K. Education Services	114
Conclusion	114
ORGANIZATIONAL VALUES AND GUIDING PRINCIPLES	115
THE REGIONAL EDUCATIONAL PROJECT.....	120
Presentation.....	120
General Framework of Activity at the School Board.....	121
Geographic and Demographic Context	121
Historical Context	121
Legal and Administrative Context.....	122
Socio-Economic Context.....	122
Mission Statement.....	122
Global Mission.....	122
Special Missions.....	122
Values and Beliefs	124
Concept of the Human Being	124
Concept of Learning.....	124
Principles, Values and Beliefs.....	125
Vocational Nature of Institutions.....	125
Meaning and Nature of Professional Acts Performed by Principals.....	126
Consistency in the Pedagogical Attitudes of Teachers.....	126
School Climate	127
Issues and Orientations	127
Promoting Education.....	127

Educational Success	128
Developing the Cree Identity.....	128
Developing Human Resources.....	129
Increasing the Quality of Life.....	129
Conclusion	129
RECOMMENDATIONS REGARDING CLIP	130
Grade One Pilot Program, 1993-94.....	130
Evaluators' Recommendations.....	130
Participants' Recommendations.....	130
Grade Two Pilot Program, 1994-95	132
CREE LANGUAGE AND CULTURE CONFERENCE	135
TEACHER TRAINING IN THE CSB	137
APPENDIX E: INSTRUMENTS USED TO COLLECT DATA	139
SCHOOL PROFILE	140
OBSERVATION PROTOCOL.....	142
INTERVIEW PROTOCOLS	144
Schools.....	145
School Principals.....	145
School Vice-Principals.....	149
CEAs.....	152
Commissioners.....	154
Centres	155
Consultants, Continuing Education Centres	155
Director, Sabtuan RVTC;.....	156
Consultant, Sabtuan RVTC;.....	159
Community	161
Band Council Education representative.....	161
Post-Secondary Education Offices.....	162
Director, Post-Secondary Education.....	162
Guidance Counsellor, Post-Secondary Education	166
Supervision & Support of Schools.....	168
Supervisor, Assistant Supervisor of Schools	168
Director, Educational Services;	173
Coordinators, Educational Services;.....	176
Supervision & Support of Centres	179
Director, Coordinator, Continuing Education;	179
Administrative Services	183
Director, Human Resources.....	183
Director, Coordinators, Finance	187
Coordinator, Material Resources.....	191
Coordinator, Information Technologies	195
Governance & General Administration	199
Chairperson of the School Board	199
Members of the Executive Committee	201
Director General.....	202
Secretary General	209
Other Sources of Data.....	211
Grand Chief, Grand Council of the Crees	211
Director General, Cree Regional Authority	212
Director of the Youth Department, Cree Regional Authority.....	212
President, NQTA	213
Legal Counsel, CSB	214
FOCUS GROUP PROTOCOLS	215
Students.....	216
Students (K-3);.....	216
Students (4-6);.....	216
Students (Secondary);	217
Former Students;	217
Students (RVTC);.....	218
Post Secondary Students;	218
Teachers	219
Teachers (K-3);	219
Teachers (Elementary, 4-6, Secondary).....	219

Enseignants (Primaire, 4-6, Secondaire) ;	220
Community	221
School Committee, Parents & Community Members.....	221
Elders.	221
QUESTIONNAIRES.....	223
Schools.....	223
Teachers	223
Enseignants	225
Other Staff.....	227
Autre personnel	229
Centres	231
Students.....	231
Staff.....	232
Personnel.....	233
Post-Secondary Offices.....	234
Staff.....	234
Educational Services.....	235
Consultants.....	235
Non-Consultant Staff.....	237
School Board	238
Administrative Staff	238
Personnel administratif.....	240

List of Tables

EXHIBIT A-1: INFORMATION LETTER FOR SITE VISITS	3
EXHIBIT A-2: STUDENT FOCUS GROUPS	4
EXHIBIT A-3: FOCUS GROUPS FOR FORMER STUDENTS	5
EXHIBIT A-4: FOCUS GROUPS FOR TEACHERS	6
EXHIBIT B-1: THE KNOWLEDGE BASE OF THE EDUCATIONAL REVIEW.....	7
EXHIBIT B-2: MAJOR EVALUATION QUESTIONS	10
EXHIBIT B-3: REVISED PERFORMANCE STANDARDS	13
EXHIBIT B-4: GATHERING EVIDENCE OF PERFORMANCE	22
EXHIBIT B-5: CODING OF DATA BY THEME	32
EXHIBIT C-1: STUDENT POPULATION: 2007-08.....	42
EXHIBIT C-2: AVERAGE DAYS OF ATTENDANCE, 2000-01 TO 2006-07	43
EXHIBIT C-3: PERCENTAGE ATTENDANCE, 2000-01 TO 2006-07	44
EXHIBIT C-4: REASONS FOR STUDENT ABSENCES, 2000-01 TO 2006-07	45
EXHIBIT C-5: DROP-OUTS, 2000-01 TO 2006-07	45
EXHIBIT C-6: DROP-OUT RATES IN CSB SCHOOLS.....	47
EXHIBIT C-7: COMPARATIVE GRADUATION RATES	48
EXHIBIT C-8: GRADUATION IN CSB SCHOOLS.....	48
EXHIBIT C-9: THE GRADUATION INDEX.....	49
EXHIBIT C-10: CORE SECONDARY SUBJECTS.....	49
EXHIBIT C-11: AVERAGE MARKS AND SUCCESS RATES BY SCHOOL AND YEAR.....	50
EXHIBIT C-12: COURSE RESULTS BY SUBJECT.....	51
EXHIBIT C-13: COMPARISON WITH PROVINCIAL NORMS	58
EXHIBIT C-14: COMPARATIVE PASS RATES IN SELECTED CORE SUBJECTS, 2006-07.....	59
EXHIBIT C-15: CAT SCORES, 2003-04 TO 2006-07.....	62
EXHIBIT C-16: CAT SCORES, 2003-04.....	63
EXHIBIT C-17: CAT SCORES, 2004-05.....	64
EXHIBIT C-18: CAT SCORES, 2005-06.....	65
EXHIBIT C-19: CAT SCORES, 2006-07.....	66
EXHIBIT C-20: PERCENTAGE OF STUDENTS TAKING CAT, 2006-07	67
EXHIBIT C-21: CLASSROOM INSTRUCTION.....	68
EXHIBIT C-22: TEACHER RATING OF STUDENTS	69
EXHIBIT C-23: TEACHER RATING OF SCHOOL.....	69
EXHIBIT C-24: OTHER SCHOOL STAFF RATING OF SCHOOL.....	70
EXHIBIT C-25: PROVINCIAL SUBJECT GRID - ELEMENTARY	71
EXHIBIT C-26: PROVINCIAL SUBJECT GRID - SECONDARY, CYCLE ONE	71
EXHIBIT C-27: PROVINCIAL SUBJECT GRID - GENERAL EDUCATION PATH.....	72
EXHIBIT C-28: PROVINCIAL SUBJECT GRID - TRANSITIONAL REGIME	72
EXHIBIT C-29: PROVINCIAL SUBJECT GRID - APPLIED GENERAL EDUCATION PATH	73
EXHIBIT C-30: PROVINCIAL SUBJECT GRID - WORK ORIENTED TRAINING PATH.....	74
EXHIBIT C-31: CREE LANGUAGE PROGRAM GUIDES FROM EDUCATIONAL SERVICES	75
EXHIBIT C-32: ENGLISH LANGUAGE PROGRAM GUIDES FROM EDUCATIONAL SERVICES	79
EXHIBIT C-33: RESOLUTIONS OF EDUCATION ASSEMBLY, 2007	84
EXHIBIT C-34: VOCATIONAL EDUCATION RESULTS: 1994-95 TO 2006-07	85
EXHIBIT C-35: GENERAL EDUCATION RESULTS: 1994-95 TO 2006-07	86
EXHIBIT C-36: VOCATIONAL & GENERAL EDUCATION RESULTS: 1994-95 TO 2006-07	86
EXHIBIT C-37: CENTRE STAFF RATING OF CENTRE & BOARD SUPPORT	87
EXHIBIT C-38: RESOLUTION OF EDUCATION ASSEMBLY, 2007.....	88
EXHIBIT C-39: THE POST-SECONDARY ENROLMENT INDEX	89
EXHIBIT C-40: THE POST-SECONDARY ENROLMENT & GRADUATES, 1995-2007.....	89

APPENDIX A: EVALUATION ETHICS

Ethics Statement

The purpose of this Statement of Ethics is to ensure that the evaluation is conducted in accordance with generally accepted ethical standards and with due regard for the welfare of those involved in or affected by the evaluation. These guidelines are subject to applicable laws and the overriding principle stated in the *Convention on the Rights of the Child*: “In all actions concerning children ... the best interests of the child shall be a primary consideration.”

Nature and Purpose of the Evaluation

1. We are undertaking this evaluation at the request of the Cree School Board in order to find out how well the school board is doing in relation to various matters judged to be important to its major stakeholders. It shall be conducted in accordance with these ethical guidelines, which shall be made available to relevant stakeholders, together with a written description of the evaluation.

Relationships with Participants

2. All interactions with ‘participants’ during this evaluation shall be conducted in an ethical, professional manner, based on respect, honesty and openness.
 - (a) A ‘direct participant’ is someone who takes part in the evaluation by completing a questionnaire, being part of an interview, focus group or observed activity;
 - (b) An ‘indirect participant’ is anyone about whom a third party provides information.
3. We shall provide all prospective direct participants with a description of the evaluation, as well as an explanation of the nature and implications of their involvement.

Privacy

4. Except for the ‘routine information’ listed in paragraph 9, we shall ensure that the disclosure of information about or the direct participation of every individual is voluntary, with no coercion of any kind applied, including the right to allow only partial disclosure or not to participate in any part of the evaluation and to cease participating at any time.

Confidentiality

5. We shall ensure that ‘raw data’ – information as collected from and about participants – are treated confidentially and shared only with members of our evaluation team, all of whom have undertaken to respect the confidentiality of the data. This information may be used by future evaluation teams under these same conditions.

Anonymity

6. Categories of respondents (e.g., teachers, female students) may be identified in the evaluation report or other media; however, we shall protect by all reasonable and appropriate means the identity of any individual participant in any such report or other media, unless that person has explicitly consented in writing to be identified.

Informed Consent

7. Except for the 'routine information' listed in paragraph 9, we shall obtain written consent from each participant in advance of the data collection, having first informed him or her:
 - (a) about the evaluation (as per paragraph 3);
 - (b) of the type of participation requested;
 - (c) that his or her participation is voluntary, including the right to withdraw at any time; and
 - (d) that all information received shall be treated confidentially.

Special Cases

8. In the case of a minor, we shall ensure that the written consent of a parent or legal guardian (as per paragraph 7) shall be obtained. Moreover, consent shall also be sought from the participant unless he or she is too young to understand. In the case of any other person incapable of giving informed consent, we shall ensure that the written consent of a parent or legal guardian (as per paragraph 7) shall be obtained.

Routine Information

9. Consent shall not be requested to collect or use the following types of information:
 - (a) written, verbal or observational data about staff (e.g. qualifications & experience) or about students (e.g. test results) that do not identify the participant or permit him or her to be identified;
 - (b) data from current students about academic work or school/community activities (e.g. student rating of classroom teaching);
 - (c) job-related data from current staff (e.g. feedback on school organization).

However, the principles of confidentiality and anonymity stipulated above (as per paragraphs 5 and 6) shall be respected concerning the use of these data.

Data Analysis and Reporting

10. We undertake that the analysis and reporting of data shall be conducted ethically and honestly so as to produce fair and accurate findings about the school, and that the data shall only be used for the purposes described above (see paragraph 1).

Conservation of Data

11. The evaluation team leader shall be responsible for ensuring that the raw data and other materials from the evaluation shall be conserved for a minimum of two years; the confidentiality provisions of paragraph 6 apply to all data so conserved.

Commitment

12. The commitments made in this statement are known and have been agreed to by the Cree School Board and its officials who are likewise bound by these guidelines.

Information & Consent Forms

Exhibit A-1: Information Letter for Site Visits

To: Staff and Parents

September __, 2007

Subject: **Educational Review: Visit of Evaluation Team**

As some of you know, the Cree School Board has appointed an evaluation team to undertake the review of educational service delivery in the Board. The team will be visiting our school and community from [insert dates].

The purpose of this visit is to inform members of our school community about the evaluation and to collect data that will be used to build a picture of how well we are doing in accomplishing our part of the Cree School Board mission to provide a holistic education that is consistent with Eeyou-Eenou values and traditions.

In addition to gathering documents and conducting a small number of interviews, they plan to:

- Hold three focus groups with **students** from kindergarten to grade 3, grades 4-6 and the secondary level. (A separate letter is being sent to any parent whose child is being asked to participate in a focus group.)
- Observe **classroom instruction** (Teachers will be advised of details.).
- Meet with **staff** who will be asked to complete a short questionnaire.
- Host a **radio phone-in program** for parents and community members which will take place [insert date and time].

I am sure that everyone will join me in welcoming the evaluation team to our school and community and assisting them in any way we can to ensure that they obtain a complete and accurate picture of our educational service delivery. I have attached a copy of a brief information document about the Educational review but if anyone would like more information about the evaluation or this visit, please see me at your earliest convenience.

Yours very truly,

____, Principal
[Name of school]

Cc: ____, Vice-Principal(s)
____, CEA
____, School Committee Chair
____, Commissioner

Exhibit A-2: Student Focus Groups

September __, 2007

Subject: Educational Review: Student 'Focus Groups'

As mentioned in my letter to staff and parents date [insert date], an evaluation team mandated to undertake a review of educational service delivery in the Board, will be visiting our school and community from [insert dates].

They are very interested in obtaining the views of students about their learning experience in this school. They have therefore decided to hold three 'focus groups' - round table discussions - with students from different levels of instruction. Your child is being asked to participate in one of these groups.

- The discussion will be led by one member of the evaluation team while another member takes notes.
- An audio tape recording of the session will be made but it will only be used by the evaluation team to ensure they have an accurate record of the discussion.
- All statements made by participants are treated confidentially and your child's name will never be revealed in any report or other document arising from the Educational Review.
- Each student has been informed that his or her participation is voluntary and I will withdraw your child's name from the list if you object to his or her taking part.

I assume that you received a copy of a brief information document about the Educational Review but if you did not or if you would like more information about the evaluation or the focus group, please see me at your earliest convenience.

Yours very truly,

____, Principal
[Name of school]

Exhibit A-3: Focus Groups for Former Students

September 12, 2007

Subject: Educational Review: Focus Groups for Former Students

The Cree School Board has appointed an evaluation team to undertake the review of educational service delivery in the Board. Attached, you will find a copy of a brief information document about the Review. The team will be visiting your community in the near future.

We are very interested in obtaining the views of students about their learning experience in the Cree School Board, including former students who have graduated and those who did not graduate from high school. With the cooperation of the Youth Chief, we are seeking 10-15 former students to participate in a focus group - round table discussion. Your name was suggested as someone who might be willing to take part in this 45 minute discussion that will take place at the time and place specified by the school principal.

- The discussion will be led by one member of evaluation team while another member takes notes.
- An audio tape recording of the session will be made but it will only be used by the evaluation team to ensure they have an accurate record of the discussion.
- All statements made by participants are treated confidentially and your name will never be revealed in any report or other document arising from the Educational Review.
- Your participation is strictly voluntary and no one will be pressured in any way to talk about anything that he or she does not wish to discuss.

Please inform the school principal to let us know if you will participate. In the meantime, if you would like more information about the evaluation or the focus group, please contact me by email (wj_smith@sympatico.ca) or speak to the Principal of the school.

Yours very truly,



William J. Smith, Ph.D.
Evaluation Team Leader, Educational Review: 2007-08

Exhibit A-4: Focus Groups for Teachers

September 24, 2007

Subject: Educational Review: Focus Groups for Teachers

The Cree School Board has appointed a team to undertake the review of educational service delivery in the Board. Attached, you will find a copy of a brief information document about the Review. As part of our data collection, we are attending the Educational Symposium.

We are very interested in obtaining the views of teachers about your experience in the Cree School Board. In addition to asking every teacher in each school to complete a brief questionnaire, we wish to conduct six focus groups with teachers from a cross-section of schools in the Board. We are asking you to participate in one of these groups, as indicated below.

	Oct 16	13:30-14:15	Teachers (Cree culture & language - Grade 4-Sec V)
	Oct 17	10:30-11:15	Teachers (Secondary, English)
	Oct 17	13:30-14:15	Teachers (Grades 4-6, French)
	Oct 17	15:15-16:00	Teachers (Grades 4-6, English)
	Oct 18	10:30-11:15	Teachers (Secondary, French)
	Oct 18	13:30-14:15	Teachers (Kind.- Grade 3, English)

- The discussion will be led by one member of evaluation team while another member takes notes.
- An audio tape recording of the session will be made but it will only be used by the evaluation team to ensure they have an accurate record of the discussion.
- All statements made by participants are treated confidentially and your name will never be revealed in any report or other document arising from the Educational Review.
- Your participation is strictly voluntary and no one will be pressured in any way to talk about anything that he or she does not wish to discuss.

Please contact Kim Quinn (kquinn@cscree.qc.ca) by October 10 to confirm your participation. In the meantime, if you would like more information about the focus group, please contact her at your convenience.

Yours very truly,



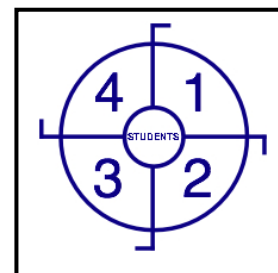
William J. Smith, Ph.D.
Evaluation Team Leader, Educational Review: 2007-08

APPENDIX B: EVALUATION DESIGN & METHODOLOGY

Evaluation Design

The Medicine Wheel

Our logo is an adaptation of the medicine wheel, a centred and quartered circle, a symbol associated mainly with the First Nations of the plains - Cree, Blackfoot, Dakota and others. It has been adopted by many First Nations and was used in the 1996 report of the Royal Commission on Aboriginal Peoples in its depiction of lifelong, holistic education.¹ We use the medicine wheel to depict the four steps of the Educational Review and the continuity of results that flow from it.



The medicine wheel represents the circle that encompasses all life and all that is known or knowable, linked together in a whole with no beginning and no end.... The lines intersecting at the centre of the circle signify order and balance. They help people examine experience by breaking down complex situations into constituent parts, while reminding them not to forget the whole. The centre of the wheel is the balance point where apparent opposites meet. The flags at the ends of the intersecting lines signify the four winds whose movement is a reminder that nothing is fixed or stagnant, that change is the normal experience and transformation is always possible.²

The Knowledge Base

The following provides a list of the principal sources used to design the Educational Review.

Exhibit B-1: The Knowledge Base of the Educational Review

Organizational Evaluation	Cameron & Quinn, 2006; Canadian Institutes of Health Research, et al., 1998; Canadian International Development Agency, 2004; Fiester, 1995; Greene, J. & Abma, T, 2001; Horton et al., 2003; Independent Evaluation Group of the World Bank, 2004; Joint Committee on Standards for Educational Evaluation, 1994; Lusthaus, Anderson & Murphy, 1995; Lusthaus et al., 1999, 2002; Mackay, 2006; Mayne, 2003; Newman & Brown, 1996; Organisation for Economic Cooperation and Development, 1999, 2002; Patton, 1997, 2002; Ryan & DeStefano, 2004; Secrétariat du Conseil du trésor, 2002a, 2002b, 2003; Stufflebeam, 2003; Treasury Board of Canada Secretariat, 2000, 2001, 2005, 2006; Weiss, et al., 2003; W.K. Kellogg Foundation, 1998, 2001.
School Performance & Evaluation	Conseil supérieur de l'éducation, 1999; Earl & Katz, 2006; Fitzpatrick, 1996; Gaudreau, 2005a, 2005b, 2005c; Hargreaves, et al., 2006; Harris & Bennett, 2005; HM Inspectorate of Education, 2005, 2006a, 2006b, 2007a 2007b, 2007c; Hopkins, 1989; Kelly, 2001; Leithwood, et al., 2006; MacBeath, 1999, 2002, 2004; MacBeath, et al., 1996; MacBeath, & McGlynn, 2002; MacBeath, & Sugimine, 2003; Mitchell, & Sackney, 2000, 2001; Ofsted, 1995a, 1995b, 1995c, 2004a, 2004b, 2005, 2006; Smith, 2002, 2004; Smith, Moos & MacBeath, 1998; Smith & Ngoma-Maema, 2003; Stoll, 1999; UNICEF Evaluation Office, 2002; Ysseldyke, et al., 1998.
First Nations Governance & Education	Alberta Learning, 2002, 2004; Assembly of First Nations, 2005a, 2005b; Auditor-General of Canada, 2004, 2006; Bell, 2004; Hollander, 1993; INAC, 1998a, 1998b; 2002; Kavanagh, 1998; Kenny, 2004; Mendelson, 2006; Paquette, 1986, 1997; Regnier, 1995; Royal Commission on Aboriginal Peoples, 1996a, 1996b; Smith & Corrigan, 2005; Smith & Martin, 2000; Saskatchewan Learning, 2003; Standing Committee, 1996; Stonechild, 2006; White, et al., 2004, 2006; Thomas, 2002, 2004.

¹ Royal Commission on Aboriginal Peoples, 1996b, p. 445.

² Royal Commission on Aboriginal Peoples, 1996a, pp. 646-647.

Evaluating Organizational Performance & Capacity

As stated in the main body of the report, the manner in which the evaluation is framed determines what we look at and the perspective we take. This Review was framed as an **organizational evaluation**.

- **Organization:** an entity composed of individuals and groups that act together to achieve commonly defined results within an identifiable structure defined by formal and informal rules.
- **Evaluation:** a systematic inquiry about the performance of an organization for the dual purpose of accountability and improvement.

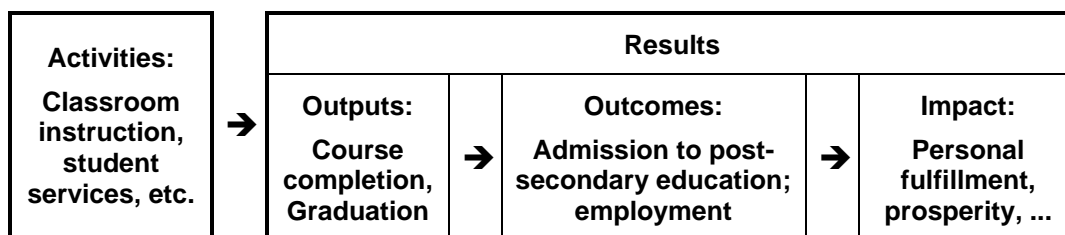
As defined in the main body of the report, the Educational Review, our mandate was to evaluate the **performance** and **capacity** of the CSB, its schools, centres and other organizational units, to provide services to its students.

- The evaluation of **performance** is concerned first with results – what the Board *succeeds* in accomplishing – and second, with operations – what the Board *does* in order to promote success.

This definition of performance is grounded in a **results-based management** approach to organizational planning which is used extensively in the public sector, notably by the Governments of Canada and Québec.³ In this approach, ‘results’ are defined as follows:

- **Result:** a describable or measurable change that occurs because of some action supported by various resources.
- **Results Chain:** The primary results to be considered are those intended by the organization (or sub-unit); they are understood to be linked in a causal chain from short term outputs, which are seen as the direct result of an activity, to medium term outcomes and long term impact.
- **Unintended Results:** The evaluation will also consider unintended results, those that occur but which were not anticipated.

The following provides an example of a simplified results chain for a secondary school.⁴



In an educational context, organizational performance relates to all aspects of the above results chain: the extent to which these results are being achieved and how well the school board and its schools/centres do at providing the educational services required to support these results. This latter type of performance, usually referred to as **operational performance**, depends on the capacity of the organization.

³ Treasury Board of Canada Secretariat, 2000; Secrétariat du Conseil du trésor, 2002b.

⁴ The anticipated results from this Review, shown in Exhibit 1-1 in the main body of the report, provide an example of a results chain.

- The evaluation of **capacity** deals with the Board's structures, systems, resources, and any other related elements, which enable it to perform, as well as any conditions that help or hinder performance.
 - **organizational culture:** shared assumptions, values and beliefs of members of the organization;
 - **strategic direction:** leadership, policies and strategic planning in relation to overall vision and purpose;
 - **structures and systems:** structures and systems for governing and managing work, including problem-solving, decision-making, monitoring, and evaluation;
 - **human resources:** adequacy of the staff and other human resources allocated to the school, as well as how it engages in planning, hiring, developing and appraising human resources;
 - **financial and other resources:** adequacy of financial and other resources allocated to the school, including facilities, technology and materials, as well as how it engages in financial planning and accountability, and the management of other resources;
 - **external linkages:** planning, implementing and monitoring networks, partnerships and other external linkages.

Organizational performance cannot be improved without addressing underlying gaps in capacity and related conditions, any more than individual student performance can, without considering their capacities and the conditions in which they learn.

Context

The **context** of an organization is defined by a variety of inter-related factors; for purposes of this evaluation we considered the following contextual features:

- **Administrative-legal context:** relevant laws and regulations, as well as the structures and policies of the Board and the policies of certain outside organizations;
- **Key stakeholders:** all persons and outside groups that are directly concerned with the Board, especially, individuals and bodies who:
 - are responsible for the governance and management of educational services;
 - deliver services to students or provide other related services: school staff, and 'associates' - volunteers, outside consultants and staff of external agencies; and
 - are direct beneficiaries of these services or provide funds for these services.
- **Other contextual factors:** other factors whose importance will vary with the organization and its context, including: political, economic, socio-cultural and technological.

Evaluation Questions

The evaluation questions shape and guide the evaluation in relation to the various performance themes adopted for each major unit of analysis. Some questions may be more helpful than others in relation to this purpose, while some may be difficult or even impossible to answer. We

drafted potential questions and tested their appropriateness by consulting stakeholders. Very little input on the draft questions was received, most comments in this section of the feedback document were about the answers to be sought, not the questions themselves.

The following provides the fifteen major evaluation questions on the thirteen themes shown in Exhibit 6 in the main body of the report, as revised following the feedback from this process, and two general questions underpinning each thematic question.

Exhibit B-2: Major Evaluation Questions

General (Non-Thematic) Questions	
	<ul style="list-style-type: none"> Which organizational unit or position is accountable for the performance theme being evaluated and how, realistically, can improvement be achieved in the short, medium and long term?
	<ul style="list-style-type: none"> What evidence would be required to satisfy stakeholders that necessary and sufficient action is being taken to effect this improvement?
Context & Mission of the Cree School Board	
Themes	Questions
Context	<ul style="list-style-type: none"> What is the importance of the external environment to the Board’s ability to serve its students?
Mission	<ul style="list-style-type: none"> To what extent is the Board guided by a clear and commonly understood mission with respect to its principal beneficiaries: youth students; continuing education students; and post-secondary students?
Youth Education	
Themes	Questions
Student Results	<ul style="list-style-type: none"> What results does the school expect for its students and how effective is it in achieving them?
Classroom Instruction	<ul style="list-style-type: none"> How successful is the school in providing quality classroom instruction to its students?
Complementary Services	<ul style="list-style-type: none"> How successful is the school in providing quality complementary services to its students?
School Support for Learning	<ul style="list-style-type: none"> How successful is the school in providing other means to support learning?
Home & Community Support for Learning	<ul style="list-style-type: none"> How successful is the school in promoting home and community support for learning?
School Board Support for Learning	<ul style="list-style-type: none"> How successful is the school board in providing support for youth education through its structures, systems and policies for the governance and management of education?

Continuing Education	
Themes	Questions
Student Results	<ul style="list-style-type: none"> ▪ What results does the centre expect for its students and how effective is it in achieving them?
Training & Other Services	<ul style="list-style-type: none"> ▪ How successful is the centre in providing quality training and other services to its students?
Centre Support for Learning	<ul style="list-style-type: none"> ▪ How successful is the centre in providing other means to support learning?
School Board Support for Learning	<ul style="list-style-type: none"> ▪ How successful is the school board in providing support for continuing education through its structures, systems and policies for the governance and management of education?
Post-Secondary Education	
Themes	Questions
Student Results	<ul style="list-style-type: none"> ▪ What results does the office expect for its students and how effective is it in achieving them?
Student Services	<ul style="list-style-type: none"> ▪ How successful is the office in providing quality services to its students?
School Board Support for Learning	<ul style="list-style-type: none"> ▪ How successful is the school board in providing support for post-secondary education through its structures, systems and policies for the governance and management of education?

The accountability component of the first general question was answered by examining (a) the lines of authority and accountability for each performance theme as assigned to various departments, directors, coordinators, principals, CEAs and other administrators; and (b) the responsibilities assigned various departments and positions by the Three-Year Plan and other strategic planning documents. The improvement component of the first general question and the second general question on evidence of ‘real change’ were answered by feedback from stakeholders. The thirteen thematic questions posed above were answered by:

- a) defining the aspects of each performance theme that constitute the ‘objects’ of the evaluation (see section which follows); and
- b) evaluating the performance and capacity of each unit of analysis in relation to each of these objects.

Defining Performance

Defining the ‘objects’ of the evaluation requires the evaluators to specify precisely which aspects of the organization’s performance and capacity are being evaluated.

Any evaluation is meant to determine *how well* the organization is performing in relation to the objects chosen. This requires the development of performance standards:

- **Performance standards** – specify the level(s) or degree(s) of desired performance, often using various *evaluation criteria* that enable us to observe and measure performance.

The evaluation criteria used to define standards enable us to answer the following questions:

- How do we know whether the standard has been met?
- How do we differentiate an 'excellent' level of performance from an 'adequate' level, or 'satisfactory' from 'unsatisfactory' performance?

We developed two types of performance themes. The first deals with **student results**; the second with the **operational performance and capacity** of the major units of analysis, which can also be understood as the **quality of service provision**.

The evaluation of results defines performance in terms of **effectiveness**: the extent to which the CSB is successful at achieving each intended result identified by the evaluation. The objects are thus simply stated as the intended results.

The evaluation of the quality of service provision defines performance in terms of an organizational unit's **operational conduct** and its **efficiency** in the use of resources. The evaluation of **capacity** is intended to reveal the underlying strengths and weakness of the organization that facilitate or inhibit its performance. These objects are thus stated as the aspects of service provision or organizational capacity that are expected.

In the absence of any existing performance standards adopted by the CSB, we developed a set of standards based these on generally applicable norms of policy and practice in public education. They also reflect what we have learned about performance evaluation of schools and organizations generally. Ideally, these themes, objects and standards ought to have been developed with the participation of stakeholders to ensure that we are measuring 'what matters' to them. The lack of time prevented this from happening. Therefore, the themes, objects and standards chosen should be viewed as a 'working definition' that can be revised on the basis of this evaluation for future use by the Board.

When the mandate of the Educational Review to provide a holistic portrait of CSB performance, synthesizing the work of other initiatives, notably the Organizational Review, was withdrawn,⁵ we revised the standards accordingly.

The revised standards adopted for each object, are listed below in Exhibit B-3. In keeping with our revised mandate, this exhibit now consists of four components: one for each node of service delivery for youth and adults (continuing education and post-secondary studies), and one for context and mission. School board support for learning is no longer shown as a separate component but included under each on the three service delivery nodes.

The standards for school board support are therefore restricted to those aspects that are directly linked to one of these three nodes, excluding more general aspects of school board performance that are intended to be dealt with by the Organizational Review and the subsequent synthesis by the Board of all current evaluation initiatives.⁶

⁵ See discussion in **Part 1, Overview, Context and Mission**, beginning in section 1.2, Purpose & Results.

⁶ The revised conception of performance themes is illustrated in Exhibit 1-4 in **Part 1, Overview, Context & Mission**; the original standards are contained in Exhibit 6 of the Evaluation Work Plan.

Exhibit B-3: Revised Performance Standards

Context & Mission of the Cree School Board	
Objects of Evaluation	Guiding Questions
Context	
Regional & Local Contexts	<ul style="list-style-type: none"> ▪ What are the principal characteristics of both the regional and local contexts in which the CSB, its schools and centres operate? ▪ Who are the principal stakeholders of the CSB and what are the characteristics of the relationship between them and the CSB?
Historical Context	<ul style="list-style-type: none"> ▪ What features of its historical context are important to understanding the CSB?
Administrative & Legal Framework	<ul style="list-style-type: none"> ▪ What are the principal aspects of the administrative and legal framework in which the CSB operates and how do they affect it?
Wider Context	<ul style="list-style-type: none"> ▪ How does the broader educational system impact on CSB?
Mission	
Values & Guiding Principles	<ul style="list-style-type: none"> ▪ What are the values and guiding principles of the CSB that underpin its mission? ▪ To what extent are these values and principles understood and shared by members of different organizational units and other stakeholders?
Vision	<ul style="list-style-type: none"> ▪ What is the vision that is projected by the mission of the CSB?
Purpose & Results	<ul style="list-style-type: none"> ▪ Is the mission of the CSB characterized by clarity of purpose and intended results with respect to its major beneficiaries: youth students, adult students and post-secondary students? ▪ To what extent are these purposes and results understood and shared by members of different organizational units and other stakeholders?

Youth Education	
Objects of Evaluation	Standards
Student Results	
Student Engagement	<ul style="list-style-type: none"> ▪ Students attend school regularly and take an active part in learning and school life.
Curricular Learning	<ul style="list-style-type: none"> ▪ Students demonstrate acquisition of the required competencies specified in the curriculum for their level of instruction.
Social & Personal Learning	<ul style="list-style-type: none"> ▪ Students demonstrate a range of social and personal behaviours, skills and attitudes appropriate for their age level.

Youth Education	
Classroom Instruction	
Teaching	<ul style="list-style-type: none"> ▪ Teaching meets the following criteria: <ul style="list-style-type: none"> ◇ teaching reflects teacher mastery of subject area and planning of lessons; ◇ teaching methods and organizational strategies match curricular objectives and needs of students; and ◇ student work is assessed thoroughly, constructively and consistently.
Instructional Resources	<ul style="list-style-type: none"> ▪ Instructional resources meet the following criteria: <ul style="list-style-type: none"> ◇ teachers and other human resources have appropriate qualifications, experience and aptitudes; ◇ classrooms and other instructional facilities are adequate in terms of size, furnishings and environment; ◇ textbooks and other teaching materials as required for the curriculum are provided; and ◇ other resources to enhance instruction are provided.
Curriculum	<ul style="list-style-type: none"> ▪ The curriculum being taught fulfills the requirements mandated for each level of instruction and is appropriate for students at that level.
Complementary Services	
Services for All Students	<ul style="list-style-type: none"> ▪ Complementary services help to provide students with conditions that support their learning and personal development. ▪ Counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter. ▪ Extra-curricular activities foster student engagement in learning and school life are provided on a regular basis.
Services for Students with Special Needs	<ul style="list-style-type: none"> ▪ Special education services meet the following criteria: <ul style="list-style-type: none"> ◇ students with special needs are identified and assessed in a timely and appropriate manner; ◇ regular classroom instruction is adapted to meet students' special needs; and ◇ a range of additional services, in accordance with students' special needs, are provided.

Youth Education	
School Support for Learning	
School Culture & Organization	<ul style="list-style-type: none"> ▪ The school culture is welcoming to all members of the school community and supportive of learning and school life. ▪ School organization enhances the breadth and depth of opportunities to learn and supports a collaborative environment for teaching and learning.
School Leadership & Planning	<ul style="list-style-type: none"> ▪ School leadership provides vision and motivation, encourages high expectations for students and staff through individual and group support. ▪ The school fosters teaching and learning through operational and strategic planning (Local Education Plan).
Allocation & Management of Resources	<ul style="list-style-type: none"> ▪ The school assigns appropriate human resources for teaching, other educational services, administrative and support services. ▪ The school meets expected performance standards for the hiring, development, supervision, retention and evaluation of staff. ▪ The school possesses adequate funds, facilities and other material resources to accomplish its programmatic responsibilities. ▪ The allocation of funds within the school is timely and efficient. ▪ The school meets expected performance standards for planning, managing and accounting for the use of financial, material, and other resources.
Monitoring & Evaluation	<ul style="list-style-type: none"> • The school meets expected performance standards for monitoring its resources, activities and progress toward results. ▪ The school meets expected performance standards for self-evaluation of its performance.
Home & Community Support for Learning	
Parental & Community Involvement	<ul style="list-style-type: none"> ▪ The school fosters parental involvement in the education of their children. ▪ The school fosters the involvement of parents, and other community members and groups in the life of the school.
School Linkages to Outside Bodies	<ul style="list-style-type: none"> ▪ The school actively pursues and maintains appropriate linkages with external service agencies and other bodies to support the school and the community.

Continuing Education	
Objects of Evaluation	Standards
Student Results	
Student Engagement	<ul style="list-style-type: none"> • Students attend centre regularly and take an active part in learning and related activities.
Curricular Learning	<ul style="list-style-type: none"> • Students demonstrate mastery of the required competencies specified in the curriculum for their training program or course.
Employment	<ul style="list-style-type: none"> ▪ Students seeking employment in chosen field obtain such a post within two years of graduation.
Training & Other Services	
Curriculum	<ul style="list-style-type: none"> • The curriculum being taught fulfills the requirements mandated for training program or course and is appropriate for students at that level.
Teaching	<ul style="list-style-type: none"> • Teaching meets the following criteria: <ul style="list-style-type: none"> ◇ teaching reflects teacher mastery of subject area and planning of lessons; ◇ teaching methods and organizational strategies match curricular objectives and needs of students; and ◇ student work is assessed thoroughly, constructively and consistently.
Instructional Resources	<ul style="list-style-type: none"> • Instructional resources meet the following criteria: <ul style="list-style-type: none"> ◇ teachers and other human resources have appropriate qualifications, experience and aptitudes; ◇ classrooms and other instructional facilities are adequate in terms of size, furnishings and environment; ◇ textbooks and other teaching materials as required for the curriculum are provided; ◇ other resources to enhance instruction are provided.
Complementary Services	<ul style="list-style-type: none"> ▪ Complementary services are designed to provide students with conditions that support their learning and personal development.
Centre Support for Learning	
Continuing Education Centres	<ul style="list-style-type: none"> ▪ The operation of the Continuing Education Centre meets expected performance standards for planning, managing, delivering and evaluating the services it provides.
SRVTC	<ul style="list-style-type: none"> • Support provided by the SRVTC meets the following criteria: <ul style="list-style-type: none"> ◇ the culture of the centre encourages learning; ◇ there is leadership and planning for learning; ◇ available resources are managed appropriately; ◇ resources, activities and results are monitored and evaluated; ◇ there are ongoing linkages with external bodies to support learning.

Post-Secondary Education	
Objects of Evaluation	Standards
Student Results	
	<ul style="list-style-type: none"> ▪ Graduates from secondary school seek and obtain admission to post-secondary institutions. ▪ Community students are successful in their post-secondary studies.
Student Services	
	<ul style="list-style-type: none"> ▪ Adequate financial assistance is provided to students in a timely manner. ▪ Counselling and other services provided to students are appropriate and helpful in supporting them in their studies.

School Board Support for Learning	
Educational Service Delivery for Youth & Adults	
Supervision of Schools	<ul style="list-style-type: none"> ▪ The Office of the Supervisor of Schools adds demonstrable value to school performance through the provision of its services. ▪ The operation of the Office of the Supervisor of Schools meets expected performance standards for planning, managing, delivering and evaluating the services it provides.
Educational Services	<ul style="list-style-type: none"> ▪ The Educational Services Department adds demonstrable value to school performance through the provision of its services. ▪ The operation of the Educational Services Department meets expected performance standards for planning, managing, delivering and evaluating the services it provides with respect to: <ul style="list-style-type: none"> ◇ instructional services; ◇ special education; ◇ student services; ◇ Cree programs; and ◇ professional development.
Continuing Education	<ul style="list-style-type: none"> ▪ The Continuing Education Department adds demonstrable value to the performance of continuing education centres and the RVTC through the provision of its services. ▪ The operation of the Continuing Education Department meets expected performance standards for planning, managing, delivering and evaluating the services it provides with respect to: <ul style="list-style-type: none"> ◇ upgrading programs; and ◇ vocational training.
Post-Secondary Education Office	<ul style="list-style-type: none"> ▪ The Post-Secondary Student Services Offices provide leadership by motivating and encouraging high expectations for students and staff through individual and group support. ▪ The Post-Secondary Student Services Office meets expected performance standards for planning, managing, delivering and evaluating the services the field offices provide. ▪ The Post-Secondary Student Services Offices actively pursues and maintain appropriate linkages with post-secondary institutions.

School Board Support for Learning	
Administrative Services	
	<ul style="list-style-type: none"> ▪ An adequate allocation of human, financial, material and information technology resources are provided to schools, centres and post-secondary education offices, based on equitable and transparent criteria relating to the programmatic responsibilities of these units and other relevant factors.
Governance & General Administration	
	<ul style="list-style-type: none"> ▪ School board provides strategic direction to its schools, centres and post-secondary education offices, through leadership and an integrated management framework for the planning, monitoring and evaluation of the performance of the Board and its schools. ▪ The School Board actively pursues and maintains appropriate linkages with external service agencies and other bodies to support its schools, centres and communities. ▪ The organization culture of the school board reflects the values and purpose of its mission and supports the achievement of high levels of performance.

Units of Analysis

The CSB, like any school board, does not constitute a single organizational unit. It comprises both centralized and decentralized units, namely:

- schools;
- continuing education centres, including the SRVTC;
- post-secondary education offices;
- the Office of the Supervisor of Schools, Educational Services and Continuing Education;
- Administrative Services (human, financial, material and information technology services);
- General Administration (Offices of the Director General and the Secretary General); and
- Council of Commissioners, including the Executive Committee.

The first three provide direct services to students, while the others include all units which support the provision of these services.

Each of the organizational units analyzed - schools, centres, post-secondary offices and board departments - are accountable for their performance. They are expected to provide leadership and plan for delivery of whatever services they are expected to provide. They are expected to monitor and evaluate their performance and most all, they are expected to achieve the results that they have set or that have been set for them. The general nature of each of these aspects of their performance is described briefly below.

Accountability

To be 'accountable' is to be 'answerable' or obliged to account for that which has been entrusted to you. Traditionally, public accountability systems were *input* oriented, focused on the expenditure of public funds. Then *process* was added, requiring compliance with standards of organizational behaviour. We have come to realize that these types of accountability are inadequate: They tell us if money is being spent for legitimate purposes and whether the organization is operating 'according to the rules' but tell us nothing about what is being accomplished. Consequently, in recent years accountability systems have become *output* oriented, focusing on results.

Organizational units are commonly defined in terms of their accountability: who is accountable, to whom, for what, and by what means. The mandate of a unit defines the nature and scope of its role and responsibility within the organization. Every unit in an organization is accountable for the exercise of its mandate to a body or individual to which it reports. When another unit in the organization is accountable to it, then it is said to exercise **line authority** (or line functions) over the subordinate unit. These lines of authority, accountability or reporting, are typically represented on an organization chart. When an organizational unit is responsible for supporting another unit but does not have a line authority over it, then it is said to exercise **staff functions**. Often a unit will combine both types of functions (line and staff).

Accountability constitutes the core of a school board's responsibility to students, parents and other stakeholders for the trust they have placed in it (see text box).⁷

Leadership & Planning

Leadership is often thought of in hierarchical terms, where the leader demands compliance ("Do as you are told."). In a results-based organization with this same leadership model, the leader sets results to be achieved and standards to be followed. However, not only do other models of leadership exist, research has demonstrated that they are more effective. For example, Fullan refers to research by Goleman which found that the following styles of leadership had a positive impact on both organizational culture and performance:

"Leadership is essential to ensure accountability in public organizations.... Educational leaders must capture and focus the attention of the professional and public communities in which they operate, and they must stimulate the imagination of their faculties and staffs with effective communication regarding their visions of good practice and performance."

- **authoritative** - the leader who mobilizes people toward a vision;
- **affiliative** - the leader creates harmony and builds emotional bonds;
- **democratic** - the leader forges consensus through participation; and
- **coaching** - the leader develops people for the future.⁸

Leadership at the school board level sets the boundaries for leadership at the school/centre level and provide direction for system-wide change and improvement: "By attending to the phases of a change process, leaders can lay the groundwork for movement along the continua toward the greater purpose and focus, engagement, and collaboration that are vital to successful change efforts."⁹ Successful leadership at the school board level facilitates change by "providing a climate of challenge and support for schools, linking resources to agreed objectives, focusing on teaching and learning, and planning successfully for the needs of the community as a whole."¹⁰

As noted earlier, planning is an integral feature of a results-based approach to management in both the private and public sectors. Governments manage in accordance with *strategic plans* and *business plans*. The following definition captures the generic nature of these plans:

The Business Plan is a concise statement of the strategy of a department or agency It focuses on how the department will achieve its objectives in a time of rapid change and within the

⁷ Adams & Kirst, 1999, p. 482.

⁸ Fullan, 2001a., p. 35

⁹ Wagner et al., 2006, p. 133.

¹⁰ Riley et. al., 2000, p. 126.

financial constraints set by the Budget. The strategy normally addresses commitments to perform major tasks and to achieve specified levels of service.¹¹

Planning must help the organization to see the big picture (text box),¹² while managing more operational concerns for shorter term periods, such as time lines, target dates, allocation of resources, etc. Contrary to what some people believe, planning does not assume that conditions will remain the same, nor does it rely on certainty. Good planning assumes a certain level of risk, making adjustments as required. Sound strategic planning is meant to provide a bridge between where the organization is now and where it wants to be in five years, ten years, etc.

“The pivotal point in the strategic management process is the point at which strategic direction ... is set. It is at this point that an organization’s knowledge and insights about its past, present, and future converge and a path is chosen around which the organization will align its activities and its resources.”

Service Delivery

As this heading implies, this theme deals with the actual provision of services by the unit in question. Whereas service delivery in schools and centres is concerned with direct services to students, here we are concerned with a variety of *indirect* services. These services are meant to benefit students

indirectly by supporting the provision of direct services. This is done through a variety of activities such as the development of policy, staff, programs and materials. All of these efforts aim at strengthening the capacity of the organization to discharge its primary mandate (in this case, to student learning). Thus, for example, when a school board organizes a workshop for parent volunteers, it helps them take part in school activities, such as a reading program, which in turn helps students to learn. Accordingly, although the services delivered by various units of the CSB may target teachers, infrastructure, etc., the key question underlying them must always be: **How does this service benefit students?**

Monitoring & Evaluation

As noted previously, Monitoring and evaluation comprise the other crucial component of a results-based approach to management. Whereas planning, looks ahead to see what results the organization is trying to realize and how, evaluation looks back to see if they were achieved, and why. In between, monitoring keeps track of progress, allowing the organization to make adjustments to its operations or, if necessary, its anticipated results.

Evaluation is often regarded as something done by ‘outsiders,’ where the evaluator is seen as the *expert*, who remains *detached* from the entity being evaluated, as he or she *objectively* determines whether goals are being met, guidelines are being followed, and so on. This is certainly the image of the school inspector, an approach, “premised on the notion that orders result in actions as people must be made to be obedient to those orders and that if they fulfil what is expected, then all will be better.”¹³

Contemporary thinking in public management takes a contrary view and asserts that organizations should take responsibility for evaluating their own performance.¹⁴ Although this trend is gaining ground in education systems in Canada, the use of large-scale assessments to evaluate the performance of schools and school boards remains widespread. The Canadian Teachers’ Federation has played a lead role in advocating the need to move from this ‘cult of

¹¹ Evaluation, Audit and Review Group, 1996, p. 2.

¹² Artley, Ellison & Kennedy, 2001, p. 9.

¹³ Cullingford, 1999, p. 213.

¹⁴ Chambers, 1998.

testing' to a "constructive culture of professional accountability."¹⁵ However, to date, governments and the general public seem to be content to rely on test scores and standardized tests and uniform provincial exams to measure school success.

Results

A results-based approach to management is concerned with the results that the organization achieves. In this chapter, we are not concerned with these overall results, which were dealt with in the three previous chapters for youth, adult and post-secondary students. Rather, we are concerned with the results sought by the CSB and its sub-units in terms of support for learning. In other words, for any given department we are asking about the value it adds to the teaching and learning that occurs in schools and centres. **What contribution does the unit make and to what extent is that contribution effective?**

Measuring Performance

The concept of organizational performance is neither simple nor straightforward. For this reason, performance is often evaluated by means of performance *indicators*:

- **Indicator:** a *pointer* or *proxy measure* that *quantifies* performance or provides a *qualitative* (visual or narrative) expression of performance, when quantitative measures are not feasible or a more *symbolic* representation of quality is desired.

Even while accepting the proxy nature of an indicator, it is meant to provide an 'at-a-glance' measure or representation of performance that is 'crisp' and easily understood. We realized from the outset that it was unlikely that we would be able to devise suitable indicators for most objects chosen to be evaluated. Accordingly, we decided to specify the **evidence** that would be used to measure or demonstrate performance.

This approach is consistent with traditions from qualitative research that recognize that organizations are complex entities that cannot easily be represented by simple statistics. An evaluation should allow the multiple 'voices' of a school to be heard, which is why school evaluation is sometimes depicted as providing an opportunity for a school to 'tell its own story.'

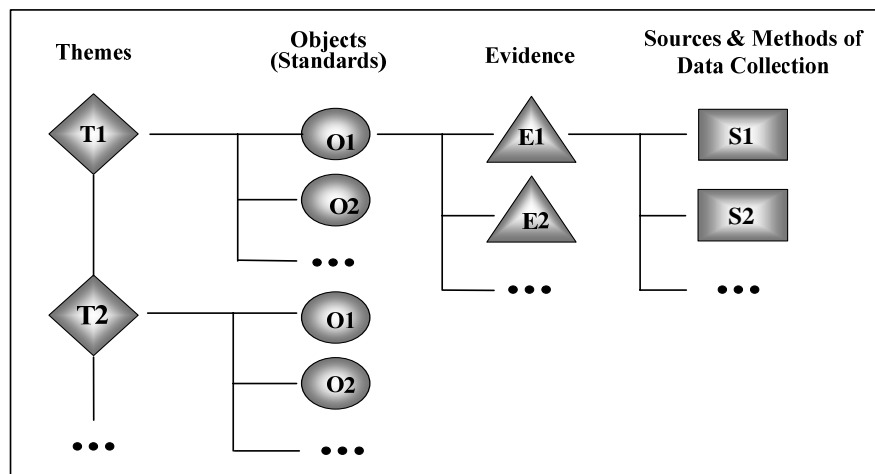
Data provide the foundation of the evaluation: An organizational evaluation is an empirically-based inquiry. In other words, the evidence used to measure performance comes from actual data about the organization. To be credible, each stage of the inquiry must be grounded in the previous one, as depicted by the simplified 'evaluation chain' in section 1.2 of the main report.

The data used in the evaluation were restricted to that which was gathered by the process described in the section on data collection (p. 25). We recognized that during the course of the evaluation, the members of the evaluation team might become aware of other information that was potentially relevant to the evaluation. Simply using that information would violate the integrity of the above chain and undermine the transparency of the evaluation. If deemed appropriate, these potential sources of data were incorporated into the data collection process so that any data from these new sources became part of the formal record of the evaluation.

As described in the section on data collection that follows (p. 25), a wide variety of sources and methods for gathering evidence were used. These data provided the evidence used to evaluate performance for each object listed in Exhibit B-3, as shown in the graphic representation contained in Exhibit B-4

¹⁵ Canadian Teachers' Federation, 2003, p. 2; see also, Smith, 2004.

Exhibit B-4: Gathering Evidence of Performance



Constraints & Limitations

The Educational review was subject to various **constraints** - external conditions that affect the conduct of the Review but which the evaluation team cannot control. These constraints lead to **limitations** - restrictions placed on the scope or conduct of the evaluation.

The greatest constraint was **time**, notably for defining the performance to be evaluated, fostering stakeholder ownership in the Review, developing the instruments and collecting data in each community. The way we define performance reflects what matters to stakeholders, while building on the knowledge base about schooling and organizations. There was no time to involve stakeholders in defining performance 'themes,' 'objects' or 'standards.' As a result, they must be considered as a working definition of performance that can be revised for future use by the Board.

Building stakeholder ownership is a long-term, time-consuming process that depends on trust-building between stakeholders and the evaluation team and stakeholder belief in the purpose and intended results of the evaluation. If stakeholders do not have faith in the evaluation, either in terms of how it is conducted or what will happen because of it, they will not invest in it. The limited feedback from the consultation on the major elements of the work plan was evidence of a lack of stakeholder engagement. Our preparatory work as well as the feedback we did receive strongly suggested that this lack of engagement was due, at least in part, to past experience with evaluation initiatives that did not lead to positive change. It is for this reason that we sought to identify concrete measures that would assure stakeholders that this Educational Review would lead to *real change* for the benefit of students. In the meantime, the level of stakeholder involvement limited the preparation of the Review and, to some extent, the collection of data.

We identified more than 50 separate instruments to be prepared. The instruments reflect planning decisions about evidence and sources of data in relation to the objects of the evaluation and the standards selected to evaluate performance. Not only was the time to develop these instruments very constrained but there was be no time for pilot testing before data collection began. The limitation arising from this constraint was the refinement of the instruments and the 'coverage' they provide for data collection: ensuring that together, the methods and sources of data collection they represent cover all important issues being evaluated.

The collection of data was further constrained by time. For example, we had to forego the collection of data that would require greater stakeholder participation (e.g. questionnaire for parents) or considerable processing to make the data usable (e.g. converting school marks by

class into data sets that can be analyzed). We planned and managed this process as tightly as we could but the lack of any margin of time meant that going back to pick up missing data while respecting our timeline was virtually impossible. Given the importance of visiting all communities to ensure that everyone was included meant that data collection did not end until the end of February 2008. This pushed our deadlines for data analysis and reporting ahead creating a considerable pressure for the completion of the Review.

Accordingly, our report can only present a 'broad-brush' picture of performance in the Board and not, as some would hope, a detailed picture of each school and centre.

In addition to time, the lack of certain **data**, notably with respect to student results, constrained our ability to paint a complete picture of student success. We recognized from the outset that we would not be able to evaluate longer-term results due to a lack of longitudinal data. We therefore limited our evaluation of student results to the aspects of student success which the data would support. However, collecting these data proved to be extremely problematic.

Educational Services had the responsibility for student data for youth education. However, with the exception of standardized tests, the actual management of these data was handled by an outside consultant, Gérard Poulin. The Educational Services consultant responsible for standardized tests was only able to provide us with data on the Canadian Achievement Tests administered in schools of the CSB for grade 6 English, grade 6 French and grade 9 English for four years: 2003-04 to 2006-07. No data were available for earlier years and no reliable data were available for the Comprehensive English Language Test [CELT].

Attempts to obtain data through Educational Services for student results in school, Board and Ministry exams were unsuccessful. However, the situation changed when the evaluation team established direct contact with Gérard Poulin who did his best to supply all data in his possession. Since he was also responsible for the compilation of attendance data and the preparation of annual board reports on this subject, we were also able to obtain these data from him. This process caused considerable delays in obtaining and processing the data. Moreover, in the end we had to expend considerable time in extracting desired information from raw data files. This was fine for ensuring accuracy of results but was very time consuming.

It was not possible for us to verify the legitimacy of the data on student results, that is, the extent to which marks actually reflected student achievement. Anecdotal evidence, corroborated by a wide discrepancy between school results and standardized test scores, suggests that marks are often considerably inflated. Further evidence of this practice is found in the experience of students who graduate but who do not have the skills to successfully undertake post-secondary studies. A further problem with student data is found in the apparent lack of attention paid by schools to the collection and management of these data. We were not able to do any detailed investigation of this issue but anecdotal evidence supports the conclusion that these data cannot be relied upon. Accordingly, all analysis of student results presented in this report should be considered with these caveats in mind.

We also experienced severe limitations on the data we could collect on continuing education and post-secondary. In the end, the only quantitative data supplied by the Continuing Education Department consisted of a preliminary report on a clientele study by an outside consultant. Successive attempts to obtain a final version of this study or other data were not successful. As a result we collected no data on student results with respect to attendance, course grades or graduation. Similarly, very little data were obtained from the Post-Secondary Education Office and our report is equally deficient regarding post-secondary student results.

In terms of qualitative data, we were generally successful in obtaining input from a wide range of stakeholders. The only exceptions were commissioners and post-secondary students. In addition to the Chairperson of the Board, only five of nine commissioners made themselves

available for an interview. In each case, we tried to reschedule but to no avail. We also invited the four commissioners to submit their input by email but none did so. In the case of post-secondary students, we had scheduled two focus groups with students in Montreal and Gatineau. Only two students turned up for the first and none for the second. This absence of input was especially unfortunate given our lack of quantitative data from the Post-Secondary Education Office.

Given the importance of human resources in education, we endeavoured to collect a range of data from the Human Resources Department. Some documentary data were supplied but they were clearly insufficient for our purposes. Our repeated attempt to obtain the necessary data were not only unsuccessful, they were completely ignored. Because of our reliance on data from the Organizational Review (see below) regarding expenditures we did not set out to collect considerable data from the Finance Department. Most of what we did as for was supplied. However, repeated requests for key data on the distribution of resources to schools were at first unsuccessful, and then ignored.

These various problems with the collection of data reflect serious shortcoming in the administration of the CSB and reflect an organizational culture where there are no consequences for the failure to perform adequately, let alone well.

As mentioned in the main body of the report,¹⁶ our original mandate encompassed a synthesis of the Strategic Planning Exercise, the Organizational Review, as well as the workshops on school board governance and parenting. There were at least two distinct advantages to this approach.

First, it reduced duplication of effort, as we would make use of data collected by these other initiatives. For example, we anticipated that the Organizational Review would conduct a detailed analysis of job responsibilities, coordination of work and Board expenditures. As a result, we did not undertake any detailed work in this regard. Since the change in mandate came at the end of the process, our review does not contain any such analysis - a serious limitation in the product of this Review. Since we cannot comment on the results of the Organizational Review, we cannot say whether this limitation has been corrected by their work.

Second, by rolling up the efforts of all current initiatives under the cover of a single report, the CSB would be provided with a holistic portrait of board performance, avoiding the erroneous impression that these initiatives could be treated separately. Thus, for example, some people saw the two reviews as the 'Board half' and 'school half' of a complete evaluation. We saw this view as inaccurate because the Educational Review was not limited to deal only with school performance and the Organizational Review was not intended to not provide an evaluation of performance, but an analysis of the organization with options for restructuring.

If the Board undertakes a synthesis of these initiatives, notably the Organizational and Educational Reviews, this limitation can be eliminated. Failing such a synthesis - by whatever credible means - will not only leave the impression that these reviews can be treated separately but may lead to inappropriate decisions for the future direction of the Board. As stated in the main body of our report, the school board only exists - or at least *should* only exist - as a support structure to its schools and centres, where teaching and learning actually take place. Any consideration of board structures, managerial responsibilities, and so forth, should only be made in terms of how they facilitate the provision of this support. Failure to do so will likely result in a perpetuation of the situation observed during the Educational Review, namely the profound disconnect between central administration of the Board and its schools and centres.

¹⁶ See Basic Principles of the evaluation design in section 1.2, Part 1.

Data Collection

A wide variety of sources and methods for gathering evidence were used, including:

- non-personal interaction with people (e.g., questionnaire);
- personal interaction with people (e.g., interview);
- observation; and
- examination of records and documents.¹⁷

In addition to the preparation of written questionnaires, protocols were developed for all interviews, focus groups and classroom observations.¹⁸ Given the small size of the school population, it was recognized that sampling was likely to be of little use. However, it was also recognized that some selection of participants might be required in collecting data, notably from students, teachers, parents and community members. The methods used for participant selection, where required, are included in the following description of the process used to collect the data.¹⁹

Mission & Context

The mission of the CSB (to preserve Cree values, culture and language, while preparing students for participation in the wider society) provided the *starting point* for the Review by stating the values, vision, purpose and expectations for which stakeholders hold the School Board *accountable*. We collected data about mission from documents and stakeholders, seeking to understand what the CSB's 'dual-purpose' mission meant to them and whether they believed that it was appropriate.

The context of the CSB consists of many layers. Each school and centre exists in a community with its own local context and stakeholders. All nine communities share a common context, including regional stakeholders such as the Cree Regional Authority. However, the Board context is wider than its own territory, including, for example, the Québec education system to which it relates. We have sought data about these multiple features from documents and stakeholders to enable us to situate the evaluation in its proper context.

Schools

Our data collection plan provided for visits to all nine schools between October 1 and November 30. All schools received a copy of a general memorandum before this period informing them of our tentative schedule. Prior to each visit, we sent a detailed letter to the Principal and CEA, with copies to the Vice-Principal(s), the Commissioner and the School Committee Chairperson (usually via the Principal), outlining the data collection activities envisaged and a proposed schedule. A team member followed up each letter by phone, email and, where necessary, fax.

Managing this process became quite an arduous task, and receiving confirmation of the schedule of activities ahead of time became the exception, rather than rule. A process that was meant to direct us to sources of data became a source of data in itself, informing us about three key performance issues: communication, accountability and follow-up.

¹⁷ A 'record' was defined as a written statement prepared by or for an individual or organization for the purpose of attesting to an event or providing an accounting (e.g. list of student marks, minutes of a meeting); a 'document:' was defined as any written or recorded material that is not a record nor a product of the evaluation.

¹⁸ All instruments used are provided in Appendix E.

¹⁹ This section constitutes a revised version of the description provided in our Progress Report, dated December 15, 2007, including the completion of the data collection process after that date.

Community-based circumstances beyond our control changed our planned itinerary several times. In some cases, we were able to reschedule; however, we were not able to visit the schools in Waskaganish or Waswanipi during the time set aside for data collection. However, these visits were rescheduled and took place in January and February, 2008. In addition to visiting all nine schools, we collected data from teachers and some during the Educational Symposium, 2007. The results of these efforts are described below.

Students

As stated earlier in this Report, students are the focus of this Review. We therefore planned to collect data on student results and from students themselves, as well as from other stakeholders, such as teachers.

Any educational evaluation begins with data on student results. For purpose of this Review, we began our search by looking for data on student attendance and curricular achievement (what students have learned) in elementary, secondary, vocational and post-secondary programs. Given that many stakeholders told us that student results have been steadily declining, we soon realized the importance of having these data for as many years as possible.

For the youth sector we were informed that it was the responsibility of the Department of Education Services to provide these data. This route did not prove to be successful and at the end of the time set aside for data collection we still did not have the requisite data. As discussed in the report,²⁰ data management is a serious issue in the CSB and our difficulties in obtaining reliable data on student results in a form that was helpful was further evidence of the level of problems in this area. We finally obtained sufficient data for our purposes, as presented both in the main body of the report and this document.²¹

In every school we visited, we held focus groups with students, chosen by the Principal following a specific request to select a cross-section of students. Generally, four separate groups were formed from the three levels of instruction, and one for former students. In each case, discussion was guided by a protocol prepared for each type of group. At the time of writing, we have collected data from 31 groups, for a total of 254 students.

Type of Group	Number	
	Groups	Students
Kdg to Grade 3	8	51
Grades 4-6	9	96
Secondary	8	70
Former Students	6	37

In all cases, we wanted to gather evidence about classroom instruction and school life, as experienced by the prime beneficiaries of education, the students. It is often difficult to engage students in an open discussion, especially with strangers and when time is limited. However, the exercise was worthwhile, both from the perspective of content – the data collected – and process – demonstrating to students that someone was listening to them, that their opinion mattered.

Teachers & School Staff

Data were collected from individual teachers and other school staff by means of two questionnaires, each provided in English or French. Generally, questionnaires were distributed at a staff meeting that also served as a forum to present information about the Review and answer questions. At the time of writing, we have collected data from 212 teachers in all nine schools and 41 other staff members from seven schools.

²⁰ See sections 6.4, Part 2, and 12.2.3, Part 4, Monitoring and Evaluation, at the school and board levels respectively.

²¹ See chapter 3, Student Results, Part 2, and the supplementary data tables in Appendix C, starting on page 43.

Both questionnaires included open-ended questions where respondents could briefly describe the strengths and weaknesses of their school. Respondents were also asked to indicate their level of agreement with a series of statements about the school (e.g. “This school challenges students to do their best.”), and, for teachers, the extent to which a series of statements described their students (e.g. “My students are motivated to succeed.”).

Focus Groups	Number
Kdg to Grade 3 (Cree)	7
Grades 4-6 (English)	10
Grades 4-6 (French)	7
Secondary (English)	8
Secondary (French)	8
Cree language and culture (Gr 4-Sec)	11

In addition, six focus groups were held during the Educational Symposium in Montréal with 51 teachers from a cross section of schools. These groups enabled us to probe various issues such as the appropriateness of the curriculum and the level and quality of support they received from Education Services.

Classroom Observations

A total of 50 classes were observed at all levels and languages of instruction (Cree, English and French), using a structured observation protocol.²² Some teachers objected to our presence, causing the Supervisor of Schools to send a reminder to every school that their participation in the Review was required. Teachers were given prior notice of our visit and the observers did not interact with students during the class.

Type of Group	Number
Kdg to Grade 3 (Cree)	12
Grades 4-6 (English)	12
Grades 4-6 (French)	6
Secondary (English)	18
Secondary (French)	2

Given the tight schedule for collecting data in schools, the classes were selected ahead of time by the principal. We informed them that we wished to observe a cross-section of classes, not just the best ones, at different levels of instruction (K-3, 4-6 and secondary I-V), different subject areas and languages of instruction. We acknowledge the limitation created by this method and the likelihood that they would select classes that would show the school in a better light. Having now collected and analyzed the data,²³ we can say that we have seen a range of classes but cannot state that the classes observed provide a representative sample of all classrooms in the CSB.

The observations were not extensive enough to provide a detailed evaluation of classroom instruction; however, they did provide insights into what was happening – and not happening – in a range of teaching situations. In each case, the observer completed a rating scale about the instruction he or she had observed.

Administrators & Commissioners

Interviews were conducted with a total of 32 principals, vice-principals, CEAs and commissioners, using protocols prepared for each, whose guiding questions had been provided to participants in advance. Virtually every interview began with a question about the CSB mission (see p. 25), and ended with the following question about the promise of the Review:

Interviewees	Number
Principal	8
Vice-Principal	11
CEA	8
Commissioner	5

- This Educational Review is meant to lead to **action** to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

²² A copy of this protocol can be found in Appendix E.

²³ See supplementary data tables in Appendix C, page 68.

In between, we explored a range of performance themes. For example, we asked administrators how they were held accountable for the performance of their roles and responsibilities and how the Board supported them. We asked commissioners how effective they thought their school was at reaching out to parents and the community.

These interviews also provided an opportunity to collect various documents such as the school budget and report cards (blank forms). In addition, each school was asked to complete a brief 'profile' outlining the number of students and staff and other key characteristics about the school. At the time of writing, we have obtained profiles from 6 schools.

Parents & Community Members

At the start of the data collection process, we planned to use community radio to reach out to parents and community members. This approach was not successful and was abandoned in favour of an open meeting of the School Committee.²⁴ In addition, wherever possible, we held a focus group with elders and interviewed the education representative on the Band Council.

Type of Activity	Number	
	Groups	Participants
Community Radio Forum	3	
Open Meeting, School Committee	6	55
Focus Group for Elders	6	46
Band Council Education Rep		3

The radio forum, the open meeting and the focus group were designed to solicit opinions of community members on the major performance themes dealing with schools, notably the CSB mission, student results, school support for learning and parental and community involvement. The interview with the education representative on the Band Council also dealt with these themes, but with an emphasis on community context and the linkages between the school and community agencies such as the Band Council, Social Services, etc.

²⁴ Community radio was used in Whapmagoostui, Chisasibi and Eastmain. Open School Committee meetings were held in Chisasibi, Wemindji, Nemaska, Ouje-Bougoumou and Mistissini. In addition, two School Committee Chairpersons were interviewed, one before the introduction of focus groups for School Committee members (see below, p. 28), and one in a school where no meeting could be convened.

Continuing Education Centres

According to our original plan, the collection of data from adult education centres were to be collected by means of a brief interview (Int) with the consultant responsible for the centre,²⁵ and two questionnaires (Q), one administered to students, the other to staff. Data collection from the Sabtuan Regional Vocational Training Centre [SRVTC], located in Waswanipi, was analogous to the process described above for schools, including an interview with the Director and Consultant, observation of instruction in one class, one focus group with students and a questionnaire for staff. In addition, other data on student results were collected from the Continuing Education Department.

Activity	Number	
	Centres	Participants
Consultants (Int)	8	6
Students (Q)	9	107
Students (FG)	1	18
Class Observation	1	
Staff (Q)	9	30

The interviews with the consultants dealt with a range of performance themes, especially centre support for adult learning and the support provided to the centre by Continuing Education and other administrative service units of the Board. The questionnaire for students comprised three open-ended questions asking respondents to (1) briefly describe how the centre helped them achieve their goals, (2) identify any barriers that got in their way and (3) suggest any improvements that could be made to the centre. In addition to two open-ended questions, staff respondents were asked to indicate their level of agreement with a series of statements about the centre (e.g. "The centre provides appropriate leadership to support teaching and learning.").

Post-Secondary Education Offices

Although the CSB does not offer instruction at the post-secondary level, it does provide support to students at this level through two offices, located in Montréal and Gatineau. Interviews were conducted using the protocols prepared for each, whose guiding questions had been provided to participants in advance. Each focus group was guided by a common protocol.

Type of Activity	Number	
	Montréal	Gatineau
Director (Int)	1	
Guidance Counsellor (Int)	1	1
Other staff (Q)	4	1
Students (Focus Group)	2	0

The interview protocol for the Director was quite comprehensive and included requests for data on student access to post-secondary education as well as success in various programs.

The interview questions for both the Director and the Guidance Counsellors covered a range of performance themes, for example, services provided to students, linkages with post-secondary institutions and post-secondary policies. The focus group for students addressed these same themes from a beneficiary perspective. The staff questionnaire consisted of open-ended questions about the strengths and weaknesses of the Post-Secondary Office.

²⁵ Three consultants are each responsible for two centres, while three others are each responsible for a single centre. The consultant responsible for the centres in Whapmagoostui and Chisasibi was unavoidably absent when we visited these centres; attempts to reschedule the interview or obtain input in writing were not successful.

School Board

Our plan for the other service units of the CSB provided for a range of interviews and questionnaires, as well as the collection of documents and records.²⁶ Interviews were conducted using the protocols prepared for each, whose guiding questions had been provided to participants in advance. The complexity of these protocols varied but all were designed to complement the collection of data from the schools and centres that the service units are meant to support.

Participants	Number
Chairperson (Int)	1
Director General (Int)	1
Secretary General (Int)	1
Supervisor of Schools (Int)	1
Assistant Supervisor (Int)	1
Directors (Int)	5
Coordinators (Int)	11
Education Consultants (Q)	4
All other Board staff (Q)	17

Thus, for example, Education Consultants were asked to specify the services they provide to individual schools; various Directors were asked how effective the Board was at supporting learning through the management and allocation of resources. The protocols for the Supervisor of Schools and the Director of Education Services recognized their respective line and staff functions while the protocol for the Director of Continuing Education recognized that this department exercises both of these functions.

Data collection at the Board level also sought various documents and records. At the time of writing, much documentary data have been collected but there are serious gaps, notably with respect to Human Resources.

Other Sources of Data

Finally, we obtained data from other documents and interviews, notably the Grand Chief of the Crees, representatives of the Cree Regional Authority,²⁷ the former Assistant Deputy Minister of Education, the ministry representative on the Management Negotiating Committee for the Cree School Board [CPNCSC], the President of the Northern Quebec Teaching Association and the legal counsel of the CSB.

Data Analysis

Student Results

The inquiry into student results consisted of the analysis of both quantitative and qualitative data as described below for attendance, graduation, curricular courses and standardized tests.

Attendance

All data on attendance were extracted from the annual attendance reports of the Cree School Board.²⁸ These reports were supplied in pdf format so we created our own data tables in a spreadsheet. The reports contained an inordinate amount of detail; we decided to focus our treatment of attendance to three issues: average attendance per student; the reasons for absences and the level of drop outs in each school. Details about the methodology used for each of this issues can be found in the footnotes that accompany the data tables on attendance contained in Appendix C, starting on page 43.

²⁶ The other members of the Council of Commissioners and the Executive Committee were included in the collection of data at the community level (see p. 27).

²⁷ These included the Director General, the Director of the Youth Department and the Director of the Cree Human Resource Development [CHRD].

²⁸ These reports are compiled by Gérard Poulin, Consultation Pédagogique GP (see Youth Education in Documentary Evidence, Appendix A).

Graduation

The analysis of graduate rates began with data published by MELS.²⁹ We confined our analysis of these data to the overall rates for the entire system (public school boards) and the school boards in the territory of or adjacent to the CSB: Baie-James and Kativik. We also analyzed data regarding the number of graduates in each CSB school over the past 14 years. Details about the methodology used for these analyses can be found in the footnotes that accompany the data tables on graduation contained in Appendix C, starting on page 47.

Curricular Courses

The analysis of student learning in relation to courses of study included in the curriculum was limited to 32 secondary subjects at the secondary IV and V levels. Comparative analysis of CSB results were made using published Ministry data.³⁰ The analysis focused primarily on average marks obtained in the course considered and the 'success rates' in these courses (i.e. the percentage of students who passed). Details about the methodology used for these analyses can be found in the footnotes that accompany the data tables on curricular courses contained in Appendix C, starting on page 49.

Standardized Tests

The analysis of standardized test data was limited to the criterion-referenced results from basic battery (reading, language and math) of the third edition of the Canadian Achievement Tests for three groups: grade 6 English; grade 6 French and grade 9 English, for the past four years: 2003-04 to 2006-07. Details about the methodology used for these analyses can be found in the footnotes that accompany the data tables on standardized tests contained in Appendix C, starting on page 59.

Observational Data

As noted earlier, classroom instruction was observed by three members of the evaluation team using a structured observation protocol.³¹ Field notes were taken during each observation and subsequently transcribed to provide a written record of each classroom visit. These transcripts were used to review classroom instruction. At the conclusion of each visit, the evaluator completed a rating scale of the instruction observed. These ratings were entered on a spreadsheet and analyzed using simple descriptive statistical functions. Details about the methodology used for this part of the analyses can be found in the footnotes that accompany the data tables on classroom observations contained in Appendix C, starting on page 68.

Questionnaire Data

Questionnaires were offered to all staff members in schools, centres and board offices who were not interviewed, as well as to adult students. The produced both quantitative and qualitative data. The questionnaires for teachers and other school staff consisted of two parts: a series of statements with categorical responses (quantitative data) and a set of open-ended questions (qualitative data). The questionnaires for education consultants were directed toward activities in support of individual schools but also open-ended (qualitative data). All other questionnaires consisted were open-ended questions soliciting opinions from stakeholders (qualitative data).

The quantitative data were entered on a spreadsheet and analyzed using simple descriptive statistical functions. Details about the methodology used for this part of the analyses can be found in the footnotes that accompany the data tables on questionnaire data contained in

²⁹ See Youth Education in Documentary Evidence, Appendix A.

³⁰ See Youth Education in Documentary Evidence, Appendix A.

³¹ See discussion of classroom instruction in Appendix B, page 27.

Appendix C, starting on page 69. The qualitative data were transcribed using forms created for this purpose and analyzed using standard techniques for content analysis of such data.

Interview & Focus Group Data

The bulk of the qualitative data came from 75 interviews and 51 focus groups. These sessions were recorded and then transcribed verbatim. The transcriptions were then coded to identify passages that related to the themes of the analysis, as listed below in Exhibit X. These same themes, as defined previously in Exhibit B-3 (p. 13), were used to structure the interviews and focus groups, which greatly facilitated the coding of the data.³² Once all the data were coded, separate data reports were generated for each thematic code, which were then analyzed using standard techniques for content analysis of such data.

Exhibit B-5: Coding of Data by Theme

Schools	
A Student Results (Youth)	
A1: Student Engagement (Youth)	
A2: Curricular Learning (Youth)	
A3: Social & Personal Learning (Youth)	
B Classroom Instruction (Youth)	
B1: Curriculum (Youth)	
B2: Teaching (Youth)	
B3: Instructional Resources (Youth)	
C Student Services (Youth)	
C1: Special Education (Youth)	
C2: Guidance & Other Student Services (Youth)	
C3: Extra-Curricular Activities (Youth)	
D School Support for Learning	
D1: School culture & Organization	
D2: School Leadership & Strategic Planning	
D3: Allocation & Management of Human Resources (School)	
D4: Allocation & Management of Funds & Other Resources (School)	
E Home & Community Support for Learning	
E1: Parental & Community Involvement	
E2: School Linkages to Outside Bodies	
Centres	
F Student Results (Adults)	
F1: Student Engagement (Adults)	
F2: Curricular Learning (Adults)	
F3: Employment	
G Training & Other Services	
G1: Curriculum (Adults)	
G2: Teaching (Adults)	
G3: Instructional Resources (Adults)	
G4: Student Services (Adults)	
H Centre Support for Learning	
H1: Centre Climate & Organization	
H2: Centre Leadership & Strategic Planning	
H3: Allocation & Management of Human Resources (Centre)	
H4: Allocation & Management of Funds & Other Resources (Centre)	
H5: Centre Linkages to Outside Bodies	

³² Facsimiles of all interview and focus group protocols can be found in Appendix E. The coding was done using software specifically designed for this purpose.

Post-Secondary Offices**I Student Results**

- I1: Access to Post-Secondary Education
- I2: Success in Post-Secondary Education

J Student Services

- J1: Financial Assistance (Post-Sec)
- J2: Counselling & Other Student Services (Post-Sec)
- J3: Linkages to Post-Secondary Institutions
- J4: Post-Sec Policies, Leadership & Management

School Board**K School Board Support for Learning**

- K1: School Board Organizational Culture
- K2: School Board Strategic Direction
- K3: School Board Structures & Systems
- K4: Educational Services
- K5: Continuing Education
- K6: Human Resources (School Board)
- K7: Financial Resources (School Board)
- K8: Material Resources (School Board)
- K9: Information Technologies (School Board)
- K10: School Board External Linkages

Mission & Context**L Mission**

- L1: Guiding Values of Mission
- L2: Clarity of Purpose of Mission

M Context

- M1: Administrative & Legal Framework
- M2: Stakeholders (Context)
- M3: Education System (Context)
- M4: Other Contextual Features

APPENDIX C: SUPPLEMENTARY DATA

Documentary Evidence

The following provides a list of all primary source documents considered in the evaluation as evidence regarding the performance and capacity of the CSB, its mission and context. Other materials consulted, but not considered as evidence, may be found in the Reference List in the main body of the report.

General

Context & Mission³³

Legislation

- Act Respecting the Cree Regional Authority*, R.S.Q., c. A-6.1.
- Act Respecting the Conditions of Employment in the Public Sector*, S.Q., 2005, c. 43.
- Act Respecting the Process of Negotiation of Collective Agreements in the Public and Parapublic Sectors*, R.S.Q., c. R-8.2.
- Agreement Concerning a New Relationship (Paix des braves) Between le gouvernement du Québec and the Crees of Québec*. 24 August, 2004. Retrieved from <http://www.gcc.ca/>
- Canadian Charter of Rights and Freedoms*, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (U.K.), 1982, c. 11.
- Charter of Human Rights and Freedoms*, R.S.Q. c. C-12.
- Constitution Act, 1867* (U.K.), 30 & 31 Vict., c. 3 (formerly the *British North America Act, 1867*).
- Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (U.K.), 1982, c. 11.
- Cree-Neskapi Commission. (2006). *Tenth biennial report*. Ottawa: Author. Retrieved from <http://www.creenaskapicommission.net/>
- Education Act*. R.S.Q. c. I-13.3.
- Basic School Regulation for Preschool, Elementary and Secondary Education*, R. 3.1

Other

- Awashish, P. (n.d.) *Eeyou control of Eeyou Chiskotamachaoun: Milestones of the Cree School Board*. Mistissini QC: Cree School Board.
- Bobbish-Salt, L. (1990). *James Bay Cree language commission study*. Chisasibi: James Bay Cree Cultural Education Centre.
- Bobet, E. (2007, August). *Health statistics for children and youth in Iiyuu Aschii*. Report prepared for the Public Health Department, Cree Board of Health and Social Services of James Bay.
- Grand Council of the Crees, Cree Regional Authority. (2007). *Annual report: 2006-07*. Nemaska QC: Cree Regional Authority.
- Mianscum, H. (1999). *Report on community consultation on organizational and administrative review of the Cree School Board*. Unpublished document. [Reprinted in Appendix D of this report.]
- Ministère de l'Éducation du Québec. (1997a). *A new direction for success*. Québec: Author.
- Ministère de l'Éducation du Québec. (1997b). *Québec schools on course: Educational policy statement*. Québec: Author.
- Ministère de l'Éducation du Québec. (1999). *Adapting our schools to the needs of all students* (Policy on special education). Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>

³³ Documents from the legal and administrative framework directly governing the operation of the CSB are included under Governance and Administration, Human Resources and Financial Resources as appropriate.

- Ministère de l'Éducation du Québec. (2002a). *Learning throughout life: Government policy on adult education and continuing education and training*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2002b). *Learning throughout life: Action plan for adult education and continuing education and training*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2003a). *Policy on the evaluation of learning*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2003b). *Québec education program: Preschool education, elementary education*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2004). *Québec education program: Secondary school education, cycle one*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Loisir et du Sport. (2006). *Organization of educational services for at-risk students and students with handicaps, social maladjustments or learning difficulties*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Loisir et du Sport. (2006). *Reception, referral, counselling and support services in the school boards: General framework*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Loisir et du Sport. (2006). *Renewing the local framework for the evaluation of learning*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Proposed Agreement Concerning a New Relationship Between the Government of Canada and the Cree of Eeyou Istchee* (10 July, 2007). Consolidation of final draft agreement. Ottawa: Government of Canada. Retrieved from <http://www.gcc.ca/>
- Provisions Binding the Employer Bargaining Committee for English-language School Boards (CPNCA) and the Quebec Provincial Association of Teachers (QPAT)* (in accordance with the provisions of the *Act Respecting the Conditions of Employment in the Public Sector*).
- Summary report of the Cree Language and Culture Conference*. (1998). Chisasibi QC: Cree School Board, Cree Programs.
- United Nations Declaration on the Rights of Indigenous Peoples*. [To be completed]

Youth Education

Ministry Documents

- Ministère de l'Éducation du Québec, Direction de la sanction des études. (1997). *Results on the June 1996 uniform ministry examinations by school board and private school and graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec, Direction de la sanction des études. (1998). *Results on the June 1997 uniform ministry examinations by school board and private school and graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec, Direction de la sanction des études. (1999). *Results on the June 1998 uniform ministry examinations by educational institution for the public and private school systems and by graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec, Direction de la sanction des études. (2000). *Results on the June 1999 uniform ministry examinations by educational institution for the public and private school systems and by graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec, Direction de la sanction des études. (2001). *Results on the June 2000 uniform ministry examinations by school board and by educational institution for the public and private school systems and graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec, Direction de la sanction des études. (2002). *Results on the June 2001 uniform ministry examinations by school board and by educational institution for the public and private school systems and graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>

- Ministère de l'Éducation du Québec, Direction de la sanction des études. (2003). *Results on the June 2002 uniform ministry examinations by school board and by educational institution for the public and private school systems and graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation, Direction de la sanction des études. (2004). *Results on the June 2003 uniform ministry examinations and graduation rates*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études. (2005). *Results on the June 2004 uniform ministry examinations and graduation rates*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études. (2006). *Results on the June 2005 uniform ministry examinations and graduation rates*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études. (2007). *Results on the June 2006 uniform ministry examinations and graduation rates*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>

Board Policies

- ADM-03: *Administrative Policy and Procedures on the Harmonization of the Youth Sector and the Adult Sector*, January 1, 2006.
- EDU-01a: *Administrative Policy and Procedures on Boarding Homes*, January 1, 2006.
- EDU-01b: *Administrative Policy and Procedures on Local Education Assistance Program*, July 1, 2004.
- EDU-01c: *Administrative Policy and Procedures on Inter-Community Elite, Athletic and Sports Program*, July 1, 2004.
- EDU-01d: *Administrative Policy and Procedures on Inter-Community Schooling Program*, July 1, 2004, as am. March 9, 2006.
- EDU-01e: *Administrative Policy and Procedures on Off-Community Leagues and Institutions of Athletic and Sports Programs*, July 1, 2004.
- EDU-01f: *Administrative Policy and Procedures on Off-Community Elementary and Secondary Education*, July 1, 2004.
- EDU-01g: *Administrative Policy and Procedures on Private Secondary Education Program*, July 1, 2004.
- EDU-02: *Administrative Policy and Procedures on Safe Schools*, March 2, 2005.
- EDU-03: *Administrative Policy and Procedures on Teacher Training Program*, n.d.
- EDU-04: *Administrative Policy and Procedures on Field Trips and Excursions*, n.d.
- EDU-05: *Administrative Policy and Procedures on Secondary V Orientation Trips*, n.d.
- EDU-06: *Administrative Policy and Procedures on School calendars*, July 1, 2006.
- EDU-07: *Administrative Policy and Procedures on Special Education*, January 1, 2006.
- EDU-08: *Administrative Policy and Procedures on Summer School*, January 1, 2006.
- EDU-09: *Administrative Policy and Procedures on Promotion of Students*, January 1, 2006.
- EDU-10: *Administrative Policy and Procedures on Student Attendance*, January 1, 2006.
- EDU-11: *Administrative Policy and Procedures on Suspensions and Expulsions of Students*, March 13, 2007.
- EDU-12: *Administrative Policy and Procedures on Transfer of Youth Sector Students*, September 13, 2006.
- EDU-13: *Administrative Policy and Procedures on Student Evaluation*, January 1, 2006.

Other

- Badabin Eeyou School. (2007). *Education plan: 2007-08*. Whapmagoostui QC: Author.
- Bellemare, M.-I. (May, 2007). *Rapport de classe: Projet pilote en français pré-maternelle/maternelle : 2003-04, 2004-05*. Mistissini QC: Voyageur Memorial School.
- Burnaby, B., Faries, E. Côté, J. & McAlpine, L. (May, 1994). *Cree language of instruction grade one program: Report of external evaluators*. Report prepared for the Council of Commissioners of the Cree School Board.
- Collier, J.J. (May, 2006). *Pre-kindergarten immersion-English pilot program*. Mistissini QC: Voyageur Memorial School.
- Côté, J. & Fietz, O. (June, 1995). *External evaluation report on the Cree grade two pilot program*. Report prepared for the Council of Commissioners of the Cree School Board.

- Cree School Board. (n.d.). *Cree School Board reform: Summary of action plans*. Mistissini QC: Author.
- Cree School Board. (n.d.). *Negotiations 2004*. Mistissini QC: Author.
- Cree School Board. (2007). *Education Assembly 2007* (Report). Mistissini QC: Author.
- Cree School Board, Education Services. (2003). *Negotiations: 2003-09*. Chisasibi QC: Author.
- Cree School Board, Instructional Services. (2000). *Parent handbook*. Chisasibi QC: Author.
- Cree School Board, Instructional Services. (2001). *Teacher handbook*. Chisasibi QC: Author.
- Cree School Board, Instructional Services. (2007, January). *Time-subject allocations*. Unpublished survey prepared for the Cree School Board.
- Cree School Board, Instructional Services. (2008). *Teacher handbook* (Draft). Chisasibi QC: Author.
- Cree School Board, Office of the Secretary General. (2001). *School committee manual*. Mistissini QC: Author.
- Cree School Board, Office of the Supervisor of Schools (March, 2001). *Principal's administrative manual* (Working Document). Mistissini QC: Author.
- Cree School Board, Special Education Services. (Sep, 2006). *Special education procedures & resources*. Chisasibi QC: Author.
- Faries, E. & Pashagumskum, S. (2002). *A history of Quebec and Canada*. Chisasibi QC: Cree School Board, Instructional Services.
- Frenette, A. & MacNeil, J. (2006). *Cree School Board teacher induction program*. Unpublished document prepared for the Cree School Board.
- Henry, J. & Cormier, J. (Feb, 2004). *Regional educational project*. Working document prepared for the Cree School Board. Montréal: DISCAS. [Reprinted in Appendix D of this report.]
- Instructional Services Department. (2007, January). *Time-subject allocations*. Unpublished document obtained from the Cree School Board.
- James Bay Eeyou School. (2007). *Local educational plan: 2007-08*. Chisasibi QC: Author.
- Laird, J. (Nov, 2007). *Instructional Services: Who are and what we do*. Document prepared for the Cree School Board Educational Review: 2007-08.
- Lavoie, D. (June, 2001). *External evaluation report Cree as language of instruction focus: Grade three second language instruction*. Report prepared for the Council of Commissioners of the Cree School Board.
- Lapointe, L. (Juin, 2005a). *Rapport d'évaluation des élèves de l'école Voyageur Memorial :Évaluations individuelles*. Préparé pour le Comité des parents de l'école Voyageur Memorial.
- Lapointe, L. (Juin, 2005b). *Rapport d'évaluation des élèves de l'école Voyageur Memorial :Analyse des résultats et recommandations*. Préparé pour le Comité des parents de l'école Voyageur Memorial.
- Lavoie, F. (n.d.). *Guide de planification annuelle en français et mathématiques : 1ère année secteur français : 2006-07*. Mistissini QC: Voyageur Memorial School.
- Lavoie, F. (Mai, 2007). *Rapport d'une évaluation comparative entre la classe pilote de 2e année et les deux autres groupes de 2e année du secteur français*. Mistissini QC: Voyageur Memorial School.
- Luke Mettaweskum School. (2007a). *Local education plan: 2007-08*. Nemaska QC: Author.
- Luke Mettaweskum School. (2007b). *Parent's handbook*. Nemaska QC: Author.
- MacNeil, J. (2004). *Cree as a language of instruction program (CLIP) survey report*. Presentation document prepared for Cree Programs.
- Maquatua Eeyou School. (2007). *Local education plan and budget: 2007-08*. Wemindji QC: Author.
- Quinn, K. & Forward, G. (May, 2007). *Report on kindergarten English pilot project*. Mistissini QC: Voyageur Memorial School.
- Poulin, G. (2001). *2000-01 yearly reports: Attendance, transfers, departures*. Unpublished document obtained from the Cree School Board.
- Poulin, G. (2002). *2001-02 yearly report: Attendance, absenteeism, transfers, departures, dropouts*. Unpublished document obtained from the Cree School Board.
- Poulin, G. (2003). *2002-03 yearly report: Attendance, absenteeism, transfers, departures, dropouts*. Unpublished document obtained from the Cree School Board.
- Poulin, G. (2004). *2003-04 yearly reports: Attendance, absenteeism, transfers, departures, dropouts*. Unpublished document obtained from the Cree School Board.
- Poulin, G. (2005). *2004-05 yearly reports: Attendance, absenteeism, transfers, departures, dropouts*. Unpublished document obtained from the Cree School Board.

- Poulin, G. (2006). *2005-06 yearly reports: Attendance, absenteeism, transfers, departures, dropouts*. Unpublished document obtained from the Cree School Board.
- Poulin, G. (2007). *2006-07 yearly reports: Attendance, absenteeism, transfers, departures, dropouts*. Unpublished document obtained from the Cree School Board.
- Roy, F. (May, 2007). *Report on the French and English pilot projects*. Mistissini QC: Voyageur Memorial School.
- Voyageur Memorial School. (2007). *Local education plan: 2007-08*. Mistissini QC: Author.
- Waapihtiiwewan School. (n.d.). *Teacher's handbook*. Ouje-Bougoumou QC: Author.
- Waapihtiiwewan School. (2007). *Local education plan: 2007-08*. Ouje-Bougoumou QC: Author.
- Wabannutao Eeyou School. (2007). *Local education plan: 2007-08*. Eastmain QC: Author.
- Wiinibeku Eeyou School. (2007). *Local education plan: 2007-08*. Waskaganish QC: Author.
- Willie J. HappyJack Memorial School. (2007). *Local education plan: 2007-08*. Waswanipi QC: Author.

Adult Education

Board Policies

- CED-01: *Administrative Policy and Procedures on Criteria of Eligibility of Adult Students to the Sabtuan Regional Vocational Training Centre*, September 14, 2005.
- CED-02: *Code of Conduct for Sabtuan Continuing Education and Sabtuan Regional Vocational Training Centre Students*, September 14, 2005.
- CED-03: *Regulations - Sabtuan Regional Vocational Training Centre Students' Residence*, September 14, 2005.
- CED-04: *Administrative Policy and Procedures on Sabtuan Regional Vocational Training Centre Student Assistance Program*, September 14, 2005.
- PSS-00: *Administrative Policy and Procedures on the Implementation of the JBNQA Section 3.2.7*, March 7, 2003.
- PSS-01: *Administrative Policy and Procedures on Private Post Secondary Institutions*, March 3, 2005.
- PSS-02: *Administrative Policy and Procedures on Eligibility to Post-Secondary Student Services*, July 7, 2007.
- PSS-03: *Administrative Policy and Procedures on Eligibility to Off-Community Adult Secondary Level Program*, July 1, 2006.
- PSS-04: *Administrative Policy and Procedures on Travel for Students of Post Secondary Student Services*, December 14, 2006.
- PSS-05: *Administrative Policy and Procedures on Tutoring Assistance for Students of Post Secondary Student Services*, January 1, 2007.
- PSS-06: *Administrative Policy and Procedures on Tutoring Assistance for Dependents of PSSS Students*, January 1, 2007.
- PSS-07: *Administrative Policy and Procedures on Moving for Students of Post Secondary Student Services*, July 1, 2007.
- PSS-08: *Administrative Policy and Procedures on Computer Subsidy for PSSS Students*, July 1, 2007.

Other

- Post-Secondary Education. (n.d.). *Post-secondary student services: 1998-2007*. Unpublished presentation data.
- Post Secondary Education Office. (2004, April). *2002-03 statistical profile post secondary student services*. Unpublished document prepared for the Council of Commissioners of the Cree School Board.
- Post Secondary Education Office. (2005, May). *2003-04 statistical profile post secondary student services*. Unpublished document prepared for the Council of Commissioners of the Cree School Board.
- Post Secondary Education Office. (2005, November). *2004-05 statistical profile post secondary student services*. Unpublished document prepared for the Council of Commissioners of the Cree School Board.
- Econotec. (2007, October). *Sabtuan clientele study: 1994-2006* (Preliminary report). Unpublished document obtained from the Cree School Board.

Sabtuan Continuing Education. (n.d.). *Action plan: 2005-06*. Unpublished presentation document.

Sabtuan Continuing Education. (n.d.). *Budget and personnel plan: 2007-08*. Unpublished presentation document.

Sabtuan Continuing Education. (2007, June). *Preparatory services for post-secondary education* (Position paper). Unpublished presentation document.

Sabtuan Continuing Education. (n.d.). *Evaluation of organizational options* (Response to Organizational Review). Unpublished presentation document.

Governance & General Administration

Legislation

Education Act for Cree, Inuit and Naskapi Native Persons, R.S.Q. c. I-14.

Cree School Board (Election of Commissioners) Regulation, R. 11.1

James Bay and Northern Québec Agreement and Complementary Agreements (2006 Ed.). Québec: Publications Québec.

Annual Reports

Cree School Board. (1994). *Annual report 1994*. Mistissini QC: Author.

Cree School Board. (1995). *Annual report 1995*. Mistissini QC: Author.

Cree School Board. (1996). *Annual report 1995*. Mistissini QC: Author.

Cree School Board. (2001). *Annual report 2001*. Mistissini QC: Author.

Cree School Board. (2004). *Annual report 2004*. Mistissini QC: Author.

Cree School Board. (2005). *Annual report 2005*. Mistissini QC: Author.

Cree School Board. (2006). *Annual report 2006*. Mistissini QC: Author.

Cree School Board. (2007). *Annual report 2006-07*. Mistissini QC: Author.

Other

Cheechoo, M. & Cheechoo, C.A. (Sep, 2007). *Final report on parenting workshops*. Presentation made to the Council of Commissioners of the Cree School Board, Nemaska QC.

Cree School Board, Management Group Sub-Committee. (Oct, 2004). *Cree School Board 3-year plan* (including 2004-07 financial reallocations). Mistissini QC: Author.

Cree School Board, Management Group Sub-Committee. (Nov, 2006). *Report on the 3-year budget reallocation plan*. Mistissini QC: Author.

Magnus, P. (May, 2007). *Working on and with boards: How do governing boards sharpen their processes?* Handout for a working session of the Council of Commissioners of the Cree School Board, Montréal.

Magnus, P. (May, 2008). *Governance that transforms empowering boards*. Handout for a working session of the Council of Commissioners of the Cree School Board, Ottawa.

Nelson, J. (2007). *Cree School Board Strategic Planning Summary Report*. Toronto: ICA Associates.

Oliver Wyman. (June, 2007). *Cree School Board Organizational Review: Diagnostic Report*. Presentation for the Council of Commissioners of the Cree School Board.

Oliver Wyman. (October, 2007). *Cree School Board Organizational Review: Organizational Options Report* (Working Draft). Presentation for the Council of Commissioners of the Cree School Board.

Oliver Wyman. (January, 2008). *Cree School Board Organizational Review*. Meeting with community administrators and school principals, Montréal.

Oliver Wyman. (February, 2008). *Cree School Board Organizational Review*. Planning Meeting with the Steering Committee, Montréal.

Human Resources

Ministère de l'Éducation, Direction générale des relations du travail. (2002). *Generic job descriptions : Management staff of school boards*. Québec : Author.

Dispositions liant le Comité patronal de négociation pour la Commission scolaire Crie (CPNCSC) et la Centrale des syndicats du Québec (CSQ) pour le compte de l' Association de l'enseignement du Nouveau-Québec (AENQ), représentée par son agente négociatrice, la Fédération du personnel de soutien scolaire (FPSS): 2005-2010. Adopté en application des dispositions de la Loi concernant les conditions de travail dans le secteur public (L.Q., 2005, c. 43).

Provisions Binding the Management Negotiating Committee for the Cree School Board (CPNCSC) and the Centrale des syndicats du Québec (CSQ) on behalf of the Association de l'enseignement du Nouveau-Québec (AENQ): 2005-2010. Adopted in accordance with the Act Respecting Conditions of Employment in the Public Sector, S.Q., 2005, c. 43.

Financial Resources

Finance Department. (n.d.). *CSB funding rules*. Unpublished presentation document.

Finance Department. (n.d.). *Notes respecting reorganization plan*. Unpublished document.

Funding Agreement (2006-54) between the Niskamoon Corporation (Hydro-Québec) and the Cree School Board: 2006-07, 16 March, 2007.

Indian and Northern Affairs Canada. (2007, March). *Financial Allocations 2007-08: New Paths for Education Program*. Unpublished document obtained from the Cree School Board.

Ministère de l'Éducation, Direction Générale du Financement et de l'équipement. (2004). *Commission scolaire Crie : Règles d'allocation des subventions de fonctionnement et d'investissements pour les années scolaires 2004-2005 à 2008-2009* (Éléments de référence aux fins de l'approbation du budget). Québec : Author.

Pratte, Bélanger Charter Accountants. (June, 2007). *Cree School Board Management Letter* (Communication to Council of Commissioners). Montréal: Author.

Material Resources

Blacksmith, R., Gauthier,L.-M. & Bouchard, M. (2007, May). *Consultation tour 2007 report*. Unpublished document obtained from the Cree School Board.

Material Resources Department. (2006, October). *Future school projects, housing requirements & related facilities study*. Unpublished presentation document.

Painchaud, E. & Gauthier,L.-M. (2007, June). *Consultation tour 2007: Grille d'analyse et résolution de problème*. Unpublished document obtained from the Cree School Board.

Youth Education

Schools

Exhibit C-1 provides a portrait of the student population of each school by language and level of instruction. These data should be considered as indicative, not definitive, as they were supplied by each individual school and not from official board data, which we were unable to obtain.

Exhibit C-1: Student Population: 2007-08

School	Total			Cree	English			French		
	Elem	Sec	All	Elem	Elem	Sec	All	Elem	Sec	All
S01	150	120	270	116	34	120	154	0	0	0
S02	641	399	1040	337	142	265	407	162	134	296
S03	201	138	339	110	91	138	229	0	0	0
S04	104	94	198	59	30	71	101	15	23	38
S05	88	71	159	36	29	43	72	23	28	51
S06	330	217	547	197	66	122	188	67	95	162
S07*	451	212	663	18	252	154	406	181	58	239
S08	78	49	127	24	43	47	90	11	2	13
S09	291	123	414	108	183	123	306	0	0	0
All	2334	1423	3757	1005	870	1083	1953	459	340	799

School	Total			Cree	English			French		
	Elem	Sec	All	Elem	Elem	Sec	All	Elem	Sec	All
S01	4.0%	3.2%	7.2%	3.1%	0.9%	3.2%	4.1%	0.0%	0.0%	0.0%
S02	17.1%	10.6%	27.7%	9.0%	3.8%	7.1%	10.8%	4.3%	3.6%	7.9%
S03	5.4%	3.7%	9.0%	2.9%	2.4%	3.7%	6.1%	0.0%	0.0%	0.0%
S04	2.8%	2.5%	5.3%	1.6%	0.8%	1.9%	2.7%	0.4%	0.6%	1.0%
S05	2.3%	1.9%	4.2%	1.0%	0.8%	1.1%	1.9%	0.6%	0.7%	1.4%
S06	8.8%	5.8%	14.6%	5.2%	1.8%	3.2%	5.0%	1.8%	2.5%	4.3%
S07*	12.0%	5.6%	17.6%	0.5%	6.7%	4.1%	10.8%	4.8%	1.5%	6.4%
S08	2.1%	1.3%	3.4%	0.6%	1.1%	1.3%	2.4%	0.3%	0.1%	0.3%
S09	7.7%	3.3%	11.0%	2.9%	4.9%	3.3%	8.1%	0.0%	0.0%	0.0%
All	62.1%	37.9%	100.0%	26.8%	23.2%	28.8%	52.0%	12.2%	9.0%	21.3%

* K-4 and K-5 in English and French sectors for S07 comprise students in bilingual Cree/English or Cree/French program.

Student Results

Attendance

As explained previously, the data on attendance come from the annual attendance report published by the Board; they should only be considered as *indicative* of student attendance and not an accurate depiction.³⁴ Exhibit C-2 displays the average number of days of attendance per student in each school and for all schools combined, for seven school years: 2000-01 to 2006-07.³⁵ For the first four years (2000-01 to 2003-04), the data displayed are for all levels of instruction only, as a breakdown by level was not available. For the last three years (2004-05 to 2006-07), the data are displayed for all levels of instruction (All), then for kindergarten to grade 3 (K-Gr 3), grades 4 to 6 (Gr 4-6), secondary I to III (Sec 1-3) and secondary IV to V (Sec 4-5).

Exhibit C-2: Average Days of Attendance, 2000-01 to 2006-07

School/ Level	2000-01 to 2003-04				2004-05				
	00-01	01-02	02-03	03-04	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	142	137	131	132	139	142	145	133	127
S02	151	145	145	151	158	156	161	158	158
S03	156	146	157	170	169	171	174	164	164
S04	152	159	157	161	157	168	168	144	138
S05	164	152	161	160	154	161	150	151	146
S06	181	157	159	163	161	165	165	156	146
S07	156	154	146	156	158	163	166	150	142
S08	188	162	159	164	153	165	161	139	117
S09	160	151	156	158	159	164	164	146	146
All	161	153	152	157	158	161	163	152	145

School/ Level	2005-06					2006-07				
	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	136	128	129	151	133	119	145	139	122	122
S02	150	148	149	152	149	138	150	156	144	150
S03	155	155	160	152	147	151	164	158	157	173
S04	148	156	152	148	108	140	160	154	139	136
S05	152	151	153	151	154	156	159	157	172	170
S06	157	157	152	160	159	146	160	162	152	148
S07	146	149	149	141	136	137	160	156	140	142
S08	141	147	148	138	115	148	161	155	160	143
S09	151	146	145	169	153	144	154	152	155	155
All	148	148	148	152	142	142	157	156	147	152

³⁴ A quick perusal of the data in Exhibit C-32 reveals that the average number of days of attendance for all levels of instruction invariably falls outside the ranges displayed for each individual level of instruction. We attempted to ascertain if there was an explanation for this apparent anomaly but none could be provided. For a description of the source of the data, see text surrounding footnote 28.

³⁵ The reports provide the number of days of school and the average number of days of absence. In order to convert these data from a negative display (absence) to a positive one (attendance) we simply subtracted the number of days of absence from the number of days of school.

Exhibit C-3 displays the data in the same pattern described for Exhibit C-2 but as a percentage of 185 days of annual instruction.³⁶

Exhibit C-3: Percentage Attendance, 2000-01 to 2006-07

School/ Level	2000-01 to 2003-04				2004-05				
	00-01	01-02	02-03	03-04	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	77%	74%	71%	71%	75%	77%	78%	72%	69%
S02	82%	78%	78%	82%	85%	84%	87%	85%	85%
S03	84%	79%	85%	92%	91%	92%	94%	89%	89%
S04	82%	86%	85%	87%	85%	91%	91%	78%	75%
S05	89%	82%	87%	86%	83%	87%	81%	82%	79%
S06	98%	85%	86%	88%	87%	89%	89%	84%	79%
S07	84%	83%	79%	84%	85%	88%	90%	81%	77%
S08	102%	88%	86%	89%	83%	89%	87%	75%	63%
S09	86%	82%	84%	85%	86%	89%	89%	79%	79%
All	87%	83%	82%	85%	85%	87%	88%	82%	78%

School/ Level	2005-06					2006-07				
	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	74%	69%	70%	82%	72%	64%	78%	75%	66%	66%
S02	81%	80%	81%	82%	81%	75%	81%	84%	78%	81%
S03	84%	84%	86%	82%	79%	82%	89%	85%	85%	94%
S04	80%	84%	82%	80%	58%	76%	86%	83%	75%	74%
S05	82%	82%	83%	82%	83%	84%	86%	85%	93%	92%
S06	85%	85%	82%	86%	86%	79%	86%	88%	82%	80%
S07	79%	81%	81%	76%	74%	74%	86%	84%	76%	77%
S08	76%	79%	80%	75%	62%	80%	87%	84%	86%	77%
S09	82%	79%	78%	91%	83%	78%	83%	82%	84%	84%
All	80%	80%	80%	82%	77%	77%	85%	84%	79%	82%

The following exhibit displays the percentage breakdown of the reasons reported for student absences in each school and for all schools combined, for seven school years: 2000-01 to 2006-07; in each case, the data are displayed for all levels of instruction combined, showing the percentage of absences for which specific reasons were recorded (Spec) and the percentage for which only general reasons were recorded (Gen).³⁷

³⁶ In order to provide a common basis of comparison we then created a data display that showed attendance as a percentage of a common number of school days (185), the number of days generally offered in Québec. The same caveat regarding the accuracy of the data applies to this exhibit (see explanation in footnote 34).

³⁷ Schools record the reasons for absences using a standardized list. This list provides for sixteen specific reasons (listed below), as well as "Reason A" (authorized absences) and "Other." We decided to focus on the relative number of times that specific reasons were given, compared to the two general reasons. To do so, we combined the percentage provided in the reports for "Reason A" and "Other" and computed the remainder as the percentage of times that specific reasons were given. As the percentage of general reasons tended to predominate, we then looked at any instance where the percentage of specific was high to determine if any particular specific reason stood out.

Specific Reasons: in bush with parents; at clinic or hospital; sick; slept in; no baby sitter; skipping; CSB tournament; school or CSB activities; in school suspension; suspension; out of school appointment; out of school tournament; community activities; out of town with parents; wedding of funerals; and not at work placement; the general reasons were reported as "Reason A" (authorized absences) and "Other."

Exhibit C-4: Reasons for Student Absences, 2000-01 to 2006-07

School	2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen
S01	97%	3%	69%	32%	54%	46%	48%	52%	42%	58%	65%	35%	28%	72%
S02	38%	62%	40%	60%	35%	65%	24%	76%	25%	75%	30%	70%	19%	81%
S03	19%	81%	39%	61%	42%	58%	29%	71%	23%	77%	57%	43%	21%	79%
S04	49%	51%	57%	43%	53%	47%	47%	53%	38%	62%	85%	15%	38%	62%
S05	90%	10%	71%	29%	58%	42%	47%	53%	45%	55%	67%	33%	48%	52%
S06	97%	3%	97%	3%	95%	5%	62%	38%	42%	58%	57%	43%	25%	75%
S07	97%	3%	92%	8%	86%	14%	87%	13%	93%	7%	74%	26%	66%	34%
S08	94%	6%	70%	30%	88%	12%	85%	15%	78%	23%	95%	5%	97%	3%
S09	32%	68%	37%	64%	27%	73%	29%	71%	25%	75%	34%	66%	17%	83%
All	67%	33%	78%	22%	72%	28%	69%	31%	45%	55%	55%	45%	35%	65%

The following exhibit displays the number of drop-outs reported for each school and for all schools combined, for seven school years: 2000-01 to 2006-07; in each case, the data are displayed for all levels of instruction (Total), then for elementary (Elem) and secondary (Sec), showing the total student population for that level (Pop) and the number of drop-outs (Drop).³⁸

Exhibit C-5: Drop-Outs, 2000-01 to 2006-07

School/ Level	2000-01						2001-02					
	Total		Elem		Sec		Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop
S01	248	9	182	0	66	9	253	12	172	3	81	9
S02	898	65	613	7	285	58	940	50	644	8	296	42
S03	276	8	172	0	104	8	286	10	174	0	112	10
S04	177	3	118	0	59	3	181	5	114	0	67	5
S05	152	9	93	1	59	8	142	6	84	0	58	6
S06	495	13	337	1	158	12	526	20	348	0	178	20
S07	613	37	423	4	190	33	639	36	443	8	196	28
S08	122	2	93	0	29	2	136	0	96	0	40	0
S09	354	6	250	1	104	5	391	11	283	3	108	8
All	3335	152	2281	14	1054	138	3494	150	2358	22	1136	128

³⁸ The reports display the number of drop-outs at both the elementary and secondary levels of instruction as well as the total student population at the secondary level in each school and for the school as a whole. We entered these data and simply computed the total student at the elementary level. This enabled us to construct drop-out rates in each school as percentage of student enrolment. Some changes in the data reported for all schools were made so that they equalled the sum of all data reported by individual schools.

School/ Level	2002-03						2003-04					
	Total		Elem		Sec		Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop
S01	252	12	179	3	73	9	259	7	184	1	75	6
S02	972	46	694	13	278	33	988	70	664	14	324	56
S03	284	10	192	0	92	10	293	8	174	0	119	8
S04	172	11	92	0	80	11	176	9	96	0	80	9
S05	139	4	21	0	118	4	144	5	48	0	96	5
S06	543	9	248	0	295	9	544	17	259	0	285	17
S07	677	12	432	3	245	9	693	77	440	5	253	72
S08	144	3	94	0	50	3	147	0	99	0	48	0
S09	413	28	288	1	125	27	415	27	296	3	119	24
All	3596	135	2240	20	1356	115	3659	220	2260	23	1399	197

School/ Level	2004-05						2005-06					
	Total		Elem		Sec		Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop
S01	267	12	186	3	81	9	266	6	177	1	89	5
S02	961	87	656	16	305	71	992	43	676	7	316	36
S03	307	16	199	0	108	16	310	8	196	0	114	8
S04	185	10	77	0	108	10	190	7	74	0	116	7
S05	152	7	60	0	92	7	154	8	55	0	99	8
S06	557	13	284	0	273	13	538	37	263	1	275	36
S07	668	17	442	0	226	17	701	24	440	2	261	22
S08	150	3	103	0	47	3	142	4	89	1	53	3
S09	433	32	306	2	127	30	454	37	318	5	136	32
All	3680	197	2313	21	1367	176	3747	174	2288	17	1459	157

School/ Level	2006-07					
	Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop
S01	261	17	160	0	101	17
S02	998	23	650	3	348	20
S03	321	5	145	0	176	5
S04	193	5	106	0	87	5
S05	173	7	106	0	67	7
S06	557	46	368	0	189	46
S07	664	18	439	8	225	10
S08	129	14	84	6	45	8
S09	435	39	308	6	127	33
All	3731	174	2366	23	1365	151

The following displays the above data on the number of drop-outs as a percentage of student population.

Exhibit C-6: Drop-Out Rates in CSB Schools

School/ Level	2000-01			2001-02			2002-03			2003-04		
	Total	Elem	Sec	Total	Elem	Sec	Total	Elem	Sec	Total	Elem	Sec
S01	4%	0%	14%	5%	2%	11%	5%	2%	12%	3%	1%	8%
S02	7%	1%	20%	5%	1%	14%	5%	2%	12%	7%	2%	17%
S03	3%	0%	8%	3%	0%	9%	4%	0%	11%	3%	0%	7%
S04	2%	0%	5%	3%	0%	7%	6%	0%	14%	5%	0%	11%
S05	6%	1%	14%	4%	0%	10%	3%	0%	3%	3%	0%	5%
S06	3%	0%	8%	4%	0%	11%	2%	0%	3%	3%	0%	6%
S07	6%	1%	17%	6%	2%	14%	2%	1%	4%	11%	1%	28%
S08	2%	0%	7%	0%	0%	0%	2%	0%	6%	0%	0%	0%
S09	2%	0%	5%	3%	1%	7%	7%	0%	22%	7%	1%	20%
All	5%	1%	13%	4%	1%	11%	4%	1%	8%	6%	1%	14%

School/ Level	2004-05			2005-06			2006-07		
	Total	Elem	Sec	Total	Elem	Sec	Total	Elem	Sec
S01	4%	2%	11%	2%	1%	6%	7%	0%	17%
S02	9%	2%	23%	4%	1%	11%	2%	0%	6%
S03	5%	0%	15%	3%	0%	7%	2%	0%	3%
S04	5%	0%	9%	4%	0%	6%	3%	0%	6%
S05	5%	0%	8%	5%	0%	8%	4%	0%	10%
S06	2%	0%	5%	7%	0%	13%	8%	0%	24%
S07	3%	0%	8%	3%	0%	8%	3%	2%	4%
S08	2%	0%	6%	3%	1%	6%	11%	7%	18%
S09	7%	1%	24%	8%	2%	24%	9%	2%	26%
All	5%	1%	13%	5%	1%	11%	5%	1%	11%

Graduation

The following provides data about graduation in CSB and other related jurisdictions. This first exhibit displays graduation rates across Québec and in northern boards (Baie-James, Cree and Kativik) using available MELS data for four cohorts: 2001, 2000, 1999 and 1998.³⁹ The second column shows the graduation rate after five years (the number of years expected for students to complete secondary schooling). The next two columns show the rate after one additional year and the change this represents in relation to five years. Similarly, the next two columns show the rate after one further year and the change this represents in relation to five years. The final two columns display the benefit one and two additional years as the percentage increase in the graduation rate after five years.⁴⁰

³⁹ These data are not available in any published report but can be found on the "Sanction des études" / "Diplomation" page of the MELS website: <http://www.mels.gouv.qc.ca/sections/res/index.asp?page=diplomation>.

⁴⁰ Take for example, the data for the CSB for the 1999 Cohort. After 5 years, the graduation rate was 18.9; after 6 years this number rose 7.3 points to 26.2, an increase of 38.6% ($7.3 \div 18.9 \times 100$).

Exhibit C-7: Comparative Graduation Rates

School Board	5 Years	6 Years		7 Years		Percent Increase	
	Rate	Rate	Add	Rate	Add	6 Years	7 years
Cohort 2001							
All (Québec)	60.1						
Baie-James	48.6						
CSB	8.6						
Kativik	9.6						
Cohort 00							
All (Québec)	60.5	68.3	7.8			12.9%	
Baie-James	51.3	62.1	10.8			21.1%	
CSB	15.4	18.1	2.7			17.5%	
Kativik	13.1	16.8	3.7			28.2%	
Cohort 99							
All (Québec)	59.8	68.1	8.3	71.2	11.4	13.9%	19.1%
Baie-James	56.8	64.8	8.0	70.0	13.2	14.1%	23.2%
CSB	18.9	26.2	7.3	28.4	9.5	38.6%	50.3%
Kativik	14.7	20.0	5.3	22.6	7.9	36.1%	53.7%
Cohort 98							
All (Québec)	57.7	67.1	9.4	70.4	12.7	16.3%	22.0%
Baie-James	53.6	64.8	11.2	67.6	14.0	20.9%	26.1%
CSB	17.9	28.8	10.9	38.2	20.3	60.9%	113.4%
Kativik	14.4	20.3	5.9	20.9	6.5	41.0%	45.1%

The following displays data concerning the number of graduates in individual CSB schools for a period of ten years (1997-98 to 2006-07).⁴¹

Exhibit C-8: Graduation in CSB Schools

Year	S01	S02	S03	S04	S05	S06	S07	S08	S09	All
1998	0	2	0	0	0	0	0	0	0	2
1999	0	1	10	0	0	0	0	0	1	12
2000	3	4	3	6	13	12	14	2	17	74
2001	5	5	8	0	10	21	3	0	11	63
2002	5	8	12	1	3	17	2	0	12	60
2003	8	5	10	3	6	25	2	6	9	74
2004	4	16	12	3	8	17	15	1	8	84
2005	6	19	5	1	7	16	22	3	5	84
2006	3	8	3	4	4	12	2	5	7	48
2007	4	10	8	2	3	4	0	3	7	41
All	38	78	71	20	54	124	60	20	77	542
Average	3.8	7.8	7.1	2.0	5.4	12.4	6.0	2.0	7.7	54.2

In order to compare the relative levels of graduation in schools with large and small student populations, we computed a graduation index, as shown below in Exhibit C-9.

⁴¹ The data for this exhibit were extracted from a ministry data file (Verdict_MELS_DB_ImFile - all schools - from History module.xls) supplied by Gérard Poulin, Consultation Pédagogique GP.

Exhibit C-9: The Graduation Index

School	Grads	Pop	Ratio	Index
S01	38	270	0.14	0.98
S02	78	1040	0.08	0.52
S03	71	339	0.21	1.45
S04	20	198	0.10	0.70
S05	54	159	0.34	2.35
S06	124	547	0.23	1.57
S07	60	663	0.09	0.63
S08	20	127	0.16	1.09
S09	77	414	0.19	1.29
Total	542	3757	0.14	1.00

The number of graduates (1998-2007) displayed in the second column was taken from the MELS file summarized above in Exhibit C-8. The student population displayed in the third column was taken from data supplied by each school for 2007-08. These data obviously do not match the graduation data in terms of school years or cohorts. They are merely intended to serve as a proxy measure of relative school size. The ratio displayed in the fourth column is computed by dividing the number of graduates by the student population. The ratio for the CSB as a whole (0.14) is adopted as a norm by which to compare all schools within the board. Thus, 0.14 is assigned a value of 1.00. The ratio of each school is then divided by 0.14 to obtain its graduation index shown in the final column.⁴²

Curricular Subjects

This section provides data on student results in the 32 ‘core’ secondary subjects at the secondary IV and V levels selected for analysis, beginning with a listing of these subjects in the English and French streams of instruction.

Exhibit C-10: Core Secondary Subjects

Subject Areas	English Stream	French Stream
Cree Language & Culture (8)	Cree Mother Tongue IV	Crie langue maternelle IV
	Cree Mother Tongue V	Crie langue maternelle V
	Cree Culture IV	Culture crie IV
	Cree Culture V	Culture crie V
English (4)	English Language Arts IV	
	English Language Arts V	
	English second-language IV ⁴³	
	English second-language V ⁴³	
French (4)		Français langue maternelle IV ⁴³
		Français langue maternelle V ⁴³
	Français langue seconde IV	
	Français langue seconde V	
History (2)	History of Québec and Canada	Histoire du Québec et Canada
Math (10)	Mathematics 416	Mathématique 416
	Mathematics 426	Mathématique 426
	Mathematics 436	Mathématique 436
	Mathematics 516	Mathématique 516

⁴² These index numbers have no absolute meaning. They simply provide a proxy comparison of the relative level of graduation in each school by applying the simple logic that if there are 200 graduates in a system whose total student population is 1 000, then this ratio (20%) becomes the norm. Applying this norm, one would expect 20 graduates in a school with 100 students. If this school had only 10 graduates, it would be assigned an index of 0.5; if it had 40 graduates, it would be assigned an index of 2.00.

⁴³ English and French second-language courses are taken by students in both streams.

Subject Areas	English Stream	French Stream
	Mathematics 536	Mathématique 536
Science (4)	Physical Science 416	Sciences physiques 436
	Physical Science 436	Sciences physiques 436

The following exhibit displays the number of students (N), average marks (Avg) and success rates (Suc) by school and year for the totality of the subjects listed in the above exhibit.⁴⁴

Exhibit C-11: Average Marks and Success Rates By School and Year

Year	S01			S02			S03		
	N	Avg	Pass	N	Avg	Pass	N	Avg	Pass
1994	0	NA	NA	0	NA	NA	6	17%	17%
1995	0	NA	NA	0	NA	NA	12	50%	50%
1996	6	50%	50%	6	50%	50%	20	20%	20%
1997	9	22%	22%	30	50%	50%	115	43%	43%
1998	17	47%	47%	70	64%	64%	180	43%	43%
1999	46	57%	57%	78	59%	59%	178	60%	60%
2000	72	67%	67%	155	50%	50%	240	42%	42%
2001	53	74%	74%	176	64%	64%	205	59%	59%
2002	126	67%	67%	243	53%	53%	177	58%	58%
2003	97	86%	86%	188	51%	51%	150	89%	89%
2004	124	69%	69%	275	65%	65%	143	71%	71%
2005	82	56%	56%	216	59%	59%	122	57%	57%
2006	89	46%	46%	368	40%	40%	133	67%	67%
2007	45	42%	42%	196	55%	55%	72	64%	64%
All	766	63%	63%	2001	54%	54%	1753	57%	57%

Year	S04			S05			S06		
	N	Avg	Pass	N	Avg	Pass	N	Avg	Pass
1994	0	NA	NA	0	NA	NA	0	NA	NA
1995	0	NA	NA	0	NA	NA	0	NA	NA
1996	0	NA	NA	0	NA	NA	8	38%	38%
1997	6	0%	0%	24	42%	42%	9	56%	56%
1998	10	70%	70%	11	45%	45%	57	47%	47%
1999	47	70%	70%	170	76%	76%	130	47%	47%
2000	80	49%	49%	154	85%	85%	379	65%	65%
2001	58	31%	31%	144	71%	71%	275	75%	75%
2002	101	31%	31%	108	78%	78%	501	80%	80%
2003	93	39%	39%	187	71%	71%	384	66%	66%
2004	127	26%	26%	170	68%	68%	331	66%	66%
2005	106	50%	50%	124	53%	53%	250	64%	64%
2006	93	56%	56%	139	58%	58%	287	58%	58%
2007	40	43%	43%	61	30%	30%	223	43%	43%
All	761	42%	42%	1292	68%	68%	2834	65%	65%

⁴⁴ The base data for the exhibits on course results were extracted from a ministry data file (Marks_MELS_DB_ImFile - all schools - from History module.xls) supplied by Gérard Poulin, Consultation Pédagogique GP. The data shown in the exhibits on course marks were computed by data functions written for the purpose of this analysis (e.g. average mark in a given subject).

Year	S07			S08			S09		
	N	Avg	Pass	N	Avg	Pass	N	Avg	Pass
1994	0	NA	NA	0	NA	NA	0	NA	NA
1995	0	NA	NA	0	NA	NA	0	NA	NA
1996	0	NA	NA	0	NA	NA	0	NA	NA
1997	9	78%	78%	0	NA	NA	4	25%	25%
1998	25	40%	40%	18	61%	61%	74	45%	45%
1999	134	72%	72%	17	59%	59%	171	60%	60%
2000	269	81%	81%	14	36%	36%	209	75%	75%
2001	111	68%	68%	0	NA	NA	210	74%	74%
2002	136	70%	70%	32	100%	100%	192	51%	51%
2003	336	44%	44%	84	75%	75%	170	65%	65%
2004	362	75%	75%	88	69%	69%	183	64%	64%
2005	486	58%	58%	73	60%	60%	135	56%	56%
2006	370	35%	35%	69	67%	67%	213	40%	40%
2007	324	19%	19%	35	63%	63%	72	67%	67%
All	2562	55%	55%	430	68%	68%	1633	60%	60%

The following exhibit displays the results in each of the 32 subjects retained for analysis for each school of the board; each segment of the exhibit displays the data for one school, first for all years (1994-2007) and then 2006-07.⁴⁵

Exhibit C-12: Course Results by Subject

Course	S01, All Years				S01, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	102	65%	76%	78	19	52%	53%	10
Cree Mother Tongue V	61	69%	79%	48	6	59%	67%	4
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	92	44%	42%	39	0	NA	NA	NA
English Language Arts V	54	52%	57%	31	0	NA	NA	NA
English second-language IV	0	NA	NA	NA	0	NA	NA	NA
English second-language V	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde IV	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde V	3	58%	67%	2	0	NA	NA	NA
History of Québec and Canada	96	61%	70%	67	20	45%	25%	5
Histoire du Québec et Canada	0	NA	NA	NA	0	NA	NA	NA
Mathematics 416	88	52%	51%	45	0	NA	NA	NA
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	1	0%	0%	0	0	NA	NA	NA
Mathematics 514	49	59%	65%	32	0	NA	NA	NA
Mathematics 536	2	60%	50%	1	0	NA	NA	NA

⁴⁵ Once again, N= the number of students; Avg=the average mark; and Suc=the success rate.

Course	S01, All Years				S01, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Mathématique 416	0	NA	NA	NA	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	0	NA	NA	NA	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	218	58%	65%	141	0	NA	NA	NA
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	766	57%	63%	484	45	50%	42%	19

Course	S02, All Years				S02, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	132	65%	80%	106	27	62%	78%	21
Cree Mother Tongue V	87	75%	94%	82	19	74%	89%	17
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	80	71%	83%	66	9	75%	89%	8
Crie langue maternelle V	42	76%	90%	38	8	66%	100%	8
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	130	45%	44%	57	0	NA	NA	NA
English Language Arts V	80	60%	71%	57	3	55%	33%	1
English second-language IV	7	81%	100%	7	0	NA	NA	NA
English second-language V	1	92%	100%	1	0	NA	NA	NA
Français langue maternelle IV	204	46%	40%	82	0	NA	NA	NA
Français langue maternelle V	52	67%	79%	41	0	NA	NA	NA
Français langue seconde IV	23	36%	30%	7	0	NA	NA	NA
Français langue seconde V	83	52%	46%	38	33	42%	24%	8
History of Québec and Canada	170	58%	59%	100	47	53%	36%	17
Histoire du Québec et Canada	86	60%	62%	53	16	60%	56%	9
Mathematics 416	60	42%	32%	19	7	42%	29%	2
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	99	40%	36%	36	0	NA	NA	NA
Mathematics 514	29	37%	41%	12	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	87	42%	34%	30	1	69%	100%	1
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	28	59%	68%	19	0	NA	NA	NA
Mathématique 514	17	73%	94%	16	0	NA	NA	NA
Mathématique 536	3	62%	33%	1	0	NA	NA	NA
Physical Science 416	330	49%	40%	132	18	53%	67%	12
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	167	50%	49%	82	8	44%	50%	4
Sciences physiques 436	4	70%	75%	3	0	NA	NA	NA
All Courses	2001	54%	54%	1085	196	56%	55%	108

Course	S03, All Years				S03, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	198	63%	77%	152	19	68%	84%	16
Cree Mother Tongue V	116	69%	84%	97	10	63%	80%	8
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	196	56%	60%	118	0	NA	NA	NA
English Language Arts V	121	57%	66%	80	9	37%	11%	1
English second-language IV	0	NA	NA	NA	0	NA	NA	NA
English second-language V	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde IV	75	46%	36%	27	0	NA	NA	NA
Français langue seconde V	66	66%	67%	44	0	NA	NA	NA
History of Québec and Canada	218	53%	46%	101	26	61%	69%	18
Histoire du Québec et Canada	33	51%	52%	17	0	NA	NA	NA
Mathematics 416	183	48%	45%	82	5	16%	0%	0
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	0	NA	NA	NA	0	NA	NA	NA
Mathematics 514	99	56%	60%	59	3	73%	100%	3
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	0	NA	NA	NA	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	0	NA	NA	NA	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	448	53%	51%	229	0	NA	NA	NA
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	1753	56%	57%	1006	72	57%	64%	46

Course	S04, All Years				S04, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	40	51%	55%	22	10	43%	20%	2
Cree Mother Tongue V	22	63%	73%	16	5	46%	40%	2
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	40	54%	53%	21	3	67%	67%	2
Crie langue maternelle V	19	63%	63%	12	2	56%	0%	0
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	37	44%	35%	13	0	NA	NA	NA
English Language Arts V	17	56%	71%	12	2	38%	50%	1
English second-language IV	32	45%	44%	14	0	NA	NA	NA
English second-language V	13	58%	62%	8	0	NA	NA	NA

Course	S04, All Years				S04, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Français langue maternelle IV	91	40%	32%	29	0	NA	NA	NA
Français langue maternelle V	20	46%	30%	6	0	NA	NA	NA
Français langue seconde IV	22	48%	50%	11	0	NA	NA	NA
Français langue seconde V	18	62%	61%	11	0	NA	NA	NA
History of Québec and Canada	68	41%	31%	21	15	50%	47%	7
Histoire du Québec et Canada	38	48%	50%	19	3	69%	100%	3
Mathematics 416	24	41%	33%	8	0	NA	NA	NA
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	8	49%	50%	4	0	NA	NA	NA
Mathematics 514	5	63%	80%	4	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	29	36%	28%	8	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	4	36%	25%	1	0	NA	NA	NA
Mathématique 514	9	53%	56%	5	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	96	38%	41%	39	0	NA	NA	NA
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	109	43%	32%	35	0	NA	NA	NA
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	761	46%	42%	319	40	50%	43%	17

Course	S05, All Years				S05, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	53	59%	62%	33	6	67%	50%	3
Cree Mother Tongue V	38	74%	87%	33	3	74%	67%	2
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	66	58%	64%	42	6	54%	33%	2
Crie langue maternelle V	40	76%	90%	36	5	64%	60%	3
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	50	44%	44%	22	0	NA	NA	NA
English Language Arts V	40	58%	73%	29	3	58%	67%	2
English second-language IV	76	62%	75%	57	0	NA	NA	NA
English second-language V	42	68%	71%	30	0	NA	NA	NA
Français langue maternelle IV	148	55%	65%	96	0	NA	NA	NA
Français langue maternelle V	61	72%	93%	57	0	NA	NA	NA
Français langue seconde IV	21	50%	52%	11	0	NA	NA	NA
Français langue seconde V	81	65%	69%	56	0	NA	NA	NA
History of Québec and Canada	65	45%	38%	25	18	23%	6%	1
Histoire du Québec et Canada	78	56%	56%	44	16	47%	31%	5
Mathematics 416	39	61%	62%	24	1	29%	0%	0
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	38	62%	71%	27	0	NA	NA	NA
Mathematics 514	0	NA	NA	NA	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	51	57%	61%	31	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA

Course	S05, All Years				S05, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Mathématique 436	39	59%	62%	24	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	3	56%	67%	2	0	NA	NA	NA
Physical Science 416	113	64%	78%	88	1	14%	0%	0
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	150	62%	71%	107	2	30%	0%	0
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	1292	60%	68%	874	61	45%	30%	18

Course	S06, All Years				S06, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	126	61%	73%	92	21	63%	76%	126
Cree Mother Tongue V	88	71%	95%	84	13	73%	100%	88
Cree Culture IV	0	NA	NA	NA	0	NA	NA	0
Cree Culture V	0	NA	NA	NA	0	NA	NA	0
Crie langue maternelle IV	135	70%	93%	126	22	71%	82%	135
Crie langue maternelle V	75	73%	99%	74	5	76%	100%	75
Culture crie IV	0	NA	NA	NA	0	NA	NA	0
Culture crie V	0	NA	NA	NA	0	NA	NA	0
English Language Arts IV	112	55%	63%	70	0	NA	NA	112
English Language Arts V	88	69%	83%	73	4	50%	50%	88
English second-language IV	101	61%	67%	68	1	87%	100%	101
English second-language V	68	66%	78%	53	0	NA	NA	68
Français langue maternelle IV	323	58%	65%	211	0	NA	NA	323
Français langue maternelle V	115	60%	74%	85	0	NA	NA	115
Français langue seconde IV	29	44%	34%	10	0	NA	NA	29
Français langue seconde V	221	59%	64%	141	10	37%	10%	221
History of Québec and Canada	152	61%	72%	110	28	49%	39%	152
Histoire du Québec et Canada	150	59%	59%	88	26	47%	27%	150
Mathematics 416	65	58%	58%	38	3	23%	0%	65
Mathematics 426	0	NA	NA	NA	0	NA	NA	0
Mathematics 436	78	49%	47%	37	0	NA	NA	78
Mathematics 514	0	NA	NA	NA	0	NA	NA	0
Mathematics 536	0	NA	NA	NA	0	NA	NA	0
Mathématique 416	79	54%	46%	36	0	NA	NA	79
Mathématique 426	0	NA	NA	NA	0	NA	NA	0
Mathématique 436	69	50%	49%	34	0	NA	NA	69
Mathématique 514	0	NA	NA	NA	0	NA	NA	0
Mathématique 536	0	NA	NA	NA	0	NA	NA	0
Physical Science 416	377	55%	56%	210	70	43%	19%	377
Physical Science 436	0	NA	NA	NA	0	NA	NA	0
Sciences physiques 416	381	57%	53%	202	20	46%	40%	381
Sciences physiques 436	2	32%	0%	0	0	NA	NA	2
All Courses	2834	59%	65%	1842	223	51%	43%	2834

Course	S07, All Years				S07, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	1	66%	100%	1	0	NA	NA	NA
Cree Mother Tongue V	0	NA	NA	NA	0	NA	NA	NA
Cree Culture IV	125	64%	71%	89	0	NA	NA	NA
Cree Culture V	62	75%	94%	58	0	NA	NA	NA
Crie langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Culture crie IV	7	41%	14%	1	0	NA	NA	NA
Culture crie V	18	79%	100%	18	0	NA	NA	NA
English Language Arts IV	154	41%	40%	61	28	26%	14%	4
English Language Arts V	88	57%	70%	62	0	NA	NA	NA
English second-language IV	173	59%	71%	123	63	40%	38%	24
English second-language V	65	66%	83%	54	0	NA	NA	NA
Français langue maternelle IV	196	50%	53%	104	51	33%	18%	9
Français langue maternelle V	111	53%	57%	63	23	30%	22%	5
Français langue seconde IV	146	50%	50%	73	28	41%	21%	6
Français langue seconde V	280	66%	76%	214	0	NA	NA	NA
History of Québec and Canada	145	47%	49%	71	30	33%	13%	4
Histoire du Québec et Canada	64	49%	52%	33	26	33%	23%	6
Mathematics 416	156	48%	42%	66	28	24%	0%	0
Mathematics 426	50	24%	6%	3	17	20%	6%	1
Mathematics 436	49	59%	73%	36	0	NA	NA	NA
Mathematics 514	0	NA	NA	NA	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	56	44%	41%	23	14	25%	0%	0
Mathématique 426	10	27%	0%	0	10	27%	0%	0
Mathématique 436	22	49%	45%	10	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	414	44%	33%	136	2	69%	100%	2
Physical Science 436	11	59%	55%	6	0	NA	NA	NA
Sciences physiques 416	137	55%	53%	72	4	64%	50%	2
Sciences physiques 436	22	69%	91%	20	0	NA	NA	NA
All Courses	2562	53%	55%	1397	324	33%	19%	63

Course	S08, All Years				S08, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	37	67%	81%	30	3	78%	100%	3
Cree Mother Tongue V	31	63%	68%	21	7	46%	29%	2
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	8	55%	50%	4	0	NA	NA	NA
Crie langue maternelle V	6	65%	83%	5	3	59%	67%	2
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	35	61%	71%	25	0	NA	NA	NA
English Language Arts V	27	57%	56%	15	3	69%	100%	3
English second-language IV	7	73%	100%	7	0	NA	NA	NA
English second-language V	3	58%	33%	1	0	NA	NA	NA

Course	S08, All Years				S08, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Français langue maternelle IV	16	60%	75%	12	0	NA	NA	NA
Français langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde IV	6	61%	67%	4	0	NA	NA	NA
Français langue seconde V	58	68%	76%	44	5	62%	60%	3
History of Québec and Canada	38	64%	74%	28	4	77%	100%	4
Histoire du Québec et Canada	10	68%	80%	8	0	NA	NA	NA
Mathematics 416	15	62%	73%	11	0	NA	NA	NA
Mathematics 426	12	56%	50%	6	0	NA	NA	NA
Mathematics 436	21	57%	67%	14	0	NA	NA	NA
Mathematics 514	7	59%	86%	6	0	NA	NA	NA
Mathematics 536	1	63%	100%	1	0	NA	NA	NA
Mathématique 416	3	62%	67%	2	0	NA	NA	NA
Mathématique 426	3	64%	67%	2	0	NA	NA	NA
Mathématique 436	0	NA	NA	NA	0	NA	NA	NA
Mathématique 514	8	36%	25%	2	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	61	55%	57%	35	4	45%	25%	1
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	17	50%	65%	11	6	47%	67%	4
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	430	61%	68%	294	35	58%	63%	22

Course	S09, All Years				S09, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	91	67%	79%	72	15	66%	67%	10
Cree Mother Tongue V	45	78%	98%	44	4	76%	100%	4
Cree Culture IV	1	46%	0%	0	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	82	69%	82%	67	0	NA	NA	NA
Crie langue maternelle V	51	81%	98%	50	6	84%	100%	6
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	82	51%	50%	41	0	NA	NA	NA
English Language Arts V	47	69%	89%	42	2	50%	50%	1
English second-language IV	0	NA	NA	NA	0	NA	NA	NA
English second-language V	6	77%	100%	6	0	NA	NA	NA
Français langue maternelle IV	182	60%	65%	119	0	NA	NA	NA
Français langue maternelle V	80	66%	80%	64	0	NA	NA	NA
Français langue seconde IV	20	55%	70%	14	0	NA	NA	NA
Français langue seconde V	72	51%	50%	36	10	46%	40%	4
History of Québec and Canada	100	52%	46%	46	19	56%	47%	9
Histoire du Québec et Canada	77	65%	77%	59	2	54%	0%	0
Mathematics 416	75	50%	44%	33	0	NA	NA	NA
Mathematics 426	1	0%	0%	0	0	NA	NA	NA
Mathematics 436	39	62%	77%	30	0	NA	NA	NA
Mathematics 514	3	70%	100%	3	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	73	56%	49%	36	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA

Course	S09, All Years				S09, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Mathématique 436	51	49%	51%	26	0	NA	NA	NA
Mathématique 514	7	53%	43%	3	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	222	51%	34%	75	6	64%	100%	6
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	226	54%	51%	115	8	72%	100%	8
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	1633	59%	60%	981	72	62%	67%	48

The following exhibit displays the comparison of CSB course results in eight subjects with the results obtained in all school boards in Québec (except Cree and Kativik).⁴⁶

Exhibit C-13: Comparison with Provincial Norms

Course	1997				2000			
	Average		Success		Average		Success	
	CSB	QC	CSB	QC	CSB	QC	CSB	QC
English Language Arts V	54%	72%	50%	94%	65%	72%	79%	94%
English second-language V	NA	74%	NA	87%	69%	80%	86%	96%
Français langue maternelle V	NA	74%	NA	93%	64%	73%	82%	92%
Français langue seconde V	64%	79%	75%	96%	75%	76%	83%	92%
History of Québec and Canada	45%	67%	15%	73%	56%	69%	62%	78%
Mathematics 436	63%		50%		56%		62%	
Mathematics 514	11%		0%		52%		52%	
Physical Science 416	46%	65%	32%	85%	52%	73%	48%	84%
All Subjects	48%	71%	28%	82%	59%	74%	64%	87%

Course	2003				2006			
	Average		Success		Average		Success	
	CSB	QC	CSB	QC	CSB	QC	CSB	QC
English Language Arts V	66%	73%	83%	93%	47%	73%	43%	93%
English second-language V	73%	78%	88%	91%	52%	80%	46%	94%
Français langue maternelle V	54%	68%	58%	81%	45%	70%	20%	84%
Français langue seconde V	64%	74%	66%	90%	54%	77%	52%	93%
History of Québec and Canada	62%	70%	75%	80%	54%	69%	53%	76%
Mathematics 436	52%	69%	49%	76%	18%	65%	5%	69%
Mathematics 514	62%	67%	79%	76%	48%	70%	44%	81%
Physical Science 416	56%	70%	55%	79%	45%	69%	31%	77%
All Subjects	59%	72%	64%	82%	48%	71%	40%	81%

The following exhibit displays the relative success of students in selected secondary IV and V exams in each school in 2006-07. In each case, the following data are displayed: **Course**: the list of courses selected for analysis; **Mark**: the first two columns display the number of students for whom a mark was entered and the percentage this number represents in relation to the population considered (see Pop); **Pass**: the next two columns display the number of students who passed the exam and the percentage this number represents in relation to the population

⁴⁶ The data for all other school boards were taken from a spreadsheet version of the course marks published annually by the Ministry (e.g. MELS, 2007); see the "Sanction des études" / "Résultats aux épreuves uniques de juin 2006" page of the MELS website: <http://www.mels.gouv.qc.ca/sections/res/>; the source of data for the CSB is the same as that used for other exhibits on course marks (see footnote 44).

considered (see Pop); **Pop**: the number of students in the **target** population considered as a reference group for the course (see note under exhibit); in all cases, this number equals the number of students in the June census of students in June 2007.⁴⁷

Exhibit C-14: Comparative Pass Rates in Selected Core Subjects, 2006-07

Course	All Schools					S01				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	120	83%	81	56%	144	19	106%	10	56%	18
English IV	28	19%	4	3%	144	0	0%	0	0%	18
History QC-Can	207	144%	76	53%	144	20	111%	5	28%	18
Math 416	44	31%	2	1%	144	0	0%	0	0%	18
Crie IV	40	62%	30	46%	65	0	NA	0	NA	0
Français IV	51	78%	9	14%	65	0	NA	0	NA	0
Histoire QC-Can	89	137%	30	46%	65	0	NA	0	NA	0
Mathématique 416	15	23%	1	2%	65	0	NA	0	NA	0
English s-I IV	64	31%	25	12%	209	0	0%	0	0%	18
Français l-s IV	28	13%	6	3%	209	0	0%	0	0%	18
Cree V	67	60%	52	47%	111	6	75%	4	50%	8
English V	26	23%	11	10%	111	0	0%	0	0%	8
Mathematics 514	3	3%	3	3%	111	0	0%	0	0%	8
Crie V	29	63%	24	52%	46	0	NA	NA	NA	0
Français V	23	50%	5	11%	46	0	NA	NA	NA	0
Mathématique 514	0	0%	0	0%	46	0	NA	NA	NA	0
English V	0	0%	0	0%	157	0	0%	0	0%	8
Français l-s V	58	37%	16	10%	157	0	0%	0	0%	8

Course	S02					S03				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	27	104%	21	81%	26	19	100%	16	84%	19
English IV	0	0%	0	0%	26	0	0%	0	0%	19
History QC-Can	47	181%	17	65%	26	26	137%	18	95%	19
Math 416	7	27%	2	8%	26	5	26%	0	0%	19
Crie IV	9	60%	8	53%	15	0	NA	0	NA	0
Français IV	0	0%	0	0%	15	0	NA	0	NA	0
Histoire QC-Can	16	107%	9	60%	15	0	NA	0	NA	0
Mathématique 416	1	7%	1	7%	15	0	NA	0	NA	0
English s-I IV	0	0%	0	0%	41	0	0%	0	0%	19
Français l-s IV	0	0%	0	0%	41	0	0%	0	0%	19
Cree V	19	86%	17	77%	22	10	67%	8	53%	15
English V	3	14%	1	5%	22	9	60%	1	7%	15
Mathematics 514	0	0%	0	0%	22	3	20%	3	20%	15
Crie V	8	89%	8	89%	9	0	NA	NA	NA	0
Français V	0	0%	0	0%	9	0	NA	NA	NA	0
Mathématique 514	0	0%	0	0%	9	0	NA	NA	NA	0
English V	0	0%	0	0%	31	0	0%	0	0%	15
Français l-s V	33	106%	8	26%	31	0	0%	0	0%	15

⁴⁷ The number and percentage of students listed under Marks and Pass come from the same source as that used for other exhibits on course marks (see footnote 44); the total population data are taken from the annual June census of student population as supplied by Gérard Poulin, Consultation Pédagogique GP. As stated in the report, these data are only meant to provide a **proxy** measure of student success. They are not intended to portray an exact picture of results; hence, anomalies in the data (e.g. when the percentage of students who pass is greater than the total number of students) should be ignored.

Course	S04					S05				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	10	100%	2	20%	10	6	100%	3	50%	6
English IV	0	0%	0	0%	10	0	0%	0	0%	6
History QC-Can	15	150%	7	70%	10	18	300%	1	17%	6
Math 416	0	0%	0	0%	10	1	17%	0	0%	6
Crie IV	3	100%	2	67%	3	6	100%	2	33%	6
Français IV	0	0%	0	0%	3	0	0%	0	0%	6
Histoire QC-Can	3	100%	3	100%	3	16	267%	5	83%	6
Mathématique 416	0	0%	0	0%	3	0	0%	0	0%	6
English s-l IV	0	0%	0	0%	13	0	0%	0	0%	12
Français l-s IV	0	0%	0	0%	13	0	0%	0	0%	12
Cree V	5	71%	2	29%	7	3	50%	2	33%	6
English V	2	29%	1	14%	7	3	50%	2	33%	6
Mathematics 514	0	0%	0	0%	7	0	0%	0	0%	6
Crie V	2	67%	0	0%	3	5	71%	3	43%	7
Français V	0	0%	0	0%	3	0	0%	0	0%	7
Mathématique 514	0	0%	0	0%	3	0	0%	0	0%	7
English V	0	0%	0	0%	10	0	0%	0	0%	13
Français l-s V	0	0%	0	0%	10	0	0%	0	0%	13

Course	S06					S07				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	21	111%	16	84%	19	0	0%	0	0%	34
English IV	0	0%	0	0%	19	28	82%	4	12%	34
History QC-Can	28	147%	11	58%	19	30	88%	4	12%	34
Math 416	3	16%	0	0%	19	28	82%	0	0%	34
Crie IV	22	110%	18	90%	20	0	0%	0	0%	15
Français IV	0	0%	0	0%	20	51	340%	9	60%	15
Histoire QC-Can	26	130%	7	35%	20	26	173%	6	40%	15
Mathématique 416	0	0%	0	0%	20	14	93%	0	0%	15
English s-l IV	1	3%	1	3%	39	63	129%	24	49%	49
Français l-s IV	0	0%	0	0%	39	28	57%	6	12%	49
Cree V	13	118%	13	118%	11	0	0%	0	0%	30
English V	4	36%	2	18%	11	0	0%	0	0%	30
Mathematics 514	0	0%	0	0%	11	0	0%	0	0%	30
Crie V	5	100%	5	100%	5	0	0%	0	0%	13
Français V	0	0%	0	0%	5	23	177%	5	38%	13
Mathématique 514	0	0%	0	0%	5	0	0%	0	0%	13
English V	0	0%	0	0%	16	0	0%	0	0%	43
Français l-s V	10	63%	1	6%	16	0	0%	0	0%	43

Course	S08					S09				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	3	100%	3	100%	3	15	167%	10	111%	9
English IV	0	0%	0	0%	3	0	0%	0	0%	9
History QC-Can	4	133%	4	133%	3	19	211%	9	100%	9
Math 416	0	0%	0	0%	3	0	0%	0	0%	9
Crie IV	0	NA	0	NA	0	0	0%	0	0%	6
Français IV	0	NA	0	NA	0	0	0%	0	0%	6
Histoire QC-Can	0	NA	0	NA	0	2	33%	0	0%	6
Mathématique 416	0	NA	0	NA	0	0	0%	0	0%	6
English s-I IV	0	0%	0	0%	3	0	0%	0	0%	15
Français l-s IV	0	0%	0	0%	3	0	0%	0	0%	15
Cree V	7	88%	2	25%	8	4	100%	4	100%	4
English V	3	38%	3	38%	8	2	50%	1	25%	4
Mathematics 514	0	0%	0	0%	8	0	0%	0	0%	4
Crie V	3	100%	2	67%	3	6	100%	6	100%	6
Français V	0	0%	0	0%	3	0	0%	0	0%	6
Mathématique 514	0	0%	0	0%	3	0	0%	0	0%	6
English V	0	0%	0	0%	11	0	0%	0	0%	10
Français l-s V	5	45%	3	27%	11	10	100%	4	40%	10

Note. The target population for each course is provided below:

Target Pop	Courses
Sec IV En	Cree Mother Tongue IV, English Language Arts IV, History of Québec and Canada, Mathematics 416
Sec IV Fr	Crie langue maternelle IV, Français langue maternelle IV, Histoire du Québec et Canada, Mathématique 416
Sec IV En + Fr	English second-language IV, Français langue seconde IV
Sec V En	Cree Mother Tongue V, English Language Arts V, Mathematics 514
Sec V Fr	Crie langue maternelle V, Français langue maternelle V, Mathématique 514
Sec V En + Fr	English second-language V, Français langue seconde V

Standardized Tests

The following exhibits display the ‘criterion-referenced’ results of the third edition of the basic battery of Canadian Achievement Tests [CAT-3] (reading, language and math),⁴⁸ administered in schools of the CSB for grade 6 English, grade 6 French and grade 9 English for four years: 2003-04 to 2006-07, first for all years combined, then for each of the four years. The three columns under each test display the percentage of students who are considered **Low**: does not meet end-grade expectations (**L**); **Competent**: meets end-grade expectations (**C**); and: **Proficient**: exceeds meet end-grade expectations (**P**).⁴⁹

⁴⁸ The basic battery consists of the following tests and subtests:

Reading: fiction, non-fiction, visual materials, poetry, central thought, words/phrases in context, analysis of text, stated information, critical assessment;

Language: sentence structure, writing conventions, paragraph structure, information management; and

Mathematics: number concepts, measurement, patterns, data analysis and probability, geometry and spatial sense.

⁴⁹ The data for these exhibits was supplied in paper-copy only, indicating the percentage of a given number of students scoring low, competent or proficient in each subtest. In order to aggregate these data for each main test (reading, language and math), these percentages were first converted into actual numbers of students and then summed for all sub-tests combined. These numbers were then converted back into percentages, as displayed in these exhibits. Cells that are shaded indicate that no data were available for these tests for a given school.

Exhibit C-15: CAT Scores, 2003-04 to 2006-07

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	82%	17%	0%	79%	21%	0%	73%	27%	0%
S02	71%	28%	1%	70%	30%	0%	62%	37%	1%
S03	71%	27%	2%	69%	30%	1%	67%	33%	0%
S04	84%	15%	0%	86%	14%	0%	67%	33%	1%
S05	80%	19%	1%	80%	20%	0%	79%	21%	0%
S06	72%	27%	1%	72%	27%	1%	65%	35%	0%
S07	74%	24%	2%	75%	24%	1%	65%	35%	0%
S08	72%	28%	0%	68%	32%	1%	68%	31%	1%
S09	77%	23%	0%	64%	36%	0%	69%	30%	0%
All	74%	24%	1%	72%	27%	1%	67%	33%	0%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	80%	17%	2%	61%	36%	3%	69%	30%	1%
S03									
S04	91%	9%	0%	81%	19%	0%	60%	40%	0%
S05	86%	13%	2%	68%	25%	7%	74%	26%	0%
S06	83%	17%	0%	66%	32%	3%	80%	20%	0%
S07	84%	16%	0%	59%	39%	3%	83%	17%	0%
S08	90%	10%	0%	75%	25%	0%	76%	24%	0%
S09				65%	33%	2%	66%	33%	1%
All	84%	15%	1%	63%	34%	3%	74%	25%	1%

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	50%	47%	3%	45%	52%	4%	58%	41%	1%
S02	62%	37%	1%	45%	51%	4%	68%	32%	0%
S03	67%	33%	0%	52%	46%	2%	67%	33%	0%
S04	80%	20%	1%	65%	35%	0%	72%	28%	0%
S05	78%	22%	0%	72%	28%	0%	75%	25%	0%
S06	64%	34%	2%	49%	47%	4%	72%	28%	0%
S07	62%	37%	0%	60%	38%	3%	64%	36%	0%
S08	67%	31%	2%	49%	49%	2%	64%	36%	0%
S09	63%	35%	2%	58%	40%	3%	67%	33%	0%
All	65%	34%	1%	53%	45%	3%	68%	32%	0%

Exhibit C-16: CAT Scores, 2003-04

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	90%	10%	0%	77%	23%	0%	75%	25%	0%
S02	80%	19%	1%	75%	25%	0%	68%	32%	0%
S03	67%	32%	1%	68%	30%	2%	68%	33%	0%
S04	78%	22%	0%	57%	43%	0%	71%	29%	0%
S05									
S06	64%	33%	3%	65%	35%	0%	53%	47%	0%
S07	71%	27%	2%	80%	19%	1%	65%	35%	0%
S08	68%	32%	0%	69%	28%	3%	75%	25%	0%
S09	79%	21%	0%	58%	42%	0%	65%	33%	2%
All	75%	24%	1%	71%	28%	1%	67%	33%	0%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	67%	25%	7%	57%	37%	7%	59%	39%	2%
S03									
S04	91%	9%	0%	81%	19%	0%	60%	40%	0%
S05									
S06	81%	19%	0%	66%	31%	3%	90%	10%	0%
S07	77%	23%	0%	63%	34%	3%	77%	23%	0%
S08									
S09	97%	3%	0%	58%	42%	0%	82%	18%	0%
All	78%	20%	3%	61%	35%	3%	74%	26%	1%

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	59%	41%	0%	33%	67%	0%	65%	35%	0%
S02	60%	40%	0%	52%	42%	6%	59%	41%	0%
S03	65%	35%	0%	52%	48%	0%	67%	33%	0%
S04	70%	30%	0%	46%	54%	0%	76%	24%	0%
S05	78%	22%	0%	63%	38%	0%	65%	35%	0%
S06	46%	50%	5%	38%	55%	7%	75%	25%	0%
S07	63%	37%	0%	61%	37%	3%	69%	31%	0%
S08	95%	5%	0%	68%	29%	4%	66%	34%	0%
S09	50%	50%	0%	81%	19%	0%	70%	30%	0%
All	63%	36%	1%	54%	43%	3%	68%	32%	0%

Exhibit C-17: CAT Scores, 2004-05

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	100%	0%	0%	100%	0%	0%	84%	16%	0%
S02	78%	22%	1%	74%	25%	1%	65%	34%	1%
S03	69%	29%	2%	67%	33%	0%	62%	38%	0%
S04	94%	6%	0%	100%	0%	0%	89%	11%	0%
S05	94%	6%	0%	100%	0%	0%	90%	10%	0%
S06	74%	25%	1%	76%	23%	1%	72%	28%	0%
S07									
S08	69%	31%	0%	58%	42%	0%	55%	43%	2%
S09	67%	32%	1%	60%	40%	0%	66%	34%	0%
All	75%	24%	1%	74%	26%	1%	69%	30%	1%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02									
S03									
S04									
S05									
S06									
S07									
S08									
S09									
All									

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	47%	53%	0%	50%	44%	6%	56%	40%	4%
S02	44%	53%	3%	34%	58%	8%	72%	28%	0%
S03	68%	32%	0%	70%	29%	2%	61%	37%	1%
S04	85%	13%	2%	75%	25%	0%	67%	33%	0%
S05	81%	19%	0%	75%	25%	0%	77%	23%	0%
S06	62%	38%	0%	45%	54%	2%	71%	29%	0%
S07	70%	30%	0%	71%	29%	0%	70%	30%	0%
S08	67%	26%	7%	50%	50%	0%	77%	23%	0%
S09	47%	44%	9%	40%	55%	5%	62%	38%	0%
All	61%	37%	1%	54%	42%	3%	70%	30%	0%

Exhibit C-18: CAT Scores, 2005-06

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	74%	25%	1%	75%	25%	0%	61%	39%	0%
S02	62%	34%	3%	62%	38%	0%	68%	32%	0%
S03	79%	20%	1%	75%	25%	0%	72%	27%	1%
S04	89%	11%	0%	94%	6%	0%	63%	37%	0%
S05	72%	25%	3%	75%	25%	0%	57%	43%	0%
S06	77%	22%	1%	73%	25%	2%	71%	29%	0%
S07	87%	13%	0%	82%	18%	0%	62%	38%	0%
S08	79%	19%	1%	84%	16%	0%	77%	23%	0%
S09									
All	78%	21%	1%	77%	22%	0%	67%	33%	0%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	85%	15%	0%	59%	39%	2%	66%	33%	1%
S03									
S04									
S05	92%	8%	0%	75%	25%	0%	87%	13%	0%
S06	88%	13%	0%	71%	28%	1%	74%	26%	0%
S07	89%	11%	0%	50%	46%	4%	84%	16%	0%
S08	94%	6%	0%	75%	25%	0%	70%	30%	0%
S09									
All	88%	12%	0%	63%	35%	2%	73%	26%	1%

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	48%	46%	6%	46%	50%	4%	54%	46%	0%
S02	71%	28%	0%	46%	53%	2%	57%	43%	0%
S03	64%	36%	0%	50%	47%	3%	61%	39%	0%
S04	83%	17%	0%	88%	13%	0%	77%	23%	0%
S05	87%	13%	0%	79%	21%	0%	75%	25%	0%
S06	75%	24%	1%	56%	42%	2%	71%	29%	0%
S07	41%	58%	1%	40%	53%	7%	49%	51%	0%
S08	52%	43%	6%	42%	58%	0%	60%	40%	0%
S09									
All	64%	34%	1%	50%	47%	3%	60%	40%	0%

Exhibit C-19: CAT Scores, 2006-07

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	82%	17%	1%	83%	17%	0%	76%	24%	0%
S02	56%	42%	2%	62%	38%	0%	45%	52%	3%
S03	68%	30%	3%	66%	31%	3%	64%	35%	1%
S04	69%	30%	2%	79%	21%	0%	37%	60%	3%
S05	76%	24%	0%	71%	29%	0%	93%	7%	0%
S06									
S07	63%	32%	5%	61%	37%	2%	68%	31%	1%
S08	72%	28%	0%	63%	38%	0%	77%	23%	0%
S09	84%	16%	0%	72%	28%	0%	74%	26%	0%
All	69%	29%	2%	67%	32%	1%	64%	35%	1%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	90%	10%	0%	70%	30%	0%	78%	22%	1%
S03									
S04									
S05	50%	38%	13%	25%	25%	50%	0%	100%	0%
S06	81%	18%	1%	59%	37%	4%	81%	18%	1%
S07	86%	14%	0%	66%	34%	0%	95%	5%	0%
S08	88%	13%	0%	75%	25%	0%	80%	20%	0%
S09	90%	10%	0%	69%	27%	4%	55%	43%	2%
All	86%	13%	1%	66%	31%	3%	76%	24%	1%

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	68%	32%	0%	50%	48%	2%	84%	16%	0%
S03	69%	31%	0%	38%	58%	3%	82%	18%	0%
S04	82%	18%	0%	66%	34%	0%	69%	31%	0%
S05	0%	100%	0%	50%	50%	0%	80%	20%	0%
S06	74%	24%	3%	60%	37%	4%	72%	28%	0%
S07	86%	14%	0%	72%	28%	0%	80%	20%	0%
S08	51%	49%	0%	36%	61%	4%	54%	46%	0%
S09	75%	25%	0%	57%	41%	2%	73%	27%	0%
All	72%	28%	0%	52%	45%	2%	77%	23%	0%

This exhibit shows the percentage of students in each school and the CSB as a whole who took the CAT in each grade level tested.⁵⁰

⁵⁰ The total population data are taken from the annual June census of student population as supplied by Gérard Poulin, Consultation Pédagogique GP.

Exhibit C-20: Percentage of Students Taking CAT, 2006-07

Grade 6 English									
School	Reading			Language			Mathematics		
	N	Pcent	Pop	N	Pcent	Pop	N	Pcent	Pop
S01	15	63%	24	15	63%	24	14	58%	24
S02	27	56%	48	27	56%	48	29	60%	48
S03	24	80%	30	24	80%	30	23	77%	30
S04	6	67%	9	6	67%	9	6	67%	9
S05	6	75%	8	6	75%	8	6	75%	8
S06	0	NA	20	0	NA	20	0	NA	20
S07	21	60%	35	21	60%	35	22	63%	35
S08	6	75%	8	6	75%	8	6	75%	8
S09	15	63%	24	15	63%	24	18	75%	24
All	120	58%	206	120	58%	206	124	60%	206

Grade 6 French									
School	Reading			Language			Mathematics		
	N	Pcent	Pop	N	Pcent	Pop	N	Pcent	Pop
S01	0	NA	0	0	NA	0	0	NA	0
S02	20	50%	40	0	NA	40	0	NA	40
S03	0	NA	0	0	NA	0	0	NA	0
S04	0	NA	9	0	NA	9	0	NA	9
S05	1	100%	1	0	NA	1	0	NA	1
S06	17	77%	22	6	27%	22	6	27%	22
S07	8	67%	12	0	NA	12	0	NA	12
S08	4	80%	5	0	NA	5	0	NA	5
S09	13	57%	23	0	NA	23	0	NA	23
All	63	56%	112	6	5%	112	6	5%	112

Grade 9 English									
School	Reading			Language			Mathematics		
	N	Pcent	Pop	N	Pcent	Pop	N	Pcent	Pop
S01	0	NA	23	0	NA	23	0	NA	23
S02	22	42%	52	22	42%	52	36	69%	52
S03	15	48%	31	15	48%	31	9	29%	31
S04	8	36%	22	8	36%	22	9	41%	22
S05	1	13%	8	1	13%	8	4	50%	8
S06	13	50%	26	13	50%	26	24	92%	26
S07	8	38%	21	8	38%	21	12	57%	21
S08	7	78%	9	7	78%	9	7	78%	9
S09	11	73%	15	11	73%	15	11	73%	15
All	85	41%	207	85	41%	207	112	54%	207

Classroom Observations

Classroom observations included a rating of the instruction observed, as summarized below.

Exhibit C-21: Classroom Instruction

Criteria	Rating*							
	N	1	2	3	4	5	6	Av
1. Demonstrates a mastery of the subject area being taught.	48	2	4	15	4	8	7	3.85
2. Teaching reflects planning	47	3	8	10	15	5	6	3.62
3. Uses appropriate Instructional strategies.	48	2	6	14	15	6	5	3.67
4. Effectively uses appropriate strategies for classroom management.	47	3	8	11	10	6	9	3.74
5. Treats students with respect.	49	0	3	8	15	10	13	4.45
6. Exhibits high expectations for student learning.	50	2	11	12	12	8	5	3.56
7. Provides constructive assistance to individual students.	49	0	4	16	14	10	5	3.92
8. Engages students in learning.	49	3	9	11	13	8	5	3.59
9. Makes good use of homework.	19	0	4	4	9	1	1	3.53
10. Checks to see that students understand what is being taught.	50	4	4	14	13	9	6	3.74
11. Teacher is culturally sensitive to the learning needs of his or her students.	42	1	5	16	8	4	8	3.79
12. Teacher incorporates aspects of Cree culture and tradition in his or her teaching.	36	7	5	7	8	1	8	3.42

* Each item was rated on a six-point scale, where **N**=number of observations rated (max=50); **1**=Very unsatisfactory; **2**=Unsatisfactory; **3**=Adequate; **4**=Good; **5**=Very good; **6**=Excellent;; **Av**=average (mean) response (max=6).

Staff Questionnaires

Two separate questionnaires were completed by teachers and other school staff, whose responses are summarized in the three exhibits that follow.

Exhibit C-22: Teacher Rating of Students

Items	Rating*							
	N	1	2	3	4	5	6	Av
1. My students are motivated to succeed.	203	14	33	60	41	31	24	3.56
2. My students come to class ready to learn.	203	24	49	45	43	20	22	3.26
3. My students actively participate in class discussions.	199	36	47	34	30	30	22	3.19
4. My students complete work assigned to them.	199	19	30	54	47	34	15	3.46
5. My students are able to work independently.	204	30	46	51	41	20	16	3.11
6. My students take proper care of textbooks and materials.	196	23	33	51	38	30	21	3.42
7. My students demonstrate respect for other students.	203	8	32	54	54	35	20	3.67
8. My students demonstrate respect for teachers & others.	204	9	25	45	50	46	29	3.91
9. My students are tolerant of differences in others.	200	11	31	54	56	24	24	3.62
10. My students find peaceful ways to deal with conflicts.	190	22	43	51	40	19	15	3.19

* Each item was rated on a six-point scale, where **N**=number of respondents; **1**=virtually none of my students exhibit this characteristic to **6**=virtually all of my students exhibit this characteristic; **Av**=average (mean) response.

Exhibit C-23: Teacher Rating of School

Items	Rating*					
	N	1	2	3	4	Av
11. Most teachers in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.	206	24	60	88	26	2.59
12. There is a strong sense of collegiality among teachers of the school.	208	26	61	87	27	2.57
13. There is a constructive working relationship between teachers and the school administration.	200	26	62	81	32	2.59
14. This school challenges students to do their best.	199	32	74	81	19	2.42
15. School rules for students are fairly and consistently enforced.	190	49	78	55	26	2.28
16. The school administration provides vision and leadership to staff and students.	200	39	67	65	29	2.42
17. I have access to adequate textbooks and other instructional resources for teaching.	199	34	53	66	46	2.62
18. Professional development offered by the school or the school board meets my needs.	212	35	71	65	19	2.36
19. The parents of students in this school participate in the learning of their children.	212	67	106	20	7	1.84
20. Parents and other community members participate in the life of the school.	212	68	101	25	5	1.83

* Each item was rated on a four-point likert scale, where **N**= number of respondents; **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree; **Av** = average (mean) response.

Exhibit C-24: Other School Staff Rating of School

Items	Rating*					
	N	1	2	3	4	Av
1. Most staff members in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.	38	1	11	22	4	2.76
2. There is a strong sense of collegiality among staff members of the school.	39	6	19	13	1	2.23
3. There is a constructive working relationship between staff members and the school administration.	38	3	7	22	6	2.82
4. This school challenges students to do their best.	39	4	11	20	4	2.62
5. School rules for students are fairly and consistently enforced.	38	8	18	8	4	2.21
6. The school administration provides vision and leadership to staff and students.	37	3	10	19	5	2.70
7. I have access to adequate resources for my job in the school.	38	6	9	20	3	2.53
8. Professional development offered by the school or the school board meets my needs.	37	6	13	18	0	2.32
9. The parents of students in this school participate in the learning of their children.	37	6	26	3	2	2.03
10. Parents and other community members participate in the life of the school.	37	3	25	8	1	2.19

* Each item was rated on a four-point Likert scale, where **N**= number of respondents; **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree; **Av** average (mean) response.

Québec Education Program - Compulsory Subjects

The *Basic School Regulation* provides the following compulsory subjects at the elementary level and the *suggested* time for each (hours) for a complete week (25 instructional hours):

Exhibit C-25: Provincial Subject Grid - Elementary

Cycle One (Grades 1 & 2)		Cycles Two & Three (Grades 3, 4, 5 & 6)	
Compulsory Subjects	Time	Compulsory Subjects	Time
Language of instruction	9	Language of instruction	7
Mathematics	7	Mathematics	5
Physical education & health	2	Physical education & health	2
Total apportioned time	18	Total apportioned time	14
Second language (French or English)		Second language (French or English)	
Arts education*		Arts education*	
Moral <u>or</u> religious and moral instruction		Moral <u>or</u> religious and moral instruction Geography, history citizenship education Science and technology	
Unapportioned time	7	Unapportioned time	11
	25		25

* Arts education: Cycle One: two of the four following subjects: drama, visual arts, dance or music; Cycle Two: Two of the four subjects prescribed for Cycle One, one of which is taught in that level

The *Basic School Regulation* provides the following compulsory subjects for the first cycle at the secondary level (secondary I, II), the *suggested* time (hours) and the number of credits for each for a complete two-year cycle (1 800 instructional hours):

Exhibit C-26: Provincial Subject Grid - Secondary, Cycle One

French Schools			English Schools		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	400	16	English language of instruction	300	12
English second language	200	8	French second language	300	12
Mathematics	300	12	Mathematics	300	12
Science & technology	200	8	Science & technology	200	8
Geography	150	6	Geography	150	6
History & citizenship education	150	6	History & citizenship education	150	6
Arts education*	200	8	Arts education*	200	8
Physical education & health	100	4	Physical education & health	100	4
Moral instruction or religious and moral instruction	100	4	Moral instruction or religious and moral instruction	100	4
Total	1 800	72	Total	1 800	72

* Arts education: one of the four following subjects: drama, visual arts, dance or music

The *Basic School Regulation* provides the following compulsory subjects for the second cycle at the secondary level (secondary III, IV, V), the *suggested* time (hours) and the number of credits for each for a complete school year (900 instructional hours):

Exhibit C-27: Provincial Subject Grid - General Education Path

Secondary III					
French Schools			English Schools		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	200	8	English language of instruction	150	6
English second language	100	4	French second language	150	6
Mathematics	150	6	Mathematics	150	6
Science & technology	150	6	Science & technology	150	6
History & citizenship education	100	4	History & citizenship education	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Elective subjects	100	4	Elective subjects	100	4
Total	900	36	Total	900	36

Secondary IV			Secondary V		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	150	6	French language of instruction	150	6
English second language	100	4	English second language	100	4
Mathematics	100/150	4/6	Mathematics	100/150	4/6
Science & technology	100	4			
History & citizenship education	100	4	Contemporary world	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Ethics & religious culture	100	4	Ethics & religious culture	50	2
			Integrative project	50	2
Elective subjects	100/150	4/6	Elective subjects	200/250	8/10
Total	900	36	Total	900	36

* Arts education: one of the four following subjects: drama, visual arts, dance or music.

Exhibit C-28: Provincial Subject Grid - Transitional Regime

Secondary IV			Secondary V		
Subject	Hours	Credits	Subject	Hours	Credits
Language of instruction	150	6	Language of instruction	150	6
Second language	100	4	Second language	100	4
Mathematics	150	6	Mathematics	100	4
Physical education	50	2	Physical education	50	2
Moral or religious education	50	2	Moral or religious education	50	2
			Economics	100	4
History of Québec & Canada	100	4			
Physical Science	150	6			
Career choice education	25	1	Career choice education	25	1
Personal & social education	25	1	Personal & social education	25	1
Elective subjects	100	4	Elective subjects	300	12
Total	900	36	Total	900	36

Exhibit C-29: Provincial Subject Grid - Applied General Education Path

Secondary III					
French Schools			English Schools		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	200	8	English language of instruction	150	6
English second language	100	4	French second language	150	6
Mathematics	150	6	Mathematics	150	6
Applied science & technology	150	6	Applied science & technology	150	6
History & citizenship education	100	4	History & citizenship education	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Personal orientation project	100	4	Personal orientation project	100	4
Total	900	36	Total	900	36

Secondary IV			Secondary V		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	150	6	French language of instruction	150	6
English second language	100	4	English second language	100	4
Mathematics	100/150	4/6	Mathematics	100/150	4/6
Applied science & technology	150	6			
History & citizenship education	100	4	Contemporary world	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Ethics & religious culture	100	4	Ethics & religious culture	50	2
			Integrative project	50	2
Elective subjects	50/100	2/4	Elective subjects	200/250	8/10
Total	900	36	Total	900	36

* Arts education: one of the four following subjects: drama, visual arts, dance or music.

Exhibit C-30: Provincial Subject Grid - Work Oriented Training Path

Pre-Work Training			
Subject	Secondary I	Secondary II	Secondary III
	Hours	Hours	Hours
General Education			
Language of Instruction	150	100	50
Second Language	50	50	
Mathematics	150	100	50
Technology & scientific experimentation	100		
Geography, history & citizenship education	50	50	50
Physical education & health	50	50	
Autonomy & social participation	100	100	50
Unapportioned time	50	50	50
Practical Training			
Preparation for the job market	50	100	50
Introduction to the world of work	150		
Work skills		300	600
Total	900	900	900

Training for a Semi-Skilled Trade	
Subject	Hours
General Education	
Language of Instruction	200
Second Language	100
Mathematics	150
Practical Training	
Preparation for the job market	75
Preparation for a semi-skilled trade	375
Total	900

Curriculum Guides

Exhibit C-31: Cree Language Program Guides from Educational Services

Document	Description	Comments
Vocabulary For Teachers 1	Cree language picture book with Syllabics	There is no real explanation of how one could use there or how the vocabulary was chosen. We think they could be useful if they provided some guidance for teachers in choosing vocabulary. If it were possible to provide some of these document in colour it would be helpful.
Vocabulary For Teachers 2	Cree language picture book with Syllabics	
Teacher Manual 1	Cree Language picture worksheets with syllabics "prepared to help teachers assess their students with syllabics."	
Student Manual Kindergarten 1	Student workbook to go with manual	
Teacher Manual 2	Cree Language picture worksheets with syllabics "prepared to help teachers assess their students with syllabics."	
Student Manual 2	Student workbook to go with manual	We have been told that teachers have found these books to be useful as they provide something that is much like a phonics book there is a focus on a particular syllabic. The correct formation of the syllabic is focused on as well.
Thematic Unit 1-10 Grade Three	Word lists for 56 themes Unit 1 - Cultural Games, Unit 2 - Environment, Unit 3 - Season Changes, Unit 4 - Christmas, Unit 5 - Animals, Unit 6 - Hunting and Trapping, Unit 7 - Shelters, Unit 8 - Transportation, Unit 9 -Walking Out Ceremony, Unit 10 - Jobs in the Community	English work lists with matching Syllabics. The content focuses on Cree themes when there could be much more of a variety. Teachers have complained that they find the curriculum or ideas provided to them are not interesting to teach throughout the year. Children are interested in other things and these interests need to be addressed. Words lists are helpful but a step further would be for these to be target vocabulary for all children to master. It lacks a strong focus on building strong Cree vocabulary which is a goal that can be easily achieved.
Thematic Unit 1-10 Grade Three [Evaluation]	List of items and methods to evaluate those items.	This book could serve as a teachers guide to teaching the program if it were presented in a slightly different way. Teachers need some rubrics or some standardized objectives to reach so they know what is expected when teaching a level. They could have some inclusion of sample rubrics, steps in how to develop these, and sample assessment forms since this seems to be an area teachers have the most difficulty in, in my experience.

Document	Description	Comments
Cree Grade Two Math (Unit 1 - 5)	Worksheets for computation	No teacher guide? The material included in these units is not enough of what is expected to be covered in Grade 2. In addition, I find this encourages paper-and-pencil type of activities rather than hands-on tasks that students could learn from. Where are the Grade 1 books? It seems these are photocopies but reference isn't made to what program these are from. Does anyone check these over? Are there any criteria used to evaluate these? There should be some specific components that all guides should have as well as an assessment of the quality of what is included in them.
Cree Grade Two Math (Unit 6 -10)	Worksheets for computation	No teacher guide?
Another book of worksheets	probably grade two as well	No teacher guide?
Cree Grade Two Guide	Teacher guide for Grade Two Cree Language Program	Suggestions for portfolio evaluation
Cree Grade Three Guide	Teacher guide book for the 10 Grade Three Units	The units integrate all of the subject areas.
Cree Grade One Curriculum Guide (Working Document October 1993)	Teacher guide divided by themes.	There is no explanation as to how one could use this guide (still a working document after 15 years). There is suggested vocabulary, sentence structure (grammar) to focus on, objectives, suggested materials, and ideas for activities. Activity ideas could be elaborated. Some terminology used is confusing or may be at a level that is not commonly understood for everyone who would use this guide. This needs some updating to compliment the changes in the Quebec reform.
Cree Language and Culture Guide, Elementary Sector, Grades One to Six, Working Document Southern Dialect, November 1996	The document appears to be laid out by consecutive months (August to June with some combined months) at each grade level. Each month has a theme, a time frame, a list of Cultural Activities indicating what students should know, Linguistic Objectives indicating what the students should be able to do, a list of resources/materials, a group of suggested activities, and suggested evaluation.	There is no table of contents to help the teacher. The first 138 pages, which are numbered deal with grades 1 and 2. Grade 3 section has no page numbers. Grade 4 has been numbered by hand (1-70) Grades 5 and 6 have no numbers. (Hopefully this pile of paper is never dropped.)
Cree Language and Culture Guide, Secondary Sector, One to Five Working Document Northern Dialect, February, 1997	This document is laid out in a similar manner to the Elementary Document above. The document provides a Table of Contents (without page numbers) for Secondary 1 and Secondary 2, but no other documentation for Secondary 1. Secondary 2 is pages 1-80 laid out by month. Secondary 3, 4, and 5 have no table of contents and are not numbered.	The lack of a real table of contents with page numbers makes this pile of paper less than a useful guide.
Eastern James Bay Cree	This dictionary is described as a Cree lexicon. It is a revision of the original	All grammatical rules and explanations are provided in English. The lexicon is organized as follows: citation

Document	Description	Comments
Dictionary Northern Dialect, Cree School Board/Cree Programs, 2004	Cree Lexicon: Eastern James Bay Dialects (1987). The present revision is the result of work between 1998 and 2004. As described in the introduction, "... such a collection of words and their equivalents in another language (in this case English) is more accurately referred to as a <i>lexicon</i> ."	form (the word in syllabics, word spelled in roman letters, grammatical information (English), definitions (English), and example sentences (syllabics and English). The document might be considered a Cree-English Dictionary.
A similar document exists for the Southern Dialect.	See above	See above.
Cree Publications, 2007, Southern Dialect (www.eastcree.org)	This document is a list of the stories, greeting cards, poster, and flashcards that have been produced by the Cree Programs sector of the Educational Services Department of the Cree School Board.	The stories appear to be listed by the date of publication. There are 8 designated for level (age) 4+, 47 for 6+, 13 for 8+, 2 for 10+, and 42 for 12+. The document states that it is not a complete list as new titles are constantly being added, but this list has only 112 titles while the website lists 510 in its catalogue. Teachers who wish to find appropriate stories for their students would do better to go to the website where the search engine which allows user to define the choice via menus.
East Cree mathematics Terminology Workshop Report, Val d'Or, February 2007 (www.eastcree.org)	Introductory activities and vocabulary for Primary Students regarding the following concepts: 1. Measurement in Traditional Activities 2. Classifying objects into sets and subsets using Cree classifiers 3. Reduplication and Distributivity 4. Division 5. Geometry	This document provides teaching suggestions and the appropriate language to be used. There is a clear effort to introduce concepts via the use of traditional Cree situations. The premise is to provide a familiar examples, from the Cree experience, as an introduction to the concepts.
Resource Book, Northern Dialect, Cree School Board, 2004 (www.eastcree.org)	Lexicons provided in thirty categories from Numbers through Feelings-Physical. The lexicons are presented as syllabics, with roman letters and English equivalents.	These Cree-English word lists, organized by category, may be helpful for teachers who are searching for appropriate words. The words in each category appear to be sorted by syllabics. Although there is a table of contents listing the categories no explanation is given for their particular order.
Resource Book, Southern Dialect, © Cree School Board, 2002 (www.eastcree.org)	Lexicons provided in thirty-three different categories from Weather through Fish. The lexicons are presented as syllabics, with roman letters and English equivalents.	These Cree-English word lists, organized by category, may be helpful for teachers who are searching for appropriate words. The words in each category appear to be sorted by syllabics. Although there is a table of contents listing the categories no explanation is given for their particular order.
Spelling Manual for Eastern James Bay Cree Syllabics, Northern Dialect, Cree School Board, Revised July 2006, Cree Programs, (www.eastcree.org)	Document contains A Syllabics chart, Dialect Differences, Use of Dots, Syllabic Finals, Syllabic Symbols at the beginning of a word, Adding endings to nouns, and Boundaries.	This document was created to help standardize the written syllabics for the Northern Dialect. All explanations are provided in English.
Spelling Manual, Eastern James Bay Cree Syllabics, Cree School Board, Revised	Document contains A Syllabics chart, Dialect Differences, Use of Dots, Syllabic Finals, Syllabic Symbols at the beginning of a word, Adding endings to nouns, and Boundaries.	This document was created to help standardize the written syllabics for the Southern Dialect. All explanations are provided in English.

Document	Description	Comments
April 2004, Southern Dialect, (www.eastcree.org)		
Cree Conversation Manual, ISBN: 1-894843-25-8, first edition in 2002, revised in 2004 (www.eastcree.org)	<p>A lexicon divided into twenty-one categories from Greetings to Expressions of Time. Each phrase is in a table under the following headings English, French, Souther Dialect Syllabics, and Northern Dialect Syllabics. This manual is designed to accompany an audio CD. All of the spoken contents of the CD is transcribed, with additional footnotes and titles. A chart is included in the appendix. A "talking chart", including sounds, can be downloaded from the web site: www.eastcree.org. However, to facilitate learning for readers already familiar with the roman alphabet, a roman orthography has also been used. This roman orthography is an exact transliteration of the syllabic characters. The following is a note regarding the CD: The 70mn Cree conversation CD is an introduction to Eastern James Bay Cree conversation. It covers 21 different topics of everydaylife interactions in a Cree community. From greetings to social gatherings, from school to hunting and trapping, each phrase is first given in English, then in French, and then in 4 Cree voices representing different dialects and generations of speakers: East Cree Southern (Inland, Coastal), East Cree Northern (older, then younger person). There is a long enough pause between phrases to allow you to repeat what you have heard. You can turn off the English and French voices, in order to only hear Cree. A special headphone enhancement technique has been used to improve sound quality when listening with headphones. The CD can be ordered from: www.eastcree.org. Profits from the CD sale go toward Cree language preservation and linguistic documentation training for Cree youth.</p>	

Exhibit C-32: English Language Program Guides from Educational Services

Document	Description	Comments
Arts Program - Second Language - Grade Two - Prepared by Mary Ann Gilpin - IS CSB - 1996	An indexed and tabbed binder containing 10 integrated curriculum units built on themes that integrate science and the arts. The themes follow those developed in the CLIP second grade curriculum guide.	These guides are well-developed and well organized.
Arts and Science Program - Second Language - Grade 3 - Mary Ann Gilpin - IS CSB- 1997	An indexed and tabbed binder containing 10 integrated curriculum units built on themes that integrate science and the arts. The themes follow those developed in the CLIP third grade curriculum guide.	These guides are well-developed and well organized.
Grade Four Immersion - Curriculum Binder - Resource Binder	The binder has an introduction to the Grade Four Immersion Program with an index page, but the tabs in the binder have no labels. The first tab contains the Curriculum Outline with sections for Science, LA, Math, Art/MRE/Music followed excerpts from MELS docs for Music, Drama, and Visual Arts. The second tab is for Materials and Resources, the third tab is for Classroom Practice. The fourth tab is for Evaluation.	As in the Grade 5 Immersion binders the material is not as useful as it could be if there were proper tables of context or indexes.
Grade Four Immersion - Curriculum Binder - Unit Two	Has repeat of Unit Two Curriculum from the Resource Binder. No Table of contents. First tab has evaluation information. second tab begins with Science objectives, followed by Teaching/Learning activities and then resource materials (photocopies). The pages have been separated by coloured sheets, but with no index or table of contents. The third tab is similar for LA, as is the fourth tab for Math	We received two copies of this binder, but none for Unit One.
Grade Four Immersion - Curriculum Binder - Unit Three	Similar to the binder described for Unit Two	There was a photocopy of an MEQ 1986 Curriculum Guide for Elementary School Mathematics - Booklet E - Fractions inside the front cover envelope.
Grade Four Immersion - Curriculum Binder - Unit Four	Similar to the binder described for Unit Two	
Grade Four Immersion - Curriculum Binder - Unit Five	Similar to the binder described for Unit Two	

Document	Description	Comments
Grade Five Immersion Resource Binder	1. An outline of the Gr. 5 immersion curriculum, 2. List of Teaching/Learning materials, Professional Resources, 3. Suggestions for classroom practice, 4. Suggestions for formative assessment and learning indicators	1. Copy of MELS Intermediate and Terminal Objectives, 2. List of recommended books and other materials, 3. Many photocopied pages, but no index or guide to usage. 4. More photocopies of evaluation grids, etc. , but no index or guide to usage This was not a useful guide when I was teaching except for some ideas regarding assessment. I think it needs updating each year and might be best to have in a format that can be added onto easily (electronic format, CD Rom, or online). Much of what is included in these curriculum binders are photocopies from resource books, which breaks copyright I believe, and there is little in terms of ideas and explanations of how to use the information.
Grade Five Immersion - Curriculum Binder- Unit One	Photocopies of pages labelled "Unit One". There are tabs, but no labels or guide to usage. The tabs appear to separate Unit One for LA, SS, Science and Math.	There is a brief explanation of what appears to be the objectives for each subject at the beginning of each tabbed section. This is followed by a number of photocopies from a variety of sources. I would not know what I was expected to do with this.
Grade Five Immersion - Curriculum Binder- Unit Two	There are unlabeled tabs. The first one seems has SS and Math. The materials after the SS outline seem to follow the order of he outline, the math materials seem to be less well organized. The second tab deals with LA and the materials seem to follow the outline. The third tab covers Science.	There is a date Aug 1998 handwritten on the cover. The materials that follow the outline in each of these sections need to be indexed if one expects teachers to use them.
Grade Five Immersion - Curriculum Binder- Unit Three	Unlabelled tabs - first tab SS and Math, second tab LA, third tab Science	There is a date Aug 1998 handwritten on the cover although the cover has December 1997 printed on it. The materials that follow the outline in each of these sections need to be indexed if one expects teachers to use them.
Grade Five Immersion - Curriculum Binder- Unit Four	Tabs labeled SS, Science, LA, Math	Same as previous units. No Index to help find things.
Grade Five Immersion - Curriculum Binder- Unit Five	This binder has a guide to the tabs which are in the following order Math, LA, SS, Science	Handwritten on cover - Master Copy. Each tabbed section would benefit from an index.

Document	Description	Comments
Grade Six Immersion - Resource Binder- June 1999	First tabbed section outlines the five units as well as providing an untabbed section for Material and Resources 1999. The second tab, Classroom, has a collection of photocopies of articles, worksheets and drill sheets, all without any index to guide the teachers. The third tab, Evaluation, provides some guidelines for evaluation and makes reference to a sample report form (provided in front of binder). It also provides a list of indicators by subject area which includes content that matches the content of the units for Math, LA, Science, SS. Physical education is also added here, but does not appear in the Units. This is followed by a number of record sheets, but no suggestions as to use.	Seems a little better organized than the Grade 5 Immersion, but still lacks the organization that could make it a useful resource. It seems to have been created in 1999 and provides photocopies of the QEP General and Terminal Objectives. For Math, Music and Visual Arts, but none of the other subjects. I wonder why just these choices, since the arts are not addressed in the units. All tabs have been handwritten and are actually post-its. We had the definite impression that this was prepared for us to look at, which made us wonder what teachers actually got. Further investigation indicates that the teachers got the binders without labelled tabs. .
Grade Six Immersion - Unit One - June 1999	Tabbed binder with outline of Unit One repeated at the front of the binder. First tab, SS, start with Report Card indicators, list of resources, second language development description of teaching/learning activities and sheets to be duplicated for students. The same protocol is followed for LA, Science and Math tabs.	Provides better guidance than similar units for Grade 5 Immersion.(see box 2) Many of the activities and sheets included are photocopies from good resources but are not well explained. The inclusion of some report card indicators to refer to was helpful. This guide would be a good start assuming that it was introduced in a workshop setting and that there was in-school follow-up with the teachers.
Grade Six Immersion - Unit Two - June 1999	Similar to Unit One	
Grade Six Immersion - Unit Three - June 1999	Similar to Unit One. For some reason there are no teaching/learning activities listed for Math.	
Grade Six Immersion - Unit Four - June 1999	Similar to Unit One. Contents are actually Unit Five.	
Grade Six Immersion - Unit Five - June 1999	Similar to Unit One but has no tabs. Contents are actually Unit Four.	We wonder why tabs were not included. As we looked at these units it seems to us that they were prepared by different people. They would have been more useful had they been standardized in terms of form and organization. One would think this could have been done by now since they were first developed almost 10 years ago.
Grade Six Immersion Social Studies Photo Collection	A collection of poor quality photocopies, largely from the Canadian National Archives.	These poor quality photocopies will not improve with in-school duplication.

Document	Description	Comments
Grade Six Science - Electricity - Sample Teaching Units.	Collection of a number of units produced by teachers which are largely photocopies from a variety of sources.	The units are a good beginning, but they lack objectives, teaching strategies, connection to the QEP, etc.
Economics Secondary V - Program and Curriculum Guide - Instructional Services CSB 1994	Binder with untabbed tabs. First tab includes rationale for the course adaptation for Cree Sec V Students as well as a Table of Modules and Units. The second tab contains The Curriculum Guide, Module 1, including objectives, content, details and Suggested Learning and Teaching Activities as well as a request for feedback to enable future revisions of this document. The third tab contains Module 2. The fourth tab contains Modules 3 through 7, as well as an optional Module 8 which is one page referring to Articles from various sources.	Since the document seems not to have revised, I gather there has been no feedback from teachers in the last 13 years. The article referred to in Module 8 lists sources as "Articles from The Nation". These are not of much help unless the archived articles are available somewhere. Susan Runnels was the Director of Educational Services at the time this binder was produced. We are not sure why this was included as it seems that Economics isn't offered in CSB schools.
CSB - Geography of Quebec and Canada - 592-314 - Secondary Three, developed in 1992 under the supervision of Lynn Shalit, Coordinator of IS	The introductory pages include a letter from MEQ confirming that the adapted program would be used in the CSB beginning in July 1992. The unlabelled tab provides an outline of 6 Modules. The next six tabs contain modules 1 through 6. The final tab contains some map ordering information.	
The Territory and Inhabitants of James Bay - Geography 085-314 Course Documentation	This is a spiral bound document with a table of contents that provides background documentation for Modules 1 through 5 of the Geography program.	This document is well organized and well presented. A useful resource in my opinion.
The Territory and Inhabitants of James Bay - Geography 085-314 Course Activates	This is a spiral bound document with a table of contents that provides a series of worksheets for activities relating to Modules 1 through 5 of the Geography program.	This document is well organized and well presented. A useful resource in my opinion.
The Territory and Inhabitants of James Bay - Geography 085-314 Course Activates - Answers	This is a spiral bound document identical to the one above, but with the answers filled in.	This document is well organized and well presented. A useful resource in my opinion.

Document	Description	Comments
Direct From The Heart - 2005	Spiral bound collection of student writing	
Direct From The Heart - January 2005	Spiral bound collection of student writing	
Long Range Planning For Substitutes Kindergarten(2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets. Without some explanation they might just be copied and used to fill time.
Long Range Planning For Substitutes Grade One (2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets.
Long Range Planning For Substitutes Grade Two (2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets.
Long Range Planning For Substitutes Grade Three (2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets.

School Committees

Exhibit C-33: Resolutions of Education Assembly, 2007

CSBEA 2007-01	Organize Parenting Workshops.
CSBEA 2007-02	Create Information Kits on Parental Involvement, School Agendas, etc.
CSBEA 2007-03	Have a Parent Day and recognize it as a Pedagogical Day.
CSBEA 2007-04	Promote Teacher Education (Training) Program for Crees.
CSBEA 2007-05	Promote Cree History and Cree Culture
CSBEA 2007-06	Make representations to MELS to acquire Accreditation for Cultural Activities that are held within the regular classes and out on the land.
CSBEA 2007-07	Make representations to Grand Council of the Crees (Eeyou Istchee) to introduce Cree Language at the Day Care Level.
CSBEA 2007-08	Design the School Calendars taking into consideration the Cree Culture Breaks (Moose and Goose Breaks).
CSBEA 2007-09	Establish a Cree Language Institute in collaboration with Grand Council of the Crees (Eeyou Istchee) CRA and other Cree entities.
CSBEA 2007-10	Assess the Cree Language of Instruction Program.
CSBEA 2007-11	Create a website at the local schools for parents to access information on School Attendance and other School Activities with respect to their child's progress in education.
CSBEA 2007-12	Review the General By-Law respecting the criteria of eligibility for School Committee members.

Adult Education

Student Results

We were not able to obtain any data from Continuing Education on adult student results except those furnished by the preliminary report of the Sabtuan Clientele Study. It provided data on the success rate of students in vocational and general education courses from 1994-95 to 2006-07.

In each of the three exhibits that follow, the number of course results included in the study are shown in the second to sixth columns: Pass, Fail, Blank, Other and Total. No explanation is provided regarding 'other' which we presume refers to withdrawals from particular courses by students who completed at least one exam. We make this inference based on the fact that the number of course registrations excluded from their dataset (Exclu) are described as students "deemed as not being registered because they did not have a score, other than 'withdrawn', in at least one course during that year."⁵¹ When these students are added back in, one arrives at the grand total shown in the next column (Grand). The success rate declared by the study is shown in the next column (Declared) and the final column displays the success rate that would prevail if the excluded students were counted (Adjusted). The last two rows of each exhibit provide the percentage for each column based on declared and adjusted population figures.

Exhibit C-34: Vocational Education Results: 1994-95 to 2006-07

Year	Pass	Fail	Blank	Other	Total	Exclu	Grand Total	Declared	Adjusted
1995	517	17		2	536	2	538	96%	96%
1996	634	10		8	652	84	736	97%	86%
1997	765	9		174	948	26	974	81%	79%
1998	1963	23		148	2134	141	2275	92%	86%
1999	1339	16	42	102	1499	295	1794	89%	75%
2000	589	36	216	51	892	279	1171	66%	50%
2001	1388	32	2	63	1485	60	1545	93%	90%
2002	1287	16	139	33	1475	89	1564	87%	82%
2003	1571	68	55	58	1752	44	1796	90%	87%
2004	1725	27	13	152	1917	73	1990	90%	87%
2005	993	32	585	128	1738	352	2090	57%	48%
2006	1582	80	151	259	2072	172	2244	76%	70%
2007	439	7	2018	51	2515	31	2546	17%	17%
All	14792	373	3221	1229	19615	1648	21263	75%	70%
Declared	75%	2%	16%	6%	100%				
Adjusted	70%	2%	15%	6%	92%	8%	100%		

⁵¹ Econotech, 2007, p. 45.

Exhibit C-35: General Education Results: 1994-95 to 2006-07

Year	Pass	Fail	Blank	Other	Total	Exclu	Grand Total	Declared	Adjusted
1995	761	63	6	77	907	111	1018	84%	75%
1996	882	24	17	9	932	60	992	95%	89%
1997	1119	32		30	1181	59	1240	95%	90%
1998	871	31		228	1130	177	1307	77%	67%
1999	796	53	2	100	951	184	1135	84%	70%
2000	463	17		110	590	119	709	78%	65%
2001	638	11		20	669	32	701	95%	91%
2002	600	8	6	8	622	43	665	96%	90%
2003	506	24	54	11	595	63	658	85%	77%
2004	483	7	76	38	604	106	710	80%	68%
2005	403	4	280	6	693	162	855	58%	47%
2006	245	9	46	2	302	32	334	81%	73%
2007	148	1	746	24	919	51	970	16%	15%
All	7915	284	1233	663	10095	1199	11294	78%	70%
Declared	78%	3%	12%	7%	100%				
Adjusted	70%	3%	11%	6%	89%	11%	100%		

Exhibit C-36: Vocational & General Education Results: 1994-95 to 2006-07

Year	Pass	Fail	Blank	Other	Total	Exclu	Grand Total	Declared	Adjusted
1995	1278	80	6	79	1443	113	1556	89%	82%
1996	1516	34	17	17	1584	144	1728	96%	88%
1997	1884	41	0	204	2129	85	2214	88%	85%
1998	2834	54	0	376	3264	318	3582	87%	79%
1999	2135	69	44	202	2450	479	2929	87%	73%
2000	1052	53	216	161	1482	398	1880	71%	56%
2001	2026	43	2	83	2154	92	2246	94%	90%
2002	1887	24	145	41	2097	132	2229	90%	85%
2003	2077	92	109	69	2347	107	2454	88%	85%
2004	2208	34	89	190	2521	179	2700	88%	82%
2005	1396	36	865	134	2431	514	2945	57%	47%
2006	1827	89	197	261	2374	204	2578	77%	71%
2007	587	8	2764	75	3434	82	3516	17%	17%
All	22707	657	4454	1892	29710	2847	32557	76%	70%
Declared	76%	2%	15%	6%	100%				
Adjusted	70%	2%	14%	6%	91%	9%	100%		

Staff Questionnaires

One questionnaire was completed by teachers and other centre staff, whose responses are summarized below.

Exhibit C-37: Centre Staff Rating of Centre & Board Support

Items	Rating*					
	N	1	2	3	4	Av
1. Students are motivated to succeed.	26	0	9	14	3	2.77
2. Students complete work assigned to them.	23	0	11	8	4	2.70
3. Students are able to work independently.	25	1	8	15	1	2.64
4. Students successfully complete the courses and programs in which they are enrolled.	26	1	14	11	0	2.38
5. Upon completion of their studies, students are prepared for further education and employment.	26	2	3	14	7	3.00
6. The centre provides an appropriate offering of courses and programs to meet student needs.	28	1	4	14	9	3.11
7. The centre provides other services that meet student needs.	28	2	13	10	3	2.50
8. The centre has adequate facilities and other resources for the courses and programs it offers.	28	2	9	9	8	2.82
9. The centre provides appropriate leadership to support teaching and learning.	29	3	3	14	9	3.00
10. The Continuing Education Department provides appropriate and sufficient support for your centre.	27	2	6	12	7	2.89

* Each item was rated on a four-point likert scale, where **N**= number of respondents; **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree; **Av** = average (mean) response.

Local Education Committees**Exhibit C-38: Resolution of Education Assembly, 2007**

LCECEA 2007-01	Involvement of Teacher Interviews and Hiring. To be part of the selection process of students for Vocational Programs. Honorarium for members. Development of a Local Continuing Education Committee By-Law.
----------------	---

Post-Secondary Education

Student Results

This first exhibit shows the number of students enrolled in post-secondary institutions in relation to community size, using the same methodology employed previously for graduates.⁵² These data *suggest* - but do not prove - that there is no obvious correlation between post-secondary enrolment and either community size or its graduation rate.

Exhibit C-39: The Post-Secondary Enrolment Index

Comm	PS	Pop	Ratio	Index	Grad
C01	24	270	0.09	0.78	0.52
C02	97	1040	0.09	0.82	0.70
C03	31	339	0.09	0.80	1.45
C04	3	198	0.02	0.13	0.98
C05	19	159	0.12	1.05	1.57
C06	98	547	0.18	1.57	1.09
C07	75	663	0.11	0.99	2.35
C08	24	127	0.19	1.65	1.29
C09	58	414	0.14	1.23	0.63
Total	429	3757	0.11	1.00	1.00

PS=post-secondary enrolment (2006-2007); Pop=school population (2007-08); Ratio=PS÷Pop; Index=Ratio÷1.00; Grad=graduation index from previous exhibit (see footnote 52 below).

The data for the following exhibit were taken from an internal report of the Post-Secondary Education Office. The data, especially the number of graduates, should be interpreted as indicative rather than definitive. As stated in the report: "Post Secondary Student Services does not canvass all the institutions to determine if a non-returning student has in fact graduated or abandoned the institution. If the students do not provide formal graduation documentation, our records must remain unchanged...."⁵³

Exhibit C-40: The Post-Secondary Enrolment & Graduates, 1995-2007

Year	Univ	College		Other	Total	Grads
		Pre-U	Voc			
1995	43	245	21	18	327	40
1996	52	204	35	32	323	48
1997	71	282	21	4	378	45
1998	84	294	14	9	401	53
1999	84	342	14	6	446	57
2000	89	324	12	10	435	49
2001	97	317	22	11	447	52
2002	92	344	23	7	466	62
2003	111	370	14	7	502	100
2004	100	345	28	0	473	82
2005	147	318	49	2	516	44
Total	970	3385	253	106	4714	632

⁵² For the previous exhibit and discussion of the graduation index, see page 49.

⁵³ Post-Secondary Education Office, 2005, p. 2.

APPENDIX D: EXTRACTS FROM KEY DOCUMENTS

Section 16 of the JBNQA

- 16.0.1 For the purposes of this Section, the following words and phrases shall mean:
- A) "Native person" is a person who qualifies as a Cree in accordance with the criteria for eligibility established in Section 3 of the Agreement.
- 16.0.2 The Education Act, (1964, R.S.Q., 235 as amended) and all other applicable laws of general application in the province shall apply in the areas covered by this Section save where these laws are inconsistent with this Section in which event the provisions of this Section shall prevail.
- 16.0.3 The Category areas of the Cree communities of Fort George, Paint Hills, Eastmain, Rupert House, Waswanipi, Mistissini, Great Whale River and Nemaska listed in the Agreement shall be constituted as a single school municipality.
- 16.0.4 A Cree School Board, which shall be a school board under the Education Act, shall be established forthwith upon the execution of the Agreement and shall exercise powers and functions in the said school municipality and for the persons described in paragraph 16.0.6.
- 16.0.5 Every child shall be entitled to receive moral and religious instruction in accordance with a program approved by a clergyman or priest serving the community and by the protestant or by the Catholic Committee of the Superior Council of Education. Any child, upon request of his parents for reasons of conscience, shall be exempted from such moral or religious instruction.
- 16.0.6 To the exclusion of all other school boards, the Cree School Board shall have jurisdiction and responsibility for elementary and secondary education and adult education:
- A) Within the territorial limits of the municipality contemplated by paragraph 16.0.3, in respect to all persons who qualify as Crees in accordance with the criteria for eligibility established in Section 3 of the Agreement, as well as in respect to all persons who do not so qualify and who are ordinarily residing therein or who are ordinarily residing within Category 111 lands surrounded by Category 1 lands except of the Inuit of Great Whale:
- B) In Category 11, in respect to all persons who qualify as Crees in accordance with the criteria for eligibility established in Section 3 of the Agreement.
- 16.0.7 The Cree School Board shall not have jurisdiction over non-Native settlement in Category 11 lands.
- 16.0.8 Subject to the laws covering such powers and duties, the Cree School Board will have all the powers and duties given to a board including the powers:
- A) To make agreement for educational purposes with any person, group, community, institution or corporation;

- B) To make agreements with other school boards in the province in virtue of which such school boards would allow some of their teaching personnel a leave of absence for the purpose of working for the Cree School Board and guaranteeing the re-employment of such personnel at the expiration of their contract with the Cree School Board;
- C) To determine the use of standardized tests.

16.0.9 The Cree School Board shall also have the following special powers, subject only to annual budgetary approval:

- A) To make agreements with Canada for education and training programs not provided by Quebec, in accordance with the laws and regulations relating to such agreements;
- B) To determine, in conjunction with the Quebec Department of Education, the school year and school calendar limited only by the total number of days per year required law and regulations;
- C) To make agreements for post-secondary education for the persons specified in paragraph 16.0.6;
- D) To acquire, build and maintain residential facilities for its teachers;
- E) To determine, in conjunction with the Quebec Department of Education, the number of Native persons and non-native persons required as teachers in each of its schools;
- F) To arrange, with the Quebec Department of Education, for the hiring of Native persons as teachers notwithstanding that such persons might not qualify as teachers in accordance with the standard qualifications prevailing in other areas of the province;
- G) To select courses, textbooks and teaching materials appropriate for the Native people and to arrange for their experimental use, evaluation and eventual approval;
- H) To develop courses, textbooks and materials designed to preserve and transmit the language and culture of the Native people;
- I) To make agreements with universities, college, institutions or individuals for the development of the courses, textbooks and materials for the programs and services that it offers;
- J) To give instruction and guidance to its teachers in the methods of teaching its courses and in the use of the textbooks and teaching materials used for such courses;
- K) To establish courses and training programs to qualify Native persons as teachers;
- L) To establish courses and training programs for non-Native persons who will teach in its schools;

M) To make agreements with universities, college, institutions or individuals to provide training for the Cree School Board's teachers and prospective teachers.

16.0.10 The teaching languages shall be Cree and with respect to the other languages in accordance with the present practice in the Cree communities in the territory.

The Cree School Board will pursue as an objective the use of French as a language of instruction so that pupils graduating from its school will, in the future, be capable of continuing their studies in a French school, college or university elsewhere in Quebec, if they so desire.

After consultation with the parents' committee, and having regard to the requirement of subsequent education, the commissioners shall determine the rate of introduction of French and English as teaching languages.

16.0.11 The by-laws of the Cree School Board which require the approval of the Minister, in virtue of the Education Act, shall come into force forty (40) days after a copy of such by-laws has been transmitted to the Minister unless within that period the Minister disallows in writing any such by-law.

16.0.12 Notwithstanding the provisions of the Education Act concerning school commissioners:

A) The Cree School Board will be composed of one (1) school commissioners appointed by or elected from each of the (8) Cree communities listed in paragraph 16.0.3 of this Section and of one (1) commissioners designated by the Cree "Native party" from among its members;

B) The Cree School Board shall determine the date when elections of such school commissioners shall take place;

C) The qualifications for being eligible to vote for and to hold office as a school commissioner shall be;

- 1) Membership in a Cree community;
- 2) To be of the age of majority;
- 3) Not to be affected by legal incapacity.

However non-Natives who are entitled to the services from the Cree School Board and who meet the qualifications specified in the Education Act for electors shall be entitled to vote for school commissioners.

D) Such school commissioners shall be elected or designated, as the case may be, for a term of three (3) years. three (3) of the first commissioners elected shall serve for one (1) year and three (3) of the commissioners elected shall serve for two (2) years with the first commissioners having such abbreviated terms of office being designated by the drawing of lots at the first meeting of the Cree School Board;

E) If during his term of office the school commissioner designated by the Grand Council of the Crees (of Quebec) or its successor loses his office as a member of the Grand Council of the Crees (of Quebec), the Grand Council will appoint

another commissioner for the remainder of the term of such disqualified commissioner.

- 16.0.13 The commissioners of the Cree School Board shall be entitled to receive the representation allowances provided pursuant to section 205 of the Education Act, and shall be reimburse by the Board for all expenses actually incurred for travel, lodging and meals when attending official meetings of the Board in accordance with the regulations that the Board shall adopt for such purpose.
- 16.0.14 School buildings, facilities, residences and equipment of Quebec and Canada shall be transferred or leased, at nominal cost, to the Cree School Board for their use by it. The means and procedures for such transfer or lease shall be arranged by agreement between the Cree School Board and the said governments and will include the right to modify the said buildings, facilities, residences and equipment as may be necessary to fulfill the educational purposes of the Board.
- 16.0.15 The Cree School Board shall not be proprietor of any lands. The Board will be allocated building sites within Category 1 which are required for its educational purposes by means of agreements to be entered into between the Board and the local governments. Such agreements shall be for a nominal consideration, by long term lease or other similar contract, to enable the said Board to receive the transfers or leases to it of the buildings, facilities, residences and equipment specified in paragraph 16.0.14, and to enable the said Board to construct any buildings that it may require for its purposes. Any allocation made pursuant to this paragraph shall not be construed to exclude such allocated land from Category 1.
- 16.0.16 The Cree School Board shall establish elementary and high school committees which shall be consultative and which shall have the functions delegated to them by the said Board. Nevertheless the Cree School Board must consult their committees with respect to the following:
- A) Selection of teacher(s) and principal(s);
 - B) School calendar and year;
 - C) Changes in curriculum.
- 16.0.17 There will be one (1) elementary school committee for each community in which there is at least one (1) such school and one (1) high school committee for each community in which there is at least one (1) high school.
- 16.0.18 Each school committee shall be composed of from five (5) to eleven (11) members, including one (1) members of the band council or one (1) person appointed by the band council of the community in which the school is located. The number of parents on the school committee shall be fixed annually by a general assembly of the parents of the students attending the school concerned, providing one (1) parent representative from each school concerned is elected to the committee, and providing, if there are six (6) or more students attending the school who normally reside in a community other than that in which the school is situated, at least one (1) parent representative of such students be elected to the committee.
- 16.0.19 The terms and conditions of the establishment, operating and financing of the school committees shall be determined by the said Board.

- 16.0.20 The Cree School Board shall have the right to hire a community education administrator for a community pursuant to a recommendation from the elementary school or high school committee in such community.
- 16.0.21 The Cree School Board shall reimburse members of the school committees for their expenses for travel, lodging and meals incurred when attending official meetings of their school committee held outside the community in which they reside in accordance with regulations that the Board shall adopt for such purpose.
- 16.0.22 Programs and funding by Quebec and Canada, and the obligations of such governments in favour of the James Bay Crees, shall continue, subject to the Agreement. As a result there of there shall be no decrease in the quality and quantity of educational services presently available to Native persons for their education and the operational and capital funding necessary to ensure services will be provided by Quebec and Canada.
- 16.0.23 The funding by Quebec and Canada referred to in paragraph 16.0.22 shall be provided to the Cree School Board in accordance with a formula to be determined by the Quebec Department of Education, the Department of Indian Affairs and Northern Development and the Crees.
- 16.0.24 Quebec and Canada shall jointly ensure the continuation of existing educational services and programs presently available to the Native people, including:
- A) Allowances to students in accordance with establishment regulations;
 - B) Students "room and board" allowances;
 - C) Maintenance of foster homes for students;
 - D) Living, tuition and transportation allowances for post-secondary students.
- 16.0.25 The services and programs referred to in paragraph 16.0.24 may provided through agreements to be entered into between Quebec and Canada and the Cree School Board acting in accordance with the needs of the communities involved.
- 16.0.26 The Cree School Board will not be obliged to levy school taxes.
- 16.0.27 The budget of the Cree School Board shall take into account the unique characteristics of the Cree School Board's geographical location and of its student population. It shall provide for items such as the following:
- A) The cost of the construction, maintenance and replacement of buildings, facilities and equipment;
 - B) Increases in the student population and the need for adequate teaching facilities;
 - C) The cost of transportation of students and teaching staff including transportation for students to and from schools in other parts of the province;
 - D) The development of a special curriculum provided for in paragraph 16.0.9;
 - E) The maintenance of hostels and residences for its students attending schools outside their community;

- F) The establishment and maintenance of kindergarten school programs and facilities;
 - G) The operation of physical education and sports programs;
 - H) The provision of adult education programs;
 - I) The payment of northern allowances where applicable;
 - J) The provision of working conditions and benefits to attract competent teaching personnel and to encourage such personnel to remain in their position for extended periods of time, taking into consideration the conditions benefits offered in surrounding areas.
- 16.0.28 Based on annual budgets, providing for operating and capital cost, approved by Quebec and Canada, each of the said governments shall contribute to the approved budget of the Cree School Board on the following basis:
- Quebec: 25%
- Canada: 75%
- This provision shall effect two (2) years after the execution of the Agreement.
- Commencing in 1982 and every five (5) years thereafter, the percentage contribution of Quebec and Canada shall be reviewed taking into account changes in the ratio of Native students to non-Native students under the jurisdiction of, and receiving services from, the Cree School Board.
- 16.0.29 The provisions of this Section shall come into full effect at the beginning of the school year 1978-79.
- 16.0.30 During the first year, (1976-77, transition period) in accordance with the provisions of this Section, the following will be done:
- A) The members of the Cree School Board will be elected and designated, as the case may be; a director-general of the Board will be appointed, and the elementary and high school committee will be established;
 - B) The School Board of New Quebec and the Department of Indian Affairs and Northern Development will continue to operate their existing schools;
 - C) The Cree School Board will plan its operations for the second year of the transition period and, with the assistance of the School Board of New Quebec and the Department of Indian Affairs and Northern Development, it will draw up an operating budget and the capital assets budget for the second year of the transition period;
 - D) The Cree School Board will arrange the engage teachers as of the time when its schools shall commence to operate.
- 16.0.31 During the second year, (1977-78, transition period), in accordance with the provisions of this Section, the following will be done:

- A) A tri-partite committee shall be established, composed of the administrator of the School Board of New Quebec, a member of the Department of Indian Affairs and Northern Development, and a member of the Cree School Board for the purpose of the financial administrator of the schools under the jurisdiction of the Cree School Board and for the purpose of the construction of, or major repairs to, buildings required;
- B) Subject to all of its resolutions being approved by the said tri-partite committee, the Cree School Board shall administer the schools in categories 1 and 11 lands falling under its jurisdiction.

Commencing with the year 1978-79 all teachers and principals of the School Board of New Quebec and of the Department of Indian Affairs and Northern Development assigned to schools in the school municipality shall become employees of the Cree School Board. The School Board of New Quebec and the Department of Indian Affairs and Northern Development shall withdraw from the operation of schools in the school municipality.

- 16.0.32 The schedules during the transition periods provided for in paragraphs 16.0.30 and 16.0.31 may be revised by agreement among Quebec, Canada and the Cree School Board.
- 16.0.33 The provisions of the Education Act respecting elections, school taxes and valuation of property, and school and parents' committees shall not apply to the Cree School board.
- 16.0.34 Notwithstanding section 300 of the Education Act, the publication of public notices for school purposes may be made in accordance with by-laws that the Cree School Board shall adopt for such purposes and submit to the Minister of Education for approval.
- 16.0.35 The parties undertake to negotiate a modification of the provisions of law respecting compulsory school attendance.
- 16.0.36 In all of the Category 1 lands of the communities set forth in paragraph 16.0.3 of this Section, Quebec and Canada shall take all measures necessary to implement this Section.
- 16.0.37 The Cree School Board shall, consultation with the Minister of Education, negotiate the working conditions of its employees, except basic salary, basic marginal benefits and basic work loads which are negotiated at the provincial level.
- 16.0.38 The provisions of this Section can only be amended with the consent of Quebec and the interested Native party, save for the provisions of paragraph 16.0.14, 16.0.22, 16.0.23, 16.0.24, 16.0.28, 16.0.30b, 16.0.31, 16.0.32, and 16.0.36 which in addition shall require the consent of Canada. Legislation enacted to give effect to the provisions of this Section may be amended from time to time by the National Assembly of Quebec.

The Minascum Report⁵⁴

Introduction

The funding rules negotiation completed in the month of February, 1999 was guided by the aspiration of the Cree nation to foster and promote the essence of quality education for the clientele of the Cree School Board. This agreement provides the opportunity to Cree schools and education programs sponsored by the Cree School Board to have the best quality of education. The responsibility to realize this goal depends on the commitment of major players to the education of a student. During the funding rules negotiation the statistical information relevant to the annual assessment of schools in the province of Quebec by the Quebec Minister of Education was raised and its results was expressed as an issue of concern. In this assessment, the unfavorable success rate of the Cree schools was illustrated. The Cree schools continued to be at the bottom of the success rate listing.

Further internal discussions related to the success rate of Cree schools resulted in acknowledging the presence of complimenting matters deemed as significant factors to the enhancement in the problematic state of the Cree schools. More specifically these include the high dropout rates of student clientele, the high student and teacher absenteeism, the inadequate preparation of secondary five student graduating from the Cree schools, and the low number of secondary and post secondary graduates. If these are not addressed appropriately by the authorities, these will continue to be liabilities to the success of Cree schools and to the post secondary education program and will most be great hindrance and, needless to say, a liability to future funding rules negotiation by the Cree School Board.

The volatile situation stemming from these problem areas is viewed as a major concern to the future of the Cree nation education program. The officers of the Cree School Board deemed it necessary to promote a mission to identify specific and major problems attributing to the state of Cree schools and the post secondary education.

A task force to spearhead the inquiry into the identity of the problem issues, to know the problem areas and the reasons for their existence. This task force composed of the Cree School Board Chairman, the Director General of the Cree School Board, the legal counsel of the Cree School Board and an independent Cree consultant.

Purpose For Community Consultations

The notion of community consultations as an approach to the mission of gathering pertinent information on specific and major problems attributing to the dilemma the Cree schools and post secondary education was agreed upon as the most assured form of communication to encourage non partisan participation and contribution by the interest groups on the specifics of the mission. Some of issues to be addressed during the community consultations tours are of the following;

Identify major problems affecting the success of the Cree schools and the education programs sponsored by the Cree school Board;

- Identify the source of the problems;

⁵⁴ *Report on Community Consultation on Organizational and Administration Review of the Cree School Board Identifying Problems Attributing to the State of Cree Community Schools and the Post Secondary Program*, by Henry Mianscum Consultant, December 1999. The text has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

- Identify the reason for these problems;
- To receive grassroots input and information on issues identified by the community as problems to the state of Cree schools and post secondary education under the Cree School Board;
- Public awareness of low success rate of Cree schools and discussions on the possible reasons;
- Public awareness of high student dropout rate and discussions on the possible reasons;
- Public awareness of low secondary school graduation and discussions on the possible reasons;
- Public awareness of high absenteeism of students and discussions on the possible reasons;
- Public awareness of high absenteeism of teachers and discussions on the possible reasons;
- Public awareness on the lack or absent of pertinent community and parental support to student education; and
- Concern in justification on education cost for Cree schools and post secondary education.

Methodology

The task force promoted the use of an independent Cree consultant to conduct the community consultation sessions in the communities, Cree schools, and Cree School Board offices. This was necessary to promote free flow of dialogue on specific issues identified as problematic. Through this process all interest groups consulted participated freely without fear of vindication and retribution from authorities. The fact there was no presence of the Cree School Board officials during the community consultation assured the support of all participants input to the mission.

The Cree consultant assured confidentiality to the participants. It was agreed to hold separate consultation sessions with secondary students, teachers, school administration, school personnel, school committee, parents, post secondary students, Cree School Board officers and departments. This is to receive more input from the respective group of participants without intimidation from large group sessions but having small groups it allows ample time to put forth ones thoughts in an ease atmosphere. The community consultation sessions were scheduled for two days in each community but there were some communities that scheduled three days of community consultation sessions. As for the Cree School Board departments there were one or two day consultation sessions. The Community Education Administrators, Principals and Cree School Board department officers and personnel provided the local coordination in the schedule and organization of consultation sessions in their respective communities and offices.

During the consultation sessions vital statistical information on each respective school was presented for information and reference.

Objective of Community Consultations

The task force expects the results from the community consultations to have Cree entities take cognition of major and significant problems that exists in the community, school and post

secondary education that have direct impact to the state of Cree schools and post secondary education and that these Cree entities take the appropriate measures to plan and initiate the plan of action necessary to rectify the problematic areas within their respective jurisdiction.

The Cree School Board for instance could undertake the measures to examine its policies, procedures, regulations and internal structure to correct the deficiencies hindering the success of Cree schools and post secondary education. The Cree School Board can take the lead role in the production and implementation of a short, intermediate or long term plan of action that would be structured to achieve a higher success rate in Cree schools and greater number of graduates in secondary and post secondary education.

It is preferable that the Cree School Board work and consult with the Cree communities and schools in the development of the appropriate action plan and to lobby for support of this plan.

Schedule of Community Consultations

The following lists the schedule of community consultations conducted as well as the consultation with Cree School Board departments and offices. The scheduling of the consultation sessions were difficult at times for numerous reasons such as new elections of local school committees, resignations of persons related the chair of the school committees or the Community Education Administrator, the leave of absences of crucial persons to the consultations, summer vacations, medical reasons, deaths in the community and other reasons.

May 28, 1999	Professional Services	Cree School Board
June 07 & 08, 1999	James Bay Eeyou School	Chisasibi
June 15, 1999	Professional Services	Cree School Board
June 16, 1999	Winnibekuu School	Waskaganash
June 28 & 29, 1999	Adult Education	Cree School Board
July 07 & 08, 1999	Education Services	Chisasibi
August 18 & 19, 1999	Maquatua Eeyou School	Wemindji
August 23, 1999	Willie J. Happyjack Memorial School	Waswanipi
August 24 & 25, 1999	Wabannuatao Eeyou School	Eastmain
October 04 & 05, 1999	Waapihtiwewan School	Ouje-Bougoumou
October 13, 1999	Badabin Eeyou School	Whapmagoostui
October 18 & 19, 1999	Willie J. Happyjack Memorial School	Waswanipi
October 21 & 22, 1999	Luke Mertaweskum School	Nemaska
November 02, 1999	Post Secondary	Hull/Ottawa
November 03, 1999	Post Secondary	Montreal

Specific Problems Identified

The community consultation sessions convoked had a specific mission which was to compile information on specific problem areas including the source and reason of these problems. This exercise is not to be taken as a critique of the Cree School Board operations and management but rather it should be taken only on the context of the report as presented that reflects the stated opinions, understandings and perception of the participants of the consultation sessions on the problematic areas that is believed to attribute to the state of the Cree schools and the post secondary education.

The Cree School Board has, over the years, been successful in many of its' endeavors for the benefit of its' clientele and personnel. This is evident by the number of new schools, teacher houses, school facilities and the administration centers of the Cree School Board having been constructed in the Cree communities. The decentralization of its' regional office to a Cree community and local administration of the Cree community schools are also proof of success.

The opening of post secondary offices in major cities to serve the post secondary students is another example of success.

There are numerous success stories related to the Cree School Board but this report only focuses on problem areas that has tarnished the image and reputation of the Cree School Board, the Cree schools, post secondary education program and the student clientele and teaching personnel. These problems are often the main focus of attention and unfairly takes away the positive aspects of the matter at hand.

This report highlights the convictions of the participants on the problem areas and the source and reason for their existence.

A. Cree School Board

The most prevalent problem is the misconception by the public that the political orientation of the Cree School Board has distorted its mission of providing quality education and success in Cree schools and the Education Program. This combined with the public's limited knowledge of the corporate structure and responsibilities of the Cree School Board have lead to the further misconception that the Board has lost the objectivity of its purpose.

B. Public Perception of the Council of Commissioners

Although all meetings and minutes of those meetings, with the exception of in-camera sessions, are accessible to the public, the Council of Commissioners' actions are seen as secretive in regards to its business, plans and decisions.

The public further feels that the Council of Commissioners' and Executive Committee's meetings are too frequent. Also, the public feels that when they attend these meetings, there are too few education items related to the quality and success of education in the communities and the post-secondary program on the agendas. This can be attributed to the public's lack of understanding of the School Board's roles and responsibilities.

Because the public feels that vast majority of Cree School Board meetings are held in southern municipalities, there is a growing public sentiment that the School Board is becoming dissociated from the Cree people.

C. Public Perception of the Officers of the Cree School Board

The presence and direct involvement of a company's leadership is important to its successful operation. Most communities and even some of the School Board's own administration reported that they do not know the officers the Cree School Board. The public and local school administration feels that there have been few or no visits from the officers of the Cree School Board. As a result, most of the communities and some of the Cree school administrations do not know the roles and responsibilities of the officers of the Cree School Board.

The scheduling of regular visits from the officers of the School Board would dispel the notion of invisible leadership and restore public and local confidence in the School Board's management and involvement in the communities.

D. Public Knowledge of the Instruments of Cree School Board

1. By-Law 28:

Although professional expertise and many working hours have been dedicated to the development of By-Law 28, the public has little or no knowledge of its existence. Those who are aware of its existence do not know its contents or understand its purpose and intent. This

problem can be remedied with enhanced communication to the public on the material developments of the Cree School Board.

2. Policies:

Those Crees most affected by the Cree School Board policies are post-secondary students, these students feel that the policies were initially developed for a single male student and do not address the needs of students with families. Most participants find the policies too many and cumbersome to be eligible and applicable.

3. Procedures and regulations:

The regional administration office program or departmental procedures and regulations are unknown to many of the people they affect. This situation has caused numerous confrontations between the Cree communities, schools, or personnel and the Cree School Board administration. A policy of communicating the procedures and guidelines of specific programs to the participants these programs would alleviate the problems and concerns of the individuals involved.

4. Education Plan of the Cree School Board:

Neither the Cree communities nor their schools could adequately comment on the effectiveness of the Education Plan of the Cree School Board. The problem was that no one in the communities or schools had ever heard of the Education Plan which is adopted on an annual basis by the Council of Commissioners since the School Board's existence. Therefore, there were no comments on its purpose, implementation, formation or responsiveness. Once again, although this information is readily available to the Cree Nation, a public introduction to the roles and responsibilities of the Cree School Board would make people more aware of the Board's activities and processes.

5. Curriculum for Cree Schools:

Most schools and parents were under the misconception that the Ministry of Education guidelines formulated the curriculum in Cree schools. Thus, most participants expressed grave concern over the absence of a substantial curriculum to guide the schools and teachers in the development of our children's education. Parents, students and school committees were not aware of who was responsible for the development of the curriculum or even what was taught to the students on a daily, semester or yearly basis.

All of these instrument problems could be resolved with enhanced communication of the activities and administration of the Cree School Board.

E. Perceived Problems in Cree Schools

1. Union's Influence on Schools:

All of the communities feel that the Cree schools are inconsistent with their perception and understanding of what a Cree school is. Rather, the communities feel their schools are unduly influenced and controlled by interest groups that dictate the function and role of the school as an institution of education. One such interest group is the union, it is commonly identified as the main influence on the current state of the schools. The interests of unionized individuals became the center of focus for the administration instead of the quality of education.

2. Grouping of Elementary and Secondary Students in One School Building:

The communities having both the elementary and secondary sector located in one building are concerned about the bad influence secondary students have on elementary students. The communities are concerned that these elementary students are copying the secondary students' attitudes, behavior, interests, absence and attendance patterns. The public also fears because

of the close proximity of the children that the older students bully and manipulate the younger students.

3. Multi-Level Classes:

Parents are concerned about the merits of multi-level classes where the teacher teaches more than one grade level or group in a classroom setting. The teachers find it difficult to allocate an equitable amount of teaching time for specific grades and students in a given class period. The students lose valuable teaching and learning time when the teacher is overloaded with a large and diverse class. Because the students are competing for the teacher's time, they leave with a general feeling of neglect and unimportance.

4. Academic Oriented Schools:

The students become bored and uninterested in attending school and classes when presented with the dry daily itinerary of an academic orientated school. The student population would like to see the addition of elective or optional classes such as vocational studies to their curriculum.

5. Schools with Multiple Language of Instruction:

The Cree School Board has made tremendous headway in the integration of the Cree language as a language of instruction into Cree schools. The program of teaching students in their native tongue for the first three years of schooling not only reinforces the Cree language and culture in our society but also is seen as advantageous in the development of basic thinking, organizational and learning skills. There has been positive feedback from the schools that have already integrated this process; however, it is understood that the extent of its rewards will not be realized until a student that started under this program enters the post secondary level.

There has been growing concern in some schools from parents that three languages of instruction is too much. They would prefer the alternatives of either Cree-English or Cree-French as languages of instruction as opposed to the current trend of education adopted in our school system. The principle reason parents state is that there is a tendency of alienation of one sector from another which unfortunately leads to racism and prejudice in the school and community. The students are forced to learn in a tense and negative social environment within the school.

6. Under-Equipped Schools:

The schools and classrooms are under-equipped to provide essential didactic material and equipment. Most Secondary IV and V classes are not properly or fully equipped with equipment and textbooks. As a result, parents and schools are concerned that graduating students will have a deficiency of skills and knowledge in the prerequisite subjects for entrance into colleges and universities. The problem can be addressed with better communication of the efforts of the School Board and, if appropriate, a reallocation of resources and monies needed to alleviate the concerns and deficiencies of the current situation.

7. Free School Supplies:

The fact that students receive free school supplies from the schools feeds the notion of having to do nothing to get everything. It is perceived as a failure to teach a student responsibility, confidence and dependability. It dissociates the family contribution to the education of the child which typically results in the student randomly destroying the school supplies or equipment knowing the school will replace these school supplies. This problem can be either addressed with altering the free school supplies policy or trying to foster a more positive attitude towards the school in the students.

8. Absence of Class Curriculum:

As discussed earlier in Public Knowledge of the Instruments of the Cree School Board section, there is a marked absence of a comprehensive, long-term curriculum program for the schools and more specifically, for each grade level. Teachers make no reliance on the Education Plan of the Cree School Board but use a general M.E.Q. guideline that expects teachers to evolve their classroom instruction.

The parents and school committees have little or no knowledge of what is being taught to the children or if they being taught in the manner to meet the education standards set forth by M.E.Q. guidelines. This was evident in all communities visited. With a clear communication of the efforts of the School Board in respect to education and school curriculums, the public's concerns can be abated.

9. Teaching in the Classroom:

Inadequate classroom instruction is a problem that could be identified with a regular evaluation of students and curriculums implemented in the classrooms and schools. The extent to which it is widespread in the Cree schools is not known but during the compilation of this report it was identified as a problem.

The collective agreement stipulates the workload of teachers but in some cases the students are reporting little or no instruction in the classrooms. The teacher attempts to teach with limited success and the students are unreceptive. Therefore, the standard becomes that the students merely attend class to satisfy the education requirements for that course. The only requirements placed on students is that they remain in the classroom and occupy themselves with something.

This is consistent with the claims of some Secondary III to Secondary V level students that reported they receive virtually no education in subject mater pertinent to the credit courses during the school year. In one particular instance, a secondary student reported covering only forty seven pages of math during the whole school year. The student was then promoted to the next level of math. The student had difficulty the next year with no proper foundation and quickly became disinterested in the subject and reluctant to attend classes.

10. Loss of Public Confidence:

There is a steadily growing problem of parents losing confidence in the community school system. The schools have lost much of the public's confidence as an education instimtion because of poor school attendance records, low graduation rates, below standard achievement by students, insufficient professional personnel, and parents' perception that the school is a prejudiced and unsafe environment for their children. As evidence of this problem, an increasing number of teaching staff and Cree families have opted to send their children outside the communities for an education. Although these factors affect the student population, it is unfair to view them without considering other reasons that parents are sending their children outside the communities. For example, other reasons parents send their children outside the community are for sports programs, private education, and a misconception over the benefits of the CLIP program.

11. Perception of Schools as Daycare Units:

A commonly stated problem by the teaching and administration staff of the schools is that many parents expect the school to not only take care and responsibility of their children but to also foster the child's social skills and upbringing during the school day. Under this notion, the school is expected to have complete responsibility of the child including the administration of discipline and corrective measures necessary to address specific problems experienced by the child or caused by the child. The schools feel they are being asked to go-beyond their role and take on the job of parenting in the development of the children.

12. School Management and Control

Because of student disciplinary problems and the high rate of school personnel absenteeism on any given day, the public perception is that the school administration and subsequently the Cree School Board has lost their presence as the authority in the school.

The school discipline control is ineffective and difficult to enforce because of resistance to its application or enforcement from the children and parents. For this reason a consistent discipline process is not present in many schools, this has seriously eroded a fundamental management practice which establishes control in the schools. It is felt that with a properly supported discipline regime, students would be more cooperative and school personnel absenteeism would decrease significantly.

13. The Use of Educational Incentives in the Schools:

The benefits of an educational incentive program to recognize the achievements of schools, teachers and students have not fully been examined. Instead of schools nurturing a confrontational atmosphere in the hallways and classrooms trying to enforce an ineffective disciplinary system, school administration could focus on recognition of individual and collective efforts which would foster an atmosphere of accomplishment.

14. Integration of Social and Family Problems in Schools:

In many reported cases, children attending schools in the Cree communities have brought social and family problems to school which has resulted in behavioral problems. When a parent or parents openly demonstrate their uncaring or negativism toward the school or education system this is borne by the student. When the parent or parents openly express their detest for authority or prejudice or hostility to other persons in the community or school this is borne by the student. Violence in the family home often results in students having violent tendencies at school.

Appropriate programs or personnel do not exist in the Cree schools to address these type of problems. However, utilizing a system of partnership in education where community resources such as Social Services, Health Services and the Band Council cooperate in their efforts will help deal with the student's problems. Also, the development of a support program geared towards imparting on parents the skills necessary will help their children and themselves. The focus should always be on the best interests of the child and not on who is to blame or responsible for the child's development.

i) Elementary Education:

There is growing concern about the slow erosion of student achievement and production at the elementary education level. The unattended and repetitious pattern of undisciplined behavior in higher grades has led to copycat behavior by the lower grades. Parents' fears of this phenomenon growing is not unfounded as the absenteeism rate of elementary students gradually increases with each subsequent school year. It should also be noted that in each subsequent school year, student behavior has gradually turned away from interest and cooperation.

Cultural shock is not only restricted to the first year university or college students, it happens in the schools when elementary students are not prepared for promotion into higher grades. Schools would help by providing a specialized course or program to assist elementary level students with their transition.

Other influences in the community such as social and family problems, television and other technological instruments have imbedded in these young students the desire to grow older faster.

ii) Secondary Education:

The secondary education program of the schools is in serious state of degeneration and quite ineffective and unproductive. There are many reasons for this and these have been studied and researched by education specialists to attest to the deteriorating state of the schools and its education program. The problem is although the research or reports have made the correct assessment of the conditions and in identifying the causes of the problems, the recommendations and proposed action plans have neither been implemented nor even given consideration. Unfortunately, the research documents and reports are sitting on selves collecting dust.

If these solutions had been advanced perhaps they could have rectified the problems they addressed. The ramification of not acting upon the recommended solutions is evident by the environment in the schools and the state of the education program.

15. Attitude:

The secondary students have over the years developed a negative attitude towards the school, teachers and school administration. This has become an excuse to not wanting to perform well in school or learn any skills necessary to earn credits on courses offered at the secondary level. The problem is related to the students lack of confidence in themselves.

16. Learning Skills:

Secondary students at all levels have significant learning skills deficiencies that have affected their overall performance. In addition, comprehension level on specific subjects is relatively low and this adds to the frustration of the students. Teachers are quite concerned about this problem as it affects their teaching approach in the classroom. It is difficult to determine the source of this problem. Students are apprehensive to accommodate the teaching time to address this problem in their daily itinerary.

17. Writing Skills:

Cree post secondary students entering college or other education institutions possess poor writing skills. It is not uncommon to find these students two or three levels below college entry level writing standards. Student failure in college level courses is impacted by their inability to communicate their thoughts, statements or responses in writing. When a student realizes this problem rather than seeking assistance or guidance from the appropriate personnel, they become increasingly frustrated often resulting in them dropping out of school. If students were encouraged to utilize the appropriate resources to overcome this problem, it would impact student success rate in the post secondary program. Also, with the proper monitoring and teaching of writing skills at the secondary level, this deficiency would be remedied.

18. Reading skills:

The reading skills of secondary students are well below the level they should be at for entry into college. The student's comprehension level is underdeveloped. Thus, students find it difficult to understand written problems or assignments. This becomes even more frustrating and serious for students enrolled in subjects where technical and specialized terminology is used.

Although reading comprehension is a common problem at both the elementary and secondary levels in Cree schools, some schools have not considered it as a priority as the personnel feel there are more pressing problems in the classrooms. It however remains to be a concern of parents and teachers in these schools.

19. Homework Skills:

Students do not seem to consider this skill as an essential component to building strong learning ethics. It was repeatedly stated that students do not bother to bring their homework

assignments home because parents are unconcerned whether their children had homework or not. This uncaring attitude of some parents is inherited by the student who thinks homework is an insignificant part of their education.

However, other parents who expect their children to bring homework home are often alarmed by the absence of it at the end of the school day. This becomes a more serious concern in the higher secondary levels. Secondary level teachers get into the habit of not assigning homework because they feel students would not do their homework assignments.

There is still another group of parents who feel as though they are failing in their parental responsibilities because these parents have limited or no formal education. They have difficulties helping their children with homework assignments. This group of parents encourages their children to try hard in their education.

20. Study Skills:

At the secondary or elementary level there is the absence of study skills being taught to the students. This is evident by the manner some students approach the examination periods in the schools. These students have difficulty adopting a study habit or schedule. In most cases, these students attend other events or activities during the scheduling of examinations.

In some communities, parents stated that they were not adequately informed of their children's examination schedule. Therefore, their role as parents to ensure their children study for these examinations becomes nonexistent and ineffective. Wherever the problem exists in delivering a proper examination schedule to the parents, it is evident that studying for school examinations is not important to the student.

The fact that most of the students are not taught any study skills or research skills during their secondary education often becomes problematic in their post secondary education. This problem compounds the students frustration in college and affects the post secondary success rate.

21. Communication Skills:

Secondary and elementary students have limited communication skills. These students have difficulty in relating their thoughts, concerns or inquiries effectively on specific subjects or issues. They have deficient communication skills which are necessary to be understood and convey their message. In many of the Cree schools, the low prioritization of oral presentations and public speaking forums in the school curriculum have profound effects on the students progressive educational growth.

The Cree School Board's annual public speaking contest is perhaps the only period during a regular school year in which students prepare or learn public speaking techniques and gain appropriate communication skills.

22. Promotion By Age and Not Academic Merit:

The advancement of students to the next level or grade based on their age and not on their academic achievements is a widespread and serious problem in the Cree schools. The communities felt quite strongly that this form of student promotion seriously hurts the student academic achievements in each subsequent school year. The students know they will be promoted in most of their primary education because of this practice and place a low priority on earning the appropriate scholastic credits.

The student's weakness in any specific subject gets worse each subsequent school year. Without remedial measures to address this problem, the students will develop a pattern that

inhibits them in their secondary and post secondary education. 23. Cree as a Language of Instruction Program:

Cree as a Language of Instruction as discussed earlier has been integrated into Cree schools with positive feedback concerning the reaffirmation of the Cree language and culture in our society. Until the first class reaches the post secondary level, the full extent of the rewards of this teaching method on the development of valuable learning and analysis skills will not be realized. However, the success of the Chisasibi and Waskaganish schools which were the pilot projects for the program is inspirational. The program does indeed work in these communities.

However, there is a reluctance in other Cree communities to adopt this program because the dialect of the didactic materials being produced by Education Services is not compatible with the language used in other Cree communities. The teachers find it difficult to use these materials with their students because the dialect of each Cree community is quite different. These Cree teachers spent enormous amounts of energy and time preparing the material in their own dialect. The children learn their own Cree language dialect from their parents and to be taught in another dialect would be confusing and undesirable.

Because the schools are pressured to implement the CLIP program, CLIP teachers often do not possess teaching skills. Compound this situation with the fact that proper curriculums are not developed for classrooms and the quality of instruction in these classes is questionable. The first years of schooling are an important developmental and formative period for the acquisition of reading, writing, problem solving skills and where students develop their initial attitudes towards school.

The Cree School Board has initiated efforts to increase the number of qualified Cree teaching staff in the communities. The teacher training program is encouraging Crees to acquire the proper skills through a combination of experience and formal education. Another program operated by the School Board is the introduction of Cree Literary courses in the communities.

Another problem related to the Cree language instruction in the schools is at the secondary levels. There appears to be no advanced stages of language instruction. Each successive level has the same curriculum, students complain of redundant and ineffective lessons at the secondary levels.

24. IPL/16+ Programs:

Although the EPL/16+ programs are within the Ministry of Education's pedagogic guidelines and contributes to the students educational growth, it is widely believed by parents that this program is an avenue for teachers to recommend the placement of problem or difficult students. These students are not only removed from the main stream of education but are also stigmatized as "dummy students." The placement of these students in the IPL/16+ has serious ramifications to the student's future.

In some Cree schools these classes are increasing in number. The reason for this increase is unclear but what is clear is that the success and benefits of these programs are dependent on the commitment and dedication of the student and teacher. There is a general consensus in the communities that these programs should be evaluated and assessed.

25. Absenteeism By Teacher and Student:

The absenteeism records for teachers and students in Cree schools are the highest in the province of Quebec. Parents and school committees are very alarmed by the statistical information on their respective student and teacher absenteeism. The students found the statistical information amusing. The teachers found reasons to justify the unusually high level of statistics on teacher absenteeism.

The students' attitude to the school and the importance of education plays a major role in student absenteeism. These students would rather do other things than go to school. Their priority is not in education. In most of the Cree schools absenteeism is highest in the secondary levels.

Parents are not immediately informed of their children's absence from school because no formal system to transmit pertinent student absenteeism information to the parents is in place.

The teacher absenteeism is very high in the Cree schools for various reasons but significant are those of authorized leaves related to sabbatical or long term leaves. The school and student environment seem the main factors for many of the long term leaves. The ease of obtaining medical attestations to satisfy the reason for the leave plays havoc with the school administrations' role of approving leaves of absence.

In some schools there are reports that teachers do not report their absences because they are "covered" by another teacher to avoid the necessary absence forms from being filed. The administration in these schools is too relaxed in addressing the situation and do not become aware of the absence until after the fact. Under these circumstances the teachers seem to administer their own absenteeism.

The absence of a teacher from a classroom is detrimental to the students' educational development because the student does not receive quality education. The substitute replacements for the absent teachers are often inexperienced and unqualified.

26. Student Drop Out Rate:

The Cree schools have some of the highest drop out rates in the province of Quebec. Concern over this serious problem is shared by parents, teachers, school committees and school administration. In one school the drop out rate for the 1992 Secondary I class was 93% over the span of their secondary education. The average drop out rate exceeds 40% in the Cree schools.

The Cree schools have more drop outs than they do graduates. The reasons for the high drop out rates are numerous and without having the luxury of a detailed analysis of factors for this trend the Cree schools will continue to experience this situation. The concern that the Cree Nation is producing future generations without a formal education is indeed frightening.

The Post Secondary Program is also experiencing more students leaving college or other education institution before completing their programs. This trend has a detrimental effect on the Post Secondary Program's success rate. Post secondary students leave school because of loneliness, culture shock, for a break or Cree School Board guidelines require them to leave school.

27. Low Graduation Rates in Cree Schools and the Post Secondary Program:

On average the Cree schools graduation rate is very low. There are less students graduating with a Ministry of Education Secondary V Diploma. Whereas there are significant Secondary V students graduating with Secondary V diplomas from their schools. Parents do not understand the reason why these diplomas are issued. It is depressing for students receiving a secondary school diploma only to be informed that additional credits are needed to receive a Ministry of Education Secondary V Diploma.

Over the years the number of post secondary students receiving a degree or diploma in their field of study has remained relatively low. One only has to look for a Cree graduate practicing as a medical doctor, lawyer, chartered accountant, registered nurse or other professional. Crees are starting to graduate in the field of law but Cree lawyers admitted into the Quebec BAR Association have yet to be realized.

Many Cree post secondary students have obtained certificates in their field of studies. Certificate programs are usually only one to three years in length and the students take and graduate from these programs in the Cree communities while they work.

The graduation rate of post secondary students is a concern for the Cree Nation as our future depends on these people. Time is of the essence in sustaining the Cree aspiration of self-determination.

F. Post Secondary Program

The Post Secondary Program is located at the Cree School Board office in Montreal. The administration of the program is in relatively good shape and meets most of the demands of post secondary students. There is, however, the tendency of a regimental bureaucracy at the Montreal Post Secondary office whereby an atmosphere of confrontation is born. The Montreal office is often cited as cold and insensitive to the post secondary student. The alienation of the post secondary students from the Montreal Post Secondary office is quite evident by the absence of the majority of post secondary students at the office. The reason for this relates to the scope of human relation skills which appear to be lacking at all levels.

The demands of post secondary students often exceeds the program criteria and this has direct effect on the relations between the student and the office. The fact that the Post Secondary Program is not thoroughly understood by the post secondary students compounds the situation. Some students have reported that Post Secondary personnel have deliberately created difficulties in the administration of their files.

1. Policies related to Post Secondary Program:

The policies of the Post Secondary Program were developed with the intention of administrating a large and diverse financial support network for Cree students attending post secondary institutions outside the Cree territory. The policies are crafted to not only follow the Ministry of Education funding guidelines but also to consider the specific needs of Cree students. The participants of the Program believe that the policies were written to accommodate a single male student. These policies have often failed to address the needs of a post secondary student who has family concerns. The post secondary students are concerned because they feel the element of family unity is a high priority and that there are provisions in the Post Secondary Program policies that are contrary to these values.

2. Escalating Cost of Post Secondary School Supplies:

The cost of post secondary school supplies has escalated beyond the projected cost of the Cree School Board. Each post secondary program of study differs in the requirements and costs of required school supplies. In some instances, the associated costs are significantly higher than what a post secondary student is eligible to receive. However, the Post Secondary offices cover the real costs of requisite didactic material as per the policies of the Cree School Board. This is evidence that post secondary students are unfamiliar with the provisions and financial support of the Program. Perhaps an orientation meeting to review the services and support available to all post secondary students at the beginning of the school year would improve the situation.

3. Use of Post Secondary Students by Cree Entities:

Cree entities employ non-Cree consultants or lawyers to do research work, analysis, projects, studies, draft position papers or represent Cree interests. These entities do not draw on the vast pool of human resources of post secondary students who are studying in a related field of work. Encouraging these entities to use post secondary students will have numerous benefits. Students will gain valuable working experience in their areas of study, improve confidence in their abilities, it will provide an introduction into the issues facing the Cree entities and it will provide financial assistance to students with expenses not covered under the Program.

A more active role by the Cree School Board in the placement of graduating post secondary students into Cree organizations and entities will benefit the Cree Nation as a whole in the long run.

4. Employment of Post Secondary Graduates by Cree Entities:

Employment opportunities in Cree entities for graduating post secondary students are not abundant. Graduates become increasingly frustrated because Cree entities have adopted selection processes whereby candidates with even limited experience are chosen over those with college or university degrees. Post secondary students then question the practicality of attending college or university for a degree or diploma, To them it seems more appropriate to work in any field to gain experience that would increase employment opportunities. This situation is detrimental to the motivation and commitment of the post secondary students to obtain a degree or a diploma from their studies.

If the Cree School Board becomes involved in the promotion of its graduates to Cree entities the effect will be to encourage students to attend post secondary institutions and it will be an incentive to complete their studies which will positively affect the success rates of the Program.

G. School Administration

Most of the school administration is overloaded with unnecessary work. School principals are forced to concentrate their efforts on student discipline. The task of addressing student discipline in some schools overwhelms the principal's role as the chief pedagogic officer and instead the principal becomes the disciplinarian of the school. The principal must be allowed to perform the official duties of the office of the school principal such as the evaluation of teachers, evaluation of school, developing the education plan for the school, implementing the school curriculum in each class, supervising school personnel and much more. When these duties of the principal are interfered with then the school loses genuine leadership.

The other factor which affects school administration is the high turnover of school management. Most of the Cree schools have experienced a change of school management. These frequent turnovers usually bring new approaches to school administration and management which are not healthy for school progress and management.

1. Administrative Manual of Schools:

The purpose of administrative manual for schools is to govern the administration and management of all school related activities, programs and the control of student clientele. Unfortunately the administrative manuals are not being used in the schools they were developed for and few people know of their existence. The documents are thus ineffective and at times too cumbersome for people to familiarize themselves with. Some Cree schools have stated that they never knew that such school administrative and management tools were available. These schools are planning to develop their respective administrative manuals.

2. Relations Between the Schools and General Administrations:

In most schools there appears on the outside a good working relationship between the school administrations and general administrations. But in many schools there is a fear of reprisal if working relations are contrary to expectations. The truth is that most schools have hidden the problems of non-cooperation amongst the senior management, factions of management vying for control of all aspects of school administration, and the animosity between the school personnel and senior management.

In some communities the school and general administration are intent on achieving a harmonious working relationship but the teamwork is still marginal at this point.

H. Teachers

1. Teachers Relations in the Community:

Many of the teachers in the Cree communities do not participate in community events and activities. This is perceived by the public as a rejection by the teacher of associations with the community. This form of behaviour often offends members of the community and leads to the further segregation of the teacher from the community.

Teachers on the other hand fear the unknown elements of community life which are often based on secondhand information garnished by peers and union representatives. This quite unfair to the teacher and the teacher unknowingly earns the unfortunate reputation of being an uncooperative and foreign resident in the community. Teachers inadvertently end up remaining in their own social groups.

2. Teachers Attitude Towards the Students:

There have been reports in the communities where teachers have referred to Cree students as incompetent, lazy, problematic and disinterested in school. These are degrading statements which should not be made by professionals, but they are reflective of teacher attitude towards the students in their respective classes. This does not however represent the majority of teachers who teach with professionalism and commitment. The small percentage of teachers who have this attitude nevertheless seriously tarnishes the image of teachers as professionals.

The above is not supervised to attest to the accuracy of the reported incidents but when more than one Cree school reports information of this type, it adds credibility to the belief that this form of teacher attitude towards the students is real.

3. Teachers Attitude Towards Parents:

The teachers expect the parents to be at the fore front in their children's education, assisting the teacher whenever the parent is required. The parent is expected to come to the school and class of their child to receive information on the progress of their education and on other information. The intent is to establish a forum between the teacher, student and the parent. But teachers often only see the parents for a few moments on parent-teacher nights.

Teachers are then left questioning the parents' commitment and dedication to their children's education.

4. Teachers Relationship with the School Administration:

Teachers in most Cree schools do not trust the school administration and have lost confidence in its management ability in the schools. Teachers have under their control individual interests in the children's education that supercedes their role as teachers for the student clientele. These interests are often contested by the school administration which in most cases results in the filing of grievance by the teacher against the school administration. This results in strained work relations between the teachers and the school administration which often this leads to segregation of school personnel within the same school building. The school's education program suffers and in the end the student is the most affected victim.

5. Lack of Qualified Cree Teachers:

In the community schools, with the exception of a few Cree schools, there is a shortage of qualified Cree teachers to teach secondary level classes. As discussed earlier, the Cree School Board has been encouraging teacher trainees to develop in the communities and is strengthening the Cree literacy of the current teaching staff. It is important to the future control of Cree schools and curriculums that the School Board continue to invest its efforts in the

development of a larger Cree teacher workforce in the communities. Non-native teachers in both the elementary and secondary levels are prone to high turnover rates which becomes quite expensive for the School Board to continually replace.

As discussed earlier, the shortage also has the effect of hindering the progress of the CLIP program in some schools. In addition, the scarcity of a qualified teaching workforce results in unqualified substitutes affecting the quality of education in the classroom. Thus, a more concrete and effective promotion program that focuses on careers in teaching should be developed in the Cree Nation.

I. Parents

1. Parents and School Relations:

Over the years animosity crept in the relations between the parents and schools. The parents expectations of the school to the care and responsibility of the child's educational growth became more one-sided in which the school was expected to do all things to educate the child including the social upbringing of the child through the school curriculum and programs. The parents role became passive and invisible.

Under this misplaced perception of the role and responsibility of the school to the child's education and social upbringing resulted in the parent placing any actions taken by the school under a microscope. Any difficulties that arose brought the wrath of the parent down on the school administration. The administration viewed these relationships as being hostile and unnecessary to the point where the school was reluctant to report matters involving the student to the parent. The school became afraid of the unpredictable nature of the parent.

Giant strides have been made in resolving this issue. In most cases this problem has been corrected with positive results but a relationship of total cooperation is still far off. The problem persists that parents are still not fully involved in their children's education and rarely attend special meetings set by the school administration.

2. Parents Attitude Toward Student Education:

The fact that some parents do not attend meetings with the school administration or school committees, or do not even set foot in the school all year does not go unnoticed by their children. This indifferent attitude towards their education is transmitted to the children and becomes evident in their behaviour in the classroom and schools.

3. Parents Role and Responsibility:

In most communities parents do not seem to fully know what their role and responsibility is to the school and to the education of their child. They do not seem to understand the significance of their role and responsibility but rather they have the tendency of allowing the school or other body to determine the fate of the education program and growth for their child. Their role is limited to periodic visits to the school to meet the teacher or the school administration or to attend a school activity. Their responsibility is limited to participating in parent-teacher nights to review the child's educational progress and to ensure the child leaves home for school.

4. Parents Behaviour as a Reflection on the Child:

The parents are often the role models for their children. They are the admired by their children. So when a parent acts with responsibility the child will act that way also. When a parent openly criticizes a leader, person, entity or an institution the child mimics the criticism. Whatever the parent speaks about another person is absorbed by the child. Whatever bad habits are practiced by the parent the child will adopt these habits.

This is especially true when the parents are negative about the school administration, school or the teachers. It is no surprise that the attitude of the student reflects the attitude of their parents.

As one parent stated, "when I see my child being bad I see myself and when I hear my child speak negatively about the school or teacher or the school administration I hear myself." This problem is prevalent in the Cree Nation and should be properly addressed in the home.

J. School Committees

The persons elected to the School Committees have limited or no knowledge of the position they have been elected to. They have no knowledge of the significance of the formal election process through which they were elected. In most of the Cree communities, there seems to be the notion of expediting the election process by accepting nominations to the School Committee during the period when School Committee elections are conducted.

In most communities members of the School Committee have limited knowledge of their functions and responsibilities. In some cases the School Committee members are lead to believe they are a rubber stamp for school administration decisions or directions.

Parents seldom come to School Committee general assemblies to receive information on the school and other related issues. The parents fail to see the significance of meeting the School Committee not knowing they can give directions to the school committee on matters related to the education of the students.

The perception that the School Committee is only a recommending body with no authority has placed a strain on the commitment of the elected members to function as a School Committee. Most School Committees do not know the extent of their effectiveness to the education of the student clientele or the general well-being of the school. School Committees with a clear understanding of their role can deliver the aspirations of the community for quality education to their children.

K. Education Services

Education Services is responsible for the development of the education plan and pedagogical program of all Cree schools but parents have difficulty understanding this department's role to the students' education when they do not see the management or personnel in their schools. The personnel have from time-to-time visited the schools but not as often as they are required. Thus, Education Services is often seen as ineffective in the delivery of the pedagogical program to the schools and is a form of invisible leadership within the Cree School Board.

Conclusion

The intention of this report is not to be a critique of the Cree School Board but it is a compilation of issues that arose from a series of consultations with students, parents, community leaders, teachers, school administration and school committees. The list of problems enumerated in this report is not exhaustive nor will it ever be. Rather this report was intentioned on shedding light on the larger problems that our Cree schools and the Post Secondary Program face on a daily basis.

It is understood that the Cree School Board has made great strides in fashioning and taking control of our education system. It is also understood programs and decisions that the Cree School Board implements take time before the full magnitude of their benefits and designs are realized by the public. However, an enhanced system of communicating the efforts of the Cree School Board would alleviate concerns and misunderstandings; as well as, restore public confidence in the leadership of the School Board.

The most valuable resource that the Cree Nation has is our children. Schools, teachers, students, parents and communities will always require more of the Cree School Board in regards to our children's education and well-being because in these children lay our dreams, hopes, and aspirations for the future of the Cree Nation.

The Council of Commissioners must determine the next phase of addressing these problems. One thing I can attest to is that the Cree School Board should look forward to meeting the Cree schools and communities. Your presence in the Cree communities and schools would be a greatly appreciated by the people.

The Council of Commissioners should form a task force to address the problems and develop a strategic plan to correct the deficiencies within its structure in the short, medium and long term. This effort should be in conjunction with all persons associated in the delivery of education services to the student clientele of the Cree School Board. Participation in this undertaking should include the community and schools.

The most enriching experience I received during the community consultation was meeting, speaking with and listening to the secondary students, post secondary students, teachers, school administration, school committees and the parents. It teaches you the abundance of Cree visions and aspirations in the field of education.

Organizational Values and Guiding Principles⁵⁵

The Mission of the Cree School Board is:

- To provide a high quality Iyiyuu/linuu based, holistic education, founded on our language and culture, and consistent with our values and traditions as Iyiyuu/linuu.

In order to fulfil our Mission in a manner that is fully consistent with our Iyiyuu/linuu values, the processes, decisions, and personal and collective behaviours of the CSB are to be:

1. Mission driven, which means that "the best possible benefit of our Students will always come first".

As an organization, we exist first and foremost for the benefit of our Students. All decisions and actions must be evaluated in terms of whether they are creating the most possible benefit for our Students. (*)

To us, "best" means helping each Student achieve her/his personal best, and helping all Students meet the group standards that are necessary to succeed in our broader society.

- As a goal, we strive to be "the learning experience of choice" for all of our Students.

Our programs and learning environment are designed to promote four (4) general goals for each Student:

- Educate, so each Student can achieve her/his fullest potential, and contribute in return to the good of others
- Nurture, so each Student can enjoy the confidence and self-esteem that comes with good character and challenging skills development

⁵⁵ Resolution adopted by the Cree School Board, March 2004. The text has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

- Heal, so that the Student, and those around her/him, can enjoy their lives, and contribute to the health of others
- Inspire, so that our Students continue life-long learning, and have the confidence and curiosity to explore new knowledge and opportunities for personal and collective improvement and enjoyment.

Parents have the primary responsibility to see to the education of their children. The CSB and the community Schools are not there to replace the role of Parents; rather, the CSB prefers to see its role - especially that of the Schools - as one that complements and supports that of good parenting.

Our Teachers and Pedagogical Leaders will also work constructively with Parents and others to create a total learning environment for the benefit of Students.

The description of the various categories of Students and Beneficiaries that come under the jurisdiction of the Cree School Board is attached to this Statement.

However, when we use the term "Student" in this document, we refer primarily/generally to all Students who attend our community Schools, primary and secondary. These are the Students for whom we have the greatest opportunity to contribute.

We also mean our beneficiaries who are in the Post Secondary and Continuous Education Programs.

2. Eeyou/Eenou based:

- a. Our educational offering is founded on our Eeyou/Eenou language and culture. It constantly seeks to protect and develop this heritage.
- b. The Iiyuu/linuu hold, and affirm, a sovereign right and responsibility for the education of their People. The CSB has a custodial role to protect the rights and interests of our distinct Iiyuu/linuu education programs, as affirmed in Section 16 of the James Bay and Northern Quebec Agreement.
- c. Our curriculum affirms, protects, and reinforces these Principles, including the history of our People and our Agreements.
- d. By "holistic", we mean the Iiyuu/linuu concept of the whole person -intellectual, physical, emotional and spiritual. We also mean an Iiyuu/linuu approach to learning and knowledge that looks at persons, things, events as being as part of an integrated whole, a totality.
- e. The Iiyuu/linuu are also a patient People: we take the time to do things in a good way.

3. Supportive of life-long learning:

- a. The Iiyuu/linuu way is one of life-long learning, including adapting. Life is a constant learning experience, and all members and partners of the CSB - Students, Teachers, Principals and Vice-Principals, and Parents - should reflect this in their daily work and life style.
- b. Likewise, the leadership of the CSB - Commissioners, Pedagogical Leaders, and Management - have a special exemplary role in promoting the Principle of life-

long learning, and by respecting continuous improvement in their own work practices.

The Leadership does this by:

- Insisting on the best possible standards of quality in the learning processes and environment
 - By providing a clear direction and support for these; and,
 - By exemplifying continuous improvement in its own practices.
4. Results-oriented, forward looking, supportive of continuous improvement:
- a. The CSB believes that all actions and decisions must be assessed against clear results, namely the benefits they will bring to our Students.
 - We reject and eliminate any bureaucratic actions and procedures, which we define as procedures that have no clear and significant benefit for our Students ". These are inconsistent with our Mission.
 - b. Likewise, we believe that we must be constantly looking forward and planning; we need to make the best use of our limited resources for the benefit of our Students and the other partners in education, especially Teachers, the Pedagogical Leadership and the professional support staff.
 - c. We develop and use constructive and supportive assessment tools so that all partners can evaluate their progress, and our processes and skills, and then take prompt remedial actions for continuous improvement.
5. Dedicated, constructive, and positive:
- a. We know that a constructive and positive environment is the only one that promotes effective learning and self-esteem, and good character building. This is the Iyiyuu/linuu way.
 - We must adopt and use constructive and positive behaviours in all that we do, including classroom and school processes and behaviours, supervisory/coaching behaviours, and meeting and discussion processes.
 - b. We strive for a mutually supportive and positive environment; we reject blaming as unproductive and inconsistent with our Iyiyuu/linuu way.
 - c. We are problem solvers: we see problems as opportunities for continuous improvement, and use win-win problem solving approaches to work towards consensus options and solutions.
6. Caring, compassionate, humane, attentive, understanding, attentive, responsive:
- All of these attitudes represent the Iyiyuu/linuu way, and we know that they also represent the best basis for good learning. They are essential in all behaviours and processes of the CSB.
7. Excellent, in quality and standards, and in leadership:

Our personnel are competent, knowledgeable, and capable. In our selection and hiring processes, as well as in our training, development and supervision, we are committed to organizational and personal excellence.

Capability and qualifications also include a personal commitment, ability and attitude consistent with these Organizational Values and Principles.

Our Leadership - including Commissioners, Managers, and all Pedagogical Personnel - demonstrate good leadership by a consistent example of personal excellence.

We also lead by ensuring there is a clear direction and plan, and the policies, processes, tools and other resources required to achieve the goals.

And, the Iiyuu/linuu model of leadership is based on merit, which means "ability" and "service": leaders are capable people who are there to serve their people. In service, we include patience, considerateness, wise judgement, and a humble giving of self. It is a dedication to serve the best interests of the people that marks our great leaders.

8. Effective and efficient:

- a. By effective, we mean that it is important that we do the right things. This means that we plan, and that we use good procedures in our work.

By efficient, we mean that we do the right things in the best possible way.

In all of our processes and procedures, we need to be both effective and efficient, because we have limited resources.

- b. Cost effective: The CSB has limited resources to address a very large challenge. It is imperative that we always strive to use the most cost effective measures.
- Cost effectiveness is determined on the basis of what is most beneficial for the Students.
- c. Time effective and efficient: Time normally represents "expertise", a key resource since we are a knowledge-based organization. Because we represent a multi-partner process, time is also a shared resource.

We strive to respect the time and commitments of all parties. We therefore insist that:

- Schedules are respected, including work schedules and meeting times.
- People set realistic schedules, and make every reasonable effort to respect their commitments.
- Workloads are realistic, and allow for a healthy personal and working life.

9. Fair, just, equitable and respectful:

We believe that fairness and justice are basic to our Iiyuu/linuu way.

In the CSB, all of our decisions and actions are to be based on the merits of the situation, and consistent with our established policies and procedures.

Fairness and equity require consistency. Our policies and procedures are designed to handle the vast majority of cases; exceptions should be extremely rare.

Likewise, our procedures for grievances and redress are designed to be fair, timely, and just, and totally non-political.

10. Open, transparent, honest:

Education is a partnership, and partnerships require that we be open and honest in all of our dealings.

Openness also requires that we seek the most simple and user-friendly ways to keep others adequately informed and up-to-date, so that they can understand and participate fully.

11. Responsible, accountable, disciplined:

The Iyiyuu/linuu way demands that we each be accountable with what we have committed to do. The CSB strengthens this Principle by assigning responsibility and empowering its personnel, at the point closest to where the decision needs to be taken, and by holding each person accountable.

- Our policies and procedures are designed to empower and decentralize the decision making and action, consistent with these Principles.
- All actions and decisions are to be made consistent with CSB policies and procedures, and each employee and partner is held fully accountable for the decisions and actions s/he takes.

Likewise, personnel and Commissioners are required to demonstrate mature and responsible discipline and judgement in all their work habits.

12. Respectful:

The Iyiyuu/linuu way is to show respect for all people, and all things, all the time.

Conducting ourselves consistent with these Principles is showing respect, particularly when we try to deal with each person in a way that reflects what is best for her/him.

This includes dealing with confidential information in a way that respects the best interests of all parties, at all times. We are only to use information for the legitimate and respectful purposes for which it is provided.

Likewise, we avoid gossip, and try to suppress it wherever it arises.

13. Reliable, trustworthy, sincere and credible:

The Iyiyuu/linuu way is one of being able to trust each other. We are trustworthy and reliable when "we do what we say we will, and we do it the way we said we would".

We know that actions speak louder than words, and therefore insist that our actions be consistent with our commitments.

14. Available, accessible, approachable:

The leadership and personnel of the CSB are there to serve the interests of Students and Parents, and to assist each other in doing so. Therefore, we strive to be available, visible and accessible at reasonable times, for those who need us, and at times that fit the requirements of all key parties.

Our processes are open, including an open door policy. We also have fair and timely grievance and redress procedures to address real or perceived problems. In being accessible, we try to ensure that we also have translation services, to ensure that all parties can be properly understood.

It is also important that we have time to reflect, and time to enjoy and fulfil our family commitments, and these too need to be respected.

15. Teamwork:

The liyuu/linuu have always worked together to accomplish the most important tasks. "Together, we have always achieved more". Today we call this teamwork.

Teamwork requires that we support each other, that we are willing to be influenced by each other, and that we can depend on each other to do our part

It also requires that we learn to deal with differences of opinion in a constructive and fair manner, consistent with these Principles.

The Regional Educational Project⁵⁶

Presentation

This document represents the regional educational project for our School Board. In summary, the document describes the general educational framework in which our School Board carries out its activities, relates this framework to the fundamental values of the Cree Nation's identity and to its main development principles, and states the main orientations governing its action in the field of education.

It includes, in order:

- A description of the geographic, historical and legal context in which the School Board operates;
- A statement of the School Board's mission;
- A statement of the fundamental values and principles that guide the School Board;
- A list of the main issues that the School Board must take into account in establishing its priorities, as well as the general orientations that will allow the School Board to follow its future progress.

The purpose of this document is twofold: as a reference document it must allow the various School Board departments and institutions to coordinate their respective actions, reconciling the need to respect the autonomy and particular reality of its educational institutions with a concern for overall consistency across School Board territory.

⁵⁶ Working document prepared for the Cree School Board by Jacques Henry and Jocelyne Cormier (DISCAS) , February 2004. The text has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

As an orientation document, it conveys a prospective vision for the School Board and may constitute the basis for various future planning.

This document was prepared during the year 2004, inspired by founding texts and administrative documents written since the School Board came into existence 25 years ago: they are listed in the Appendix. Before being adopted by the Council of Commissioners, this document will have to be validated by senior levels at the School Board and undergo a consultative process in the local communities.

It should be noted that this document is being published at a time when our School Board is celebrating its 25th anniversary, thus creating an opportunity to stop and formalize the accomplishments achieved to date and to plan for the future.

General Framework of Activity at the School Board

Geographic and Demographic Context

Our School Board has exclusive educational jurisdiction over the entire territory of the Cree Nation, that of the Iyiyuullinuu.

The population in this immense territory is concentrated in nine (9) communities. Five (5) are located on the coasts of the James Bay and the Hudson Bay: Chisasibi, Eastmain, Waskaganish, Whapmagoostui and Wemindji. The other four (4) are located inland: Mistissini, Nemaska, Ouje- Bougoumou and Waswanipi.

There are approximately 13,000 people in total, each community having between 500 to 3,000 people approximately. The student population of about 3,600 is divided as follows: two thirds (213) at the elementary level and one third (113) at the secondary level or in adult education.

Historical Context

Our people were the first inhabitants of this territory, which we have inhabited for thousands of years. However, from the beginning of the 20th century, our Nation has been subjected to many pressures that have had serious repercussions on our traditional way of life and have forced us to adapt to a political organization that is different from ours.

Catholic and Anglican missionaries first controlled education, a function of these changes imposed on us: then, in the 1960s, education was taken over by the Department of Indian Affairs and Northern Development and the School Board of New Quebec.

The signing, in 1975, of the James Bay Agreement -a Nation-to-Nation founding treaty between the Cree Nation and the Government of Quebec -was a turning point in the history of the Nation. The treaty, which governs all other laws and regulations in effect in our territory, recognized our existence and defined the legal, political and economic relationships between our Nation and the Government of Quebec, and notably, in Section 16, in terms of education. The Agreement gave the Cree Nation the instruments it needed to take control of its education, protect its identity, choose the language of instruction, as well as determine teaching methods, curriculum and educational organization in its territory.

Our School Board is the body responsible for this mission. In 1978, the School Board was formally constituted under the Educational Act. Given the rapid demographic growth and accelerated economic development during its first years, the School Board focused on implementing educational institutions and establishing the administrative infrastructure required to provide educational services in the nine (9) communities across the territory. In 1988, the School Board and the Grand Council of the Crees jointly adopted a distinctly Cree philosophy of

education. thereby respecting Aboriginal characteristics and leading to the development, in a complementary way, of the Iyiyuullinuu in a Quebec, Canadian and global context.

Legal and Administrative Context

Subject to special provisions stipulated in the Agreement in order to respect Aboriginal characteristics, our Nation has basically opted to harmonize its educational system with that of Quebec. Although the constitution of the Council of Commissioners, the organization of educational services, the curriculum, most study programs and the certification of studies are those defined in the Quebec Education Act, they are subject to important local arrangements.

This choice - which grants the status of school board to the organization - enables us to have access to other levels of education in Quebec and to integrate into Canadian society, particularly Quebec society, while ensuring that our identity is protected.

Special provisions concern, in particular, the language of instruction, which is Cree. The Council of Commissioners, in consultation with local communities, determines the choice and conditions applicable to another language of instruction (French or English), as well as the rate of introduction.

Other special provisions in the Agreement in terms of education deal particularly with adaptations to certain study programs (notably, history, geography and economics), the creation of local programs, the establishment of the school calendar, the choice and production of learning materials, as well as teacher selection and training. Furthermore, the Agreement grants special and-extended powers to our schools' parents' committees.

Socio-Economic Context

(Documents received do not allow us to determine an accurate picture of the environment based on its socio-economic characteristics. Subject to validation of the milieu itself, it is possible to suggest the following characteristics, in terms of standard profile):

- Mother tongue is Cree;
- Population is young and expanding;
- Population is generally settled;
- Geographic mobility is limited;
- Education level is low;
- Global income level is similar or higher than Quebec average.

Mission Statement

Global Mission

"The Cree School Board's mission is to provide a high Iyiyuu/linuu-based, holistic education, founded on our language and culture and consistent with our values and traditions as Iyiyuullinuu. This education will help prepare each person to make his or her journey as a valued contributor to our Iyiyuu/linuu communities and Nation, and to society at large, now and in the future."

Special Missions

Given the global mission, as well as the values identified in the following section, the actions that we take are in the context of the following special missions:

- To contribute, through education, to protecting and developing the Cree identity.

According to our School Board, a People's identity is conveyed through its language, culture and way of life, and is rooted in the common values and traditions of the Iiyuu/linuu. It also states that education is a key component of social cohesion and that the education system must reflect the main components of Cree identity.

Our School Board fulfills this mission by developing policies pertaining to language of instruction, selection and training of personnel, school calendar, and adaptations to the curriculum and the basic school regulation in accordance with the legal framework provided for in the James Bay Agreement.

- To define and guide the mission of its educational institutions.

Our School Board establishes and manages the schools in its territory. It does so by delegating responsibility, thus allowing institutions to place much emphasis on autonomy and ties to the communities. However, our School Board believes its institutions must maintain an educational environment that is globally cohesive. Although the institutions are free to determine the means of actions that most reflect their specific reality, the School Board states that the global mission of all its institutions is the best interest of the child, in addition to the following special missions:

- **EDUCATE.** This refers to the need to develop our students' ability to use all knowledge and skills in various fields of education in order to attain their life project and develop harmoniously within the community and . society,
- **NURTURE.** This involves developing those attitudes and values that will enable our students to develop their full potential, particularly their self esteem, and trust in their future.
- **HEAL.** This mission involves the development of social skills to enable our students to live in harmony with others and contribute to improving the quality of life of the community and society.
- **INSPIRE.** Learning is the process that provides meaning to the individual's life and gives him or her the ability to control its progress. Accordingly, education must foster our students' interest in life-long learning.

Our School Board fulfills this mission by stating, in the next section, the basic values and educational philosophy shared by all its institutions.

- To ensure the quality of educational services offered in its institutions.

Educational services offered to our students must ensure the protection and . development of their Cree identity and reflect its values and beliefs. They must respect our School Board's educational philosophy and aim for high standards of excellence. Institutions must seek to maximize services given directly to students, provide quality education and establish an environment that is both rich and stimulating.

Our School Board fosters an empowering approach and believes that the quality of educational services is the primary responsibility of the institutions and teachers, under the principal's authority. Our School Board fulfills its own mission by developing management guides, as well as tools for planning, evaluation and rendering of accounts. It also ensures that personnel, especially teachers, understand, take ownership and respect the School Board's educational priorities.

- To manage resources responsibly.

Our School Board is responsible for managing the financial, human and material resources allocated to the education system and educational institutions. Given its limited resources in relation to its needs, the School Board makes administrative decisions that are both effective (by correctly targeting priorities) and efficient (by obtaining the greatest results from the least amount of resources). The School Board always seeks the best interest of the child, shows a concern for justice and fairness in allocating and distributing resources and ensures appropriateness between the needs expressed and the services available.

Our School Board fulfills this mission by being consistently responsive to the needs of the communities, developing various administrative policies, establishing budgetary rules and monitoring the application of policies in its departments and institutions.

Values and Beliefs

Our School Board's action is founded on a concept involving the whole person, a philosophy of learning and education, as well as a set of values and beliefs consistent with a Iyiyuu/linuu approach to education.

Concept of the Human Being

Our School Board adopts a holistic approach to people and views the Iyiyuu/linuu as whole and complex human beings who integrate physical, intellectual, social, emotional and spiritual dimensions; these dimensions interact directly in the lifelong development of human beings aspiring to happiness, balance and full potential. The School Board views human life as an ongoing process to adapt and construct an identity.

The identity of a IyiyuuAinuu is defined not only by who he or she is (unique and personal identity) but also by what he or she belongs to (cultural and social identity). In terms of space, the individual puts down roots in a territory; in terms of time, the individual puts down roots in a history and a heritage where language and culture constitute the most important components.

The Iyiyuu/linuu fit in a concentric network of social membership: family, school, community, society, world. This network offers support, meets some of their individual needs, and contributes to their development; in return, the Iyiyuullinuu is responsible for contributing to social development and improving the quality of life of the community: each person must become an active and positive member of the community.

Concept of Learning

Our School Board views learning as a process by which the Iyiyuullinuu adapt, develop and give meaning to their life. This process cannot be separate from life itself: it begins at birth and continues all through life. While essential, schooling is only a partial and limited part of this process because life is a constant learning experience.

Learning is the exclusive responsibility of the Iyiyuu/linuu: no one else can do it for you. Nevertheless, the person's social environment must provide conditions (context, interactions, resources) conducive to learning: that is the responsibility of education. This responsibility lies, by order of importance, with the person's family, school and community. Our School Board is responsible for the learning dimension that comes under schooling; however, it must discharge such responsibility together with the other social agents involved globally in education.

In order for learning to be as fruitful as possible and a lifelong process, the educational framework that surrounds it must be coherent. Schools must reflect and practice the values that they claim to teach students, and management practices -by the School Board, the institutions as well as the teachers -must conform to these values.

Principles, Values and Beliefs

With respect to the above-noted, our School Board states the following pedagogical principles, the values that underlie them and the ensuing obligations pertaining to institutions and teachers. These principles, values and beliefs are explained in a document entitled Cree School Board Organizational Values and Guiding Principles, approved in February 2004. These can be summarized as follows:

- Students are the main agents of their own learning.

This principle relates to values of openness, intellectual curiosity, autonomy and responsibility that schools must develop in its students. Accordingly, schools must offer them diversified and stimulating learning activities, an educational environment where students can develop their own interests and talents, and many opportunities to make choices.

- Learning is a life-long process involving the whole person.

This principle relates to values of conscience, balance, perseverance and patience that schools must develop in its students. Accordingly, schools must ensure that all areas of learning are taught and that students benefit from structured support throughout their schooling.

- Learning takes place through harmonious and meaningful interactions.

This principle relates to values of exchange, cooperation and respect that schools must develop in its students. Accordingly, schools must ensure that an educational environment conducive to listening and dialogue is created, in addition to cooperative teaching and a learning environment that fosters respect of others, openness to differences and social inclusion.

- Learning must contribute to creating a personal and social identity for students.

This principle relates to values of self-awareness and belonging that schools must develop in its students. Accordingly, schools must provide teaching that requires reflexive thinking from students, imparts linguistic and cultural heritage and makes belonging to the Cree Nation attractive.

- Learning must allow students to become active and productive members of the community.

This principle relates to values of honesty, service and solidarity that schools must develop in its students. Accordingly, schools must teach accountability by requiring students to assume the consequences of their choices and actions, and by working closely with families and the community in terms of its educational activities.

- Learning must allow students to build their life project and develop work skills and life skills.

This principle relates to values of personal discipline and excellence that schools must develop in its students. Accordingly, schools will use a curriculum that leads to a recognized diploma and further studies, teach languages and ensure high quality standards of teaching.

Vocational Nature of Institutions

The concept of learning that our School Board affirms must inspire all professional acts performed by personnel in educational institutions and be carried out in a favourable climate

and in a practical and daily manner, especially toward students and their parents. It is important to summarize the main requirements of our School Board in this regard.

These are explained in detail in three official documents entitled respectively Philosophy of Work at the Cree School Board - Principal, Philosophy of Work at the Cree School Board - The Role of Principal & Vice Principal - Some General Comparisons/Guidelines and Philosophy of Work at the Cree School Board - Teacher. The following is only a summary of these documents and is not meant to exempt one from reading them.

Meaning and Nature of Professional Acts Performed by Principals

The principal is the administrator of the institution, its pedagogical leader, and also a model for teachers as well as for the community. As such, his or her responsibilities include:

- Ensuring that quality educational services are offered in his or her institution and be personally responsible for this;
- Implementing the institution's major orientations and planning the professional, budgetary and professional improvement activities accordingly;
- Managing the staff in his or her institution in accordance with collective agreements and School Board's policies;
- Guiding, facilitating and supporting the work of teachers;
- Being aware of students' needs and ensuring a safe, harmonious and stimulating climate;
- Facilitating communications between schools, parents and community;
- Ensuring that School Board policies are respected in his or her institution;
- Ensuring external communications on behalf of the institution and participating in certain committees.

Consistency in the Pedagogical Attitudes of Teachers

The teacher is the first mediator between, on the one hand, the student and, on the other hand, the culture and the knowledge that will contribute to the development of his or her competencies and identity. Beyond the descriptions of professional duties and the framework of the collective agreement, we insist on the fact that the teacher must, in terms of attitudes:

- Exemplify In his or her professional activities great respect for the Iiyuu/linuu culture, namely by rapidly acquiring sufficient knowledge of it and by participating in certain community activities;
- Ensure that students acquire a good knowledge and respect for the Iiyuu/linuu culture, language, values and traditions, in particular by facilitating the students' access to community resources and activities;
- Create a learning environment that is open and stimulating, encourages questions, discoveries, initiatives and challenges, and is conducive to success;
- Be constantly concerned with the students' well-being, notably by encouraging students to develop their talents, interests and self-esteem and by recognizing their progress and successes;
- Represent a responsible, safe, and caring adult in whom students can trust;
- Actively participate in the implementation of the school's educational project, in terms of the community component as well as the pedagogical and educational ones;
- Demonstrate in his or her professional activities respect for the School Board's policies;
- Develop and maintain a high level of professional competency, notably by participating in training activities proposed by the School Board and by being an active member of a learning community.

School Climate

We believe in the right of every person, youth or adult, to work in a school setting free of violence and respectful of people; we also believe that it is everyone's responsibility, youth and adult, to contribute to such setting.

This responsibility is assumed by means of preventive measures, fair disciplinary interventions adapted to the students' age, joint action by all school and community players and by promoting a school free of violence, namely, through programs that promote positive behaviours.

The effects of this collective responsibility are explained in detail in three School Board policies: Safe Schools Policy, Drug and Alcohol Policy and Student Abuse Policy, which all school representatives must have a thorough knowledge of.

Issues and Orientations

Over the last decades, our people have left a traditional way of life based largely on local conditions and have become a modern nation, with regional political structures, economic levers and an integrated education system. Our School Board played a major role in this change and intends to remain an essential player in the development of the Cree Nation.

This evolution occurred quickly: over one or two generations, the Cree Nation went through changes that other nations did over the course of centuries. The Cree Nation is rightly proud of this fact, even though this rapid change carried risks. Although technological changes and administrative structures can be implemented rapidly, the same cannot be said of group mentalities, habits and perceptions. The speed of visible changes must not lead one to forget the deeper changes required in order to allow the Cree Nation to enter the 21st century on a solid foundation.

The future of the Cree Nation depends on its ability to establish an harmonious and dynamic balance between two seemingly paradoxical needs: that of preserving and developing its traditional heritage expressed basically through language and culture, and that of developing as a society in a modern context open to the world.

Being aware of these challenges and wanting to fulfill its mission, we set out general orientations that will structure the School Board's actions for the future.

Promoting Education

Education (and, more specifically, schooling) is the tool of choice for our Nation aiming for long-term development. Even though we have made significant progress over recent years, the overall level of education of our people, particularly our young people, remains inadequate. As long as making education a top priority is not backed by a large social consensus from our communities, families and even students, progress will remain fragile among our Nation.

Even though such consensus is becoming increasingly talked about and legal frameworks (compulsory education and full and equal access to education) are present, reality is somewhat different. The most worrisome relevant indicator is the high rate of absenteeism in our institutions. A study by Gerard Poulin (Cree School Board and individual schools Analysis of Persistence (retention) and Graduates 1992 to 2003 Cohorts) looks at the situation in each community. As long as this rate is not significantly reduced in all institutions, particularly at the high school level, our School Board will have to pursue the important work of awareness and support.

In the short term, this work involves strict monitoring of absences. However, in the long term, it involves reaching families and having them cooperate with the school to ensure that students

attend school regularly. More generally, our School Board will have to actively promote school, make the education community more attractive to students and placing greater emphasis on recognizing accomplishments.

Educational Success

Interested in maintaining high standards of quality, preserving the credibility of graduation rates and eventually providing access to postsecondary studies in the Quebec education system, our School Board wants to ensure compatibility between its own curriculum and Quebec's, and maintain the current standards for the certification of studies.

Given these standards of excellence, the overall educational success of our students (as expressed by indicators such as graduation rates, success rates and number of students staying in school) is problematic. Drop out rates, particularly after the first year of high school, is alarming and success rates among those staying in school are clearly insufficient.

Here again, absenteeism remains the first obstacle to educational success; however, it is not the only one. Our School Board must ensure that, while in school, students continuously develop their competencies and that knowledge and skills improve from one year to the next. This presupposes that education develop, more explicitly, values such as persistence and personal discipline, while taking into account contemporary instructional trends that focus on the development of transferable competencies, the meaning of learning activities and the fundamental intellectual tools such as work methods, learning strategies and communication skills.

Respectful of the Iyiyuu/linuu philosophy of life, our School Board is deeply convinced that each student can succeed, and that this constitutes its true mission. Each student, whether gifted, handicapped, blessed or hurt by life, can and must realize his or her full potential in our schools. We must recognize* the individual nature of each student; the teaching methods used in our schools must take into account, in practical terms, the fact that students learn and participate in their development in different ways and at different rhythms. In this respect, one should refer to the School Board policy (Special Education Policy) that specifies the intervention mechanisms for certain categories of students. Finally, it is important to reiterate that academic success is everyone's responsibility, to be shared by our students, our personnel, families and community in general.

Developing the Cree Identity

Our School Board wants all duties, particularly regarding teaching, to be completely assumed by members of our Nation. Attaining this objective would be the best way to maintain and develop the cultural identity of our Nation. Given this context, we believe that we must maintain the consistency and specificity of the Iyiyuu/linuu character of its institutions' learning environment.

This concern requires total respect of the right of Iyiyuullinuu students to be taught in their mother tongue, in the context of a curriculum adapted to the Iyiyuu/linuu world. Our School Board hereby reaffirms the fundamental character of this right and the obligation of all its personnel to respect it. Our School Board has ruled that Cree is the language of instruction in kindergarten and in grades one, two and three. After grade three, all students continue to deepen their knowledge of the Cree language and culture, even though other disciplines are taught in English or French. The School Board intends to support this right by establishing a true official policy respecting teaching of the Cree language for all our institutions, which is presently lacking. For more specific information, personnel may refer to the document Teaching at the Cree School Board.

This concern also requires that recognition be given to educational institutions for providing integrated services to students and that communities be encouraged to participate actively in

developing their schools. Our School Board intends to strongly support each of its institutions to adopt a local educational project in keeping with the regional educational project, which would meet the specific needs of the community and be established following active participation of members of that community.

Finally, this concern requires that links between communities continue to be developed. In this context, the School Board intends to foster exchanges between institutions and promote regional educational activities, in accordance with its financial means.

Developing Human Resources

Our School Board is responsible for managing all personnel working in its offices and institutions. Apart from the administrative components of this responsibility (managing labour relations, hiring personnel, etc.), we must ensure that the personnel is competent, working in the best interest of students and participates actively in the development of the community.

The School Board has already responded to this concern by preparing detailed guides on the roles of teachers, principals and vice-principals. We intend to pursue this path by adopting a true policy respecting development of human resources that will include specific provisions on selection, training and professional improvement of teachers, applying to our personnel the same values and principles we promote among students.

Increasing the Quality of Life

An educational institution requires the implementation of immediate conditions for its daily functioning. These are: a safe, non-violent and respectful environment (see "School climate" above). However, this prerequisite must be exceeded in order to carry out long-term activities to improve the quality of life of individuals and groups.

In keeping with this general orientation, our School Board has identified as a priority the promotion of health and welfare in schools and the establishment of a culture of prevention and health education. This requires the involvement of the entire educational community, including parents, in the health and well-being of children. It also requires that this priority be part of the local educational project.

This concern must lead to actions being undertaken in terms of training of educators, parents and children), social support, community health and facilities available in institutions. Ideally, it is implemented as part of structured programs such as Healthy Schools,

Conclusion

Our regional educational project is prepared in a context of continuity and consolidation. It summarizes, formalizes and reaffirms the framework for our actions, as promoted in many of its official and administrative documents over the last years.

The project is also intended to show a dynamic and engaging vision of the future that expresses our trust in the abilities of the Cree Nation to pursue its development, while preserving its identity and being open to the world.

Finally, our project aims at being efficient in structuring future action by the School Board and its institutions by placing it in a global and coherent framework that reflects its fundamental priorities. We must stress that the regional educational project hopes to inspire and not to limit. It describes the directions in which our School Board has determined to make a collective effort around common priorities. Given this context, our schools must respect the guidelines outlined in the project. However, they are strongly encouraged to exceed them, and to be generous in their intentions and efforts to reach the standards expected.

Provided the School Board's orientations are respected, each school is free to focus on one of the components of the regional educational project, or on an aspect arising from the school's own experience that has not been retained as a regional priority. Personal initiatives also remain important.

Recommendations Regarding CLIP

The following provides extract from the evaluation of CLIP, conducted in 1994 and 1995.⁵⁷

Grade One Pilot Program, 1993-94

Evaluators' Recommendations

The Cree School Board should

1. Continue with the implementation of CLIP in grade two this fall, but must address the following issues in this section because they are critical to the success of the program.
2. Assess the present School Board structures and develop new structures that represent the changing focus, that is, moving from English/French instruction to Cree at the primary level.
3. Increase staffing in Cree Programs and Professional Development to better represent their added responsibilities. (More specific details are provided in the later recommendations.)
4. Establish an evaluation procedure to monitor each new year of the program.
5. For the first year of implementation at each level, provide each teacher with a teaching assistant.
6. Create a Cree Word List and revise the Grade One Curriculum Guide to assist in improving student evaluation processes.

Participants' Recommendations

These recommendations are not presented in any particular order of priority but are grouped into three categories: (1) information/training; (2) planning and budgeting; (3) curriculum/materials development.

Information/Training

1. Provide information to parents and community members about the program and its possible benefits; include information about their responsibility to reinforce Cree and act as role models for retention of the language.
2. Provide training for adults in the community to enhance their literacy and language skills in Cree so that they can undertake more responsibility; include syllabic word processing.
3. Provide briefing/debriefing/training of teachers in the pilot program. Suggested topics include: learning outcomes; evaluation techniques; different instructional methodologies.

⁵⁷ The first evaluation was conducted Burnaby et al, 1994, the second by Côté & Feitz, 1995. Each extract has been reformatted to be consistent with the style of this report, but the content of the original has not been altered in any way.

4. Provide more training in course design for teachers in the pilot program, for example, information on the Circle Program for those who have not used it.
5. Provide continuing training in Cree literacy for all teachers with priority given to teachers in the program.
6. Provide training for Cree culture and language teachers so that they can better support CLIP.
7. Provide training to new grade two teachers who will be implementing the pilot this fall.
8. Provide information to all school personnel about the program including long-term plans and intentions; this could lead to more support.

Planning and Budgeting

1. Establish a clear integration among CLIP, Cree language, and Cree culture programs.
2. Develop supports and policies to avoid the inadvertent use of English/French in activities outside of the core CLIP classes.
3. Create strategies and mechanisms to support elder participation in CLIP, for example, developing and distributing a list of elders willing to participate, establishing and publicizing, a Board policy for remuneration of elders, exploring an elder-in-residence program.
4. Organize more time than at present for teachers in the pilot program to develop course materials together and separately.
5. Develop a cultural resources committee in each community to provide support to teachers, such as being a resource on vocabulary.
6. Clarify and establish the role that second language will play throughout the child's schooling experience not just in CLIP.
7. Outline a plan for revising the grade one materials.
8. Clarify the implementation procedure for grade two and grade three, for instance, who will be using English, how will it be used, how will the English part of the program relate to CLIP.
9. Seek funding and training for a remedial teacher for CLIP.
10. Assign/fund/hire more Cree Programs staff to develop materials for grades two and three.
11. Clarify learning outcomes for each grade level and establish minimum standards of achievement,
12. Clarify the relationship of oral and written Cree in CLIP.
13. Encourage education leaders (e.g. CSB Commissioners and CEAs) to play a more active role in informing communities about CLIP; so that Cree Programs and teachers are not solely responsible for this.
14. Explore the possibility of an all day kindergarten and/or the abolition of pre-kindergarten.
15. Establish a network of Aboriginal teachers from other parts of the country also using an Aboriginal language as mother tongue instruction.

16. Explore the value of giving CLIP teachers regular cultural leave.

Curriculum/Materials Development

Curriculum

1. Review the math and science curriculum for relevance and develop Cree vocabulary for these subjects.
2. Develop more materials for science.
3. Develop flashcards, song tapes, and story tapes.
4. Adjust the timing of the themes in the grade one program to suit the school year of the community.
5. Provide CLIP teachers with equipment such as cameras.
6. Develop materials linked to the program on assessment techniques, for example, learning portfolios, skills check lists.
7. Provide all teachers with a complete list of Cree materials with projected publication dates for those under development.
8. Create a standardized kindergarten curriculum with careful attention to the role of Cree language and literacy.

Reading Materials

1. Develop more reading materials for classroom, library, and home use:
 - retranscribe Cree way materials to standard orthography;
 - print kindergarten level Circle Bogram in Cree;
 - have secondary Cree language classes write and illustrate books;
 - have secondary students translate English and French books;
 - with the help of elders (glue translations over original text in books);
 - ask local writers to contribute to CLIP by writing children's stories;
 - ask good speakers and singers to tape songs and stories and have these transcribed as read-along books;
 - create tapes for already published Cree books.

Grade Two Pilot Program, 1994-95

Council of Commissioners consider passing the following resolutions:

1. That funds be made available to Cree Program to hire one full-time person to work as a Cree education Consultant. This person's job description would contain the following task:
 - i) Co-ordinate the implementation process for the Cree Grade Three Program.
 - ii) Co-ordinate the curriculum revision process for Grades One, Two and Three.
 - iii) To work as the pedagogical consultant for all teachers teaching in CLIP. The Cree Education Consultant would meet with teachers teaching in CLIP and carry out the following tasks.

- a) At the beginning of the year conduct orientation workshops on the new curriculum guides and do year planning with the new Grade Three teachers.
 - b) Help teachers develop lesson plans and unit plans.
 - c) Supervise teachers and help them develop teaching methods and skills that reflect those used in the new curriculum.
 - d) In unity with teachers at the different grade levels, develop key word lists for each of the subject areas taught.
 - e) Work with teachers in developing methods of evaluating student progress.
 - f) In conjunction with teachers develop a Report Card in Cree.
- iv) Co-ordinate and consult with the Professional Development Branch to develop class assignments in their Teacher Education courses that will produce useful materials for the teachers teaching in CLIP.
2. That funds be made available to Cree Programs so that the Cree Education Consultant can carry out the mandate of her/his job description (ie. travel budget, supplies, etc.)

It is of the greatest importance that the Cree Education consultant be able to carry out all aspects of her/his mandate:

- i) to co-ordinate curriculum development and curriculum revisions; and
 - ii) to co-ordinate professional development for those teachers teaching in the Cree Language.
3. That funds be made available to each school that will be teaching in Cree at the Grade Three level to hire one full-time teacher assistant. The full-time teacher assistant could play many roles within the classroom, such as:
 - i) Helping to develop materials under the direction of the classroom teacher. It is common knowledge that there is a lack of materials to support the program. The Language Arts part of the program appears to have a fair amount of support materials, but the rest of the program needs a lot of materials development support.
 - ii) The assistant teacher can act as the supply teacher, if the teacher is sick the assistant can fill in so that the students' progress is not seriously affected. If an English or French teacher is absent, it is not a serious problem, as both these programs are well-established through many years of running in your schools. They also have abundant support materials and therefore are easier to plan for and to teach. This can not be said about Cree as a Language of Instruction Programs.
 - iii) The assistant teacher must work as a tutor with individual students who are having learning or behavioural problems. It is already being noticed that boys are generally having much more difficulty in learning how to write and therefore need extra help.
 - iv) The assistant teacher could work as an assistant and translator for the Resource Room teacher. They could also help in seeing that the Individual Education Plans (I.E.P.s) for students are carried out in a regular classroom setting.

The Council of Commissioners consider passing a resolution for the re-structuring of Education Services Department.

4. There is a great need for a permanent management team to oversee the Cree as the Language of Instruction Program from Nursery to Grade Three. This Management Team should have members from each of the following Education Services Branches:
 - i) Cree Programs
 - a) Coordinator of Cree Programs
 - b) Cree Education Consultant
 - ii) Instructional Services
 - a) Coordinator of Instructional Services
 - b) Pedagogical consultant who specializes in methods of instruction/methods of evaluation
 - iii) Professional Development
 - a) Coordinator of Professional Development
 - b) Pedagogical consultant who specializes in pre-service supervision

The Management Team's task would be to co-ordinate the efforts of all three of these branches of the Department so that there is unity and purpose in the various actions taken by these three groups.

The Management Team's mandate would be in the following areas:

- i) Short term and long term planning in the area of curriculum development and support materials development.
 - ii) Short term and long term planning in the revision of the CLIP curriculum guides.
 - iii) To identify and support those communities that are prepared to implement Cree as the language of instruction in their schools.
 - iv) To identify those teachers who are willing and prepared to teach in the Cree Language.
 - v) To hire consultants who will carry out in-service training for CLIP.
 - vi) To hire the consultants who are to carry out the evaluation of the Program.
 - vii) To consult and recommend pre-service training needs for the teacher education program.
 - viii) To identify the training needs and implement training workshops for teacher's teaching in Cree.
5. The Council of Commissioners Consider passing a resolution praising the two school committees who have initiated and supported Cree as the Language of Instruction in their schools.

6. The Council of Commissioners need to consider passing a resolution honouring and praising the efforts of the CEAs and Principals of the two schools that have Cree as the Language of Instruction Programs.
7. The Council of Commissioners need to consider passing a resolution honouring and praising the efforts of the teachers who are teaching in the Cree Language. These teachers are the fire-keepers of the Cree Language and Cree Culture.

Cree Language and Culture Conference

The following provides the main recommendations arising from the Cree Language and Culture Conference, held in November, 1997, in Ouje-Bougoumou.⁵⁸

1. That a language and culture law be adopted by the Cree Nation of Eeyou Istchee (Grand Council/Cree Regional Authority) and by each of the Cree community governments along with the required policies, programs and initiatives in order to ensure the protection, promotion and enhancement of the Cree Language and Culture. That the Cree language be recognized by the nine Cree communities and by the Cree Nation of Eeyou Istchee (Grand Council/Cree Regional Authority) as the official language of the Cree workplace and that this be established through laws, policies, programs and other initiatives.
2. That the Cree National Entities and the Cree Nation of Eeyou Istchee (Grand Council/Cree Regional Authority) adopt a consistent spelling system for the Cree Language for the production of all written materials.
3. That all Cree entities work together to promote and enhance the Cree Language and Culture by ensuring its use in the workplace and in meetings. Reports and internal and external correspondence should be in the Cree language to the extent possible. A Cree Language Commission should be created with representatives from each community and Cree language consulting firms should also be relied on for coordination and advice on how to implement this recommendation. Moreover the entities should develop plans for the improvement and increased use of Cree language and culture by their employees. In addition the entities should report annually to the General Assembly on what efforts they undertook in the previous year in the areas of Cree language and culture.
4. That the Cree School Board Department of Adult Education (in collaboration with the Department of Cree Programs) [and the Cree Language Commission] identify a strategy to increase, enhance and promote the use of the Cree Language in the workplaces of the Cree people and to outline the means necessary to accomplish this objective. This is to be presented, for consideration and adoption, to the Council Commissioners at a date to be set by them. This strategy is to include the development of Cree written materials and programs necessary to teach written Cree to adults who would like to learn it
5. That the financial resources and pedagogical days be set aside by the leadership of the Cree School Board for the holding of regional gatherings/work sessions by the Cree Culture and Language teachers in order to improve communication among them (particularly those teaching the same grade level) so that they can mutually benefit from their collective experience.
6. That ways be found immediately for the elders, who lived by hunting, to teach the Cree students out on the land about their knowledge of nature and Cree Culture. This knowledge

⁵⁸ *Summary report of the Cree Language and Culture Conference, 1998, pp. 3-6.*

was traditionally imparted to the youth in the bush and retention of this information is enhanced when it is learned in this setting.

7. That each local school administration will give high priority to the implementation of recommendation '6' (above). This will include special efforts to identify required funding, equipment and to encourage the cross-cultural understanding among the staff to facilitate the undertaking of this initiative. The parents of the students should be invited to participate in the implementation of this recommendation.
8. For Recommendations 5, 6, and 7 (above), in addition to any other specific required undertakings, the Cree School Board is asked to carry out consultations with the school principals, community education administrators, parents and teachers to consider adjustments to the school calendar in order to facilitate their implementation.
9. That teacher trainees receive, in addition to their regular training program, instruction from Crees, including Cree elders, who have lived on and learned from the land. This training should be oriented towards the retention of Cree knowledge concerning the land, animals, water, climate, plants and the whole of nature.
10. That the Cree School Board undertake measures to facilitate the training of Cree language specialists. Also, that it ensure that a bank of language specialists be put into place [to work with the Cree Language Commission] to record the Cree language and the Cree oral traditions. In addition to ensure that existing materials be organized and necessary measures are undertaken to see to the continued development, promotion and protection of the Cree language and that such measures continue to improve and increase.
11. That the Cree School Board, Cree Regional Authority and Cree Communities put into place the means to ensure (in multi media formats) the ongoing recording, storage and publication of the Cree oral traditions (including legends, stories, songs, music, teachings, knowledge [including that concerning technologies - the making and use of traditional Cree tools and clothing, and the preparation of traditional food and medicines] and personal, historical and political statements). New words and in addition especially the language of the hunting way of life should be recorded and published. That the efforts done in this regard will be such as to substantially increase the amount of such information that is recorded and published each year.
12. That efforts be undertaken by the James Bay Cree Tele-Communications Society to make the Cree Culture and Language more available on television in the Cree communities and elsewhere.
13. That Cree local governments and the Cree Nation of Eeyou Istchee (Grand Council/ Cree Regional Authority) undertake measures with the Cree entities to make the Cree language increasingly visible in public places in the Cree communities and in meetings. Also, that the written material used in meetings and resulting from meetings be made available in the Cree language.
14. That the Cree Entities and governments hire Cree translators to make the Cree language materials more available and to facilitate the increased use of Cree in meetings. Also, that the Grand Council/Cree Regional Authority hire a Director of Cree language programs and initiatives.
15. That all Cree institutions and Cree individuals are hereby encouraged to facilitate the involvement of the Cree youth, parents and elders in efforts aimed to ensure the retention, promotion and development of the Cree language, the Cree way of thinking and of all of the Cree oral and intellectual tradition. This will include in the case of the Cree School Board,

the increased involvement of parents and elders in the teaching of the Cree Language and Culture in and outside of the classroom. Local gatherings should be held many times each year to improve local involvement and input into education.

16. It is recognized by this Assembly that the Cree parents by tradition have the foremost responsibility for the education of their children and that this is particularly important in respect to language and in particular in regards to the retention of language. Therefore, it is recommended that all Cree institutions and specifically The Cree School Board (especially through parent-teacher committees), The Cree Board of Health and Social Services, The Cree Regional Authority, and the Cree Communities put into place the means and undertake the initiatives necessary to support this responsibility of the parents.

Teacher Training in the CSB

The following provides a summary of the evolution of teacher training in the CSB.

The Teacher Training Program started way back in the early 1970's when the schools were still under Indian and Northern Affairs Canada [INAC]. It started with a group of Cree language teachers, apparently, at least one from each community. They went to Chicoutimi during the summer months to do their courses.

There were a couple of programs under INAC, one a full-time 30-credit certificate program at McGill University that gave teachers a certificate to teach in First Nations schools. Some of the graduates of this program are still working in for the CSB. Another program was a Teacher Aid Program that was done at Lakehead University in Thunder Bay, Ontario. It is unclear to us whether this program was certified; however, it was discontinued. Again, some of the people who were in this program are also working in the CSB.

When the CSB came into existence, the Teacher Training Program with Université du Québec à Chicoutimi [UQAC] was expanded. It was a community-based program and most people that were in the program also began teaching. Some were teaching Cree language, Cree culture and some taught in regular classrooms. The courses were offered only during the summer months. People in the program attended summer school at Manitou College in the Laurentians. When the college closed, the courses were offered in the communities during the summer. Later courses were offered during the year, during a 12-day period of evenings and week-ends. There were two or three courses during the year. The instructors would come from the south. The courses were offered in each community and the students did not have to travel during the year. The courses were later given over two extended week-ends starting on Wednesday and finishing on Sunday. The week-ends would sometimes be two or three weeks apart. This program was a 30 credit certificate and then you could continue to complete a 90 credit B.Ed Program.

The CSB started with McGill sometime in the early 1990's with a few students from each community. These students had to travel to different communities for their courses. These courses were also delivered in the same manner (over two week ends). McGill had a 60 credit certificate program and then you continued to a 90 credit B.Ed Program. Sometimes the McGill students went to Montreal for Summer School.

There were some students enrolled in both the UQAC and McGill programs. When students were admitted to the program they would take three or four courses. If successful they would be placed in a classroom full-time with a qualified teacher. Each year, they would be in two classrooms for the year; one before Christmas and one after Christmas, where they did their practice teaching. They would also attend courses.

Four years ago the CSB transferred our UQAC students to the Université du Québec à Abitibi-Temiscamingue [UQAT], which is based in Rouyn but has a campus in Val d'Or. Had they been transferred to McGill they would have lost most of their credits but UQAT was willing to accept most of their credits from UQAC. Six students remained in the UQAC program since they were almost finished.

Apparently, it was difficult to maintain a good working relationship with UQAC since it was far away. We also wanted our UQAC students to have the same experience as the McGill students by going on-campus during the summer. UQAC did not want any English courses held on their campus. Some students go to the campus in Rouyn during the summer but all the resources are in French at the university.

APPENDIX E: INSTRUMENTS USED TO COLLECT DATA

This document contains copies of the various types of instruments used in the Review:

- school profile;
- observation protocols (school/centre classroom visits);
- interview protocols (administrators, commissioners, & others);
- focus group protocols (students, teachers, parents & community members); and
- questionnaires (teachers, staff, adult students);

The first row of each instrument serves to identify source of data (mainly the respondent group), the unit of analysis (e.g. name of school) and the code used to track responses for each instrument in the computerized data file.

School Profile

School Profile:								XXX-SPRO	
Student Population & Languages of Instruction by level:									
Level	Total	Cr	En	Fr	Level	Total	Cr	En	Fr
Kind-4					Kind-5				
Grade 1					Grade 2				
Grade 3					Grade 4				
Grade 5					Grade 6				
Sec I					Sec II				
Sec III					Sec IV				
Sec V									
IPL (6+)					IPL (Cont)				
Other (specify)					All				

Students with Special Needs					
Level	At-Risk	13, 14	33, 34	24, 23, 50, 53, 99	36, 42, 44
Kind-Grade 3					
Grades 4-6					
Secondary					
All					
Students Enrolled Outside the School					
Level	Public	Private	MSSS	Home	Other (specify)
Kind-Grade 3					
Grades 4-6					
Secondary					
All					
Staff					
1	Principal		Vice-Principals	1	CEA
	Teachers (K-3)		Teachers (4-6)		Teachers (Sec)
	Guidance Counsellor		Psycho-Educator		Educator
	Student Affairs Technician		Documentation Technician		Administrative Technician
	Student Supervisor		Executive Secretary		School Secretary
	Maintenance/Careworker		Other (specify)		
Narrative description of school/community:					

Instructions for completing School Profile

Student Population & Languages of Instruction by level

Indicate the number of students enrolled at each grade level using September 30 enrolment data and the total of all students, as well as the language of instruction for each level.

Students with Special Needs

Indicate the number of students with special needs at each level (also using September 30 enrolment data) and the total of all these students, for each cluster of special needs, using the categories specified by MELS as summarized below.

At-Risk	13, 14	33, 34	24, 23, 50, 53, 99	36, 42, 44
Students with social maladjustments of learning difficulties	Severe Behaviour 13 Covered by an agreement between MELS and MSSS 14 Not covered by an agreement between MELS and MSSS	33 Mild motor impairments or organic impairments 34 Language disorders	24 Moderate to severe intellectual impairments 23 Profound intellectual impairments 50 Pervasive developmental disorders 53 Psychopathological disorders 99 Atypical disorders	Severe physical 36 Severe motor impairments 42 Visual impairments 44 Hearing impairments

See MELS, *Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties*, 2006 (<http://www.mels.gouv.qc.ca/DGFJ/das/orientations/ehdaa.html>)

Students Enrolled Outside the School

Indicate the number of students enrolled at each grade level in a public school, a private school or, an MSSS centre, who is home-schooled or otherwise being schooled (please specify), as well as the total of all such students.

Staff

Indicate the full-time equivalent (FTE)* number of staff for each category including any other staff for whom a category is not shown (please specify).

* An FTE count means that part-time staff are counted as a decimal portion of a full-time employee; e.g. a half time employee = 0.5, a quarter time employee = 0.25.

Narrative description of school/community

Provide a brief 'thumbnail' sketch of your community intended to give an outsider an overview of what your community is like.

Observation Protocol

Source of Data	Classrooms	Unit		Code	XXX-OB-
Group		Language		Teacher	
Observer			Date		
Setting	Describe the classroom setting, separating what you observe from the inferences you draw, noting anything particular (★) that warrants follow-up with the teacher or someone else.				
	Observations			Inferences	
Activity	Describe what takes place during the lesson, focusing on teacher and student behaviours, separating what you observe from the inferences you draw, noting anything particular (★) that warrants follow-up with the teacher or someone else.				

Time	Observations	Inferences
5		
10		
15		
20		
25		
30		
35		
40		
45		

Wrap-Up	Time and circumstances permitting, ask the teacher about any aspects of the setting or class that warrant follow-up, recording your notes in the space provided.
Rating	Below you will find a series of statements about teaching. As soon as possible after the lesson has been observed, indicate your rating of each item (1 to 6) in the box, using this scale: 1 = Very unsatisfactory; 2 =Unsatisfactory; 3 =Adequate; 4 =Good; 5 =Very good; 6 =Excellent; if your observation does not permit you to rate a given item, please just write N for 'no rating.'
	1. Demonstrates a mastery of the subject area being taught.
	2. Teaching reflects planning
	3. Uses appropriate Instructional strategies.
	4. Effectively uses appropriate strategies for classroom management.
	5. Treats students with respect.
	6. Exhibits high expectations for student learning.
	7. Provides constructive assistance to individual students.
	8. Engages students in learning.
	9. Makes good use of homework.
	10. Checks to see that students understand what is being taught.
	11. Teacher is culturally sensitive to the learning needs of his or her students.
	12. Teacher incorporates aspects of Cree culture and tradition in his or her teaching.

Interview Protocols

All interview protocols followed the format shown below. In each case, the questions were organized by means of the 'objects' of the evaluation, the various performance themes presented in section of 1.3.1 of this report. The actual questions developed for each type of interviewee (e.g. principal) are provided in the following pages.

Source of Data	Unit	Code
Name	Date	
Interviewer	Recorder	
<p>Preamble Explain that:</p> <ul style="list-style-type: none"> ▪ purpose of the interview is to gather data for the conduct of the Educational Review commissioned by the School Board; ▪ we are recording this session but it will only be used by the evaluation team to ensure we have an accurate record of the discussion; ▪ all statements made are treated confidentially and participant's name will never be associated with these statements in any report or other document arising from the Educational Review. ▪ Ask if there any questions about this interview that to be answered before proceeding. ▪ Mention that we have a number of questions that relate to various performance themes - the major issues targeted by the Review - but participant will have an opportunity, before concluding, to add any comments he or she wishes about anything not covered. 		
Objects	Questions	
	1. [Main question] a) [Sub-question] b)	
	2. a)	
	3. ...	
	4. ...	
	5.	
Additional Comments	<ul style="list-style-type: none"> ▪ Ask if is there anything participant would like to add. 	
<p>Documents to be collected:</p> <ul style="list-style-type: none"> ▪ Specify as required. 		
<p>Wrap-Up</p> <ul style="list-style-type: none"> ▪ Express our appreciation for taking time to meet with us and (if applicable) for the documentation received or requested during interview and state that we will get back to participant if we discover that there are still any missing pieces to the picture we are trying to construct. ▪ Mention that we hope to complete data collection by Christmas and begin analyzing the data and writing our report, which is due by the end of March, and that he or she will receive a copy of the summary version of the report and the complete version will be available at the same time. 		

Schools

School Principals

Mission & Context	
Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students your school should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?

Classroom Instruction	
Objects	Questions
B1: Curriculum	2. Part of our brief is to determine if the curriculum being taught fulfills the requirements mandated for each level of instruction and is appropriate for students at that level. a) What is your understanding of the what is mandated and what can be decided at a school level? b) Within this range of discretion, who decides what is taught at various levels and streams (languages) of instruction? c) What documentation can the school provide that reflects what is being taught at various levels and streams of instruction? d) How appropriate is the curriculum being taught for students at each level and language of instruction? How could it be improved?
B2: Teaching	3. Arguably, one of the most important roles of the school administration is to ensure the quality of teaching in the school. a) How do you fulfill this role and approximately how much of your time does it consume? b) How many classrooms (or other teaching situations) do you observe in the course of a year? Do you have a written record of these visits? c) On the basis of your observations, how would you describe the quality of teaching in your school with respect to the following expectations: (i) teaching reflects teacher mastery of subject area and planning of lessons; (ii) teaching methods and organizational strategies match curricular objectives and needs of students; and (iii) student work is assessed thoroughly, constructively and consistently? d) What needs to be done to improve teaching in your school?

Classroom Instruction	
Objects	Questions
B3: Instructional Resources	<p>4. How would you describe the quality of instructional resources in your school. More specifically:</p> <p>a) How well does your school measure up in relation to the following:</p> <p style="padding-left: 20px;">(i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment;</p> <p style="padding-left: 20px;">(ii) textbooks and other teaching materials as required for the curriculum are provided; and</p> <p style="padding-left: 20px;">(iii) other resources to enhance instruction are provided?</p> <p>b) To what do you attribute any shortcomings in what you have described?</p> <p>c) How could these gaps in provision be overcome.</p>

School Support for Learning	
Objects	Questions
D1: School Climate & Organization	<p>5. Now, widen the discussion from the classroom to the school: How would you describe the climate and organization of your school:</p> <p>a) Is the school climate welcoming to all members of the school community and supportive of learning and school life?</p> <p>b) In what ways does the school enhance the breadth and depth of opportunities to learn?</p> <p>c) How does the school support a collaborative environment for teaching and learning?</p> <p>d) How successful is the school in promoting the teaching of Cree language and culture?</p> <p>(e) To what extent do external meetings, committee work and travel reduce your effectiveness as a school administrator?</p>
D2: School Leadership & Strategic Planning	<p>6. The Local Education Plan [LEP] embodies the strategic direction of the school.</p> <p>a) What process is followed to develop your LEP? Who is involved?</p> <p>b) Generally speaking, how do you monitor and evaluate the LEP?</p> <p>c) 2005-06: How successful was the implementation of last year's LEP and what documentation do you have regarding its evaluation?</p> <p>d) 2006-07: Why were this year's goals selected as priority and how is the action plan proceeding (evidence of monitoring)?</p> <p>e) Overall, how useful is the LEP to guide policy and practice in the school and how could this process be improved?</p>
D3: Allocation & Management of Human Resources	<p>7. The quality of education provided depends on the quality of its human resources.</p> <p>a) Are appropriate human resources for teaching, other educational services, administrative and support services in place in accordance with this plan?</p> <p>b) What role do you play with regard to the hiring, supervision and evaluation of pedagogical and non-pedagogical staff in the school? How do the collective agreements of various types of personnel affect this role?</p> <p>c) What role does the CEA play with regard to personnel and how does this division of responsibilities work in practice?</p> <p>d) How would you improve the current situation?</p>

School Support for Learning	
Objects	Questions
<p>D4: Allocation & Management of Funds & Other Resources</p>	<p>8. The school's mission is supported by funding and other resources.</p> <ul style="list-style-type: none"> a) Does the school possess adequate funds to fulfill its mandate? b) Are the non-instructional material resources of the school appropriate and adequate? c) What role do you play with regard to the school budget and the allocation and supervision of other resources? d) What role does the CEA play with regard to the budget and other resources and how does this division of responsibilities work in practice? e) How would you improve the current situation?

Home & Community Support for Learning	
Objects	Questions
<p>E1: Parental & Community Involvement E2: School Linkages to Outside Bodies</p>	<p>9. How effective is the school at reaching out to home and community?</p> <ul style="list-style-type: none"> a) How does the school foster parental involvement in their children's education? b) How does the school foster the involvement of parents, other community members and groups in the life of the school? c) What linkages does the school have with external service agencies and other bodies to support the school and the community? d) What evidence can you offer that these efforts are having their intended effect? e) How would you improve the current situation?

School Board Support for Learning	
Objects	Questions
<p>K1-K3: Organizational Culture, Strategic Direction & Structures & Systems</p>	<p>10 We would now like to widen our lens to look at school board support for learning, beginning with some general issues.</p> <p>a) Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?</p> <p>b) How effective is the Board in providing leadership and direction to its schools?</p> <p>i) What form does this leadership take? Is it helpful and supportive?</p> <p>ii) Does Board strategic planning provide an effective 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?</p> <p>c) How effective is the Supervisor of Schools with regard to the following:</p> <p>i) coordinating the relationships between the school principals and vice-principals with the various departments and services of the Board and with the Cree regional entities;</p> <p>ii) assisting the school principals and vice-principals with the organization of the schools and with the implementation of Board policies and procedures within the schools;</p> <p>iii) consulting school principals and the school committees on the allocation of teachers;</p> <p>iv) organizing and approving training and professional improvement for all school principals and vice-principals;</p> <p>v) any other matters that relate to your school?</p> <p>d) How would you describe the line relationship between you and the Supervisor of Schools with regard to both accountability and support?</p> <p>e) What improvements, if any, would suggest in relation to any of the above?</p>
<p>K4: Educational Services</p>	<p>11 To what extent does the Educational Services Department support teaching and learning in your school?</p> <p>a) What is the demonstrable value to your school provided by each of the following:</p> <p>(i) Cree programs;</p> <p>(ii) professional development;</p> <p>(iii) student services;</p> <p>(iv) instructional services; and</p> <p>(v) special education.</p> <p>b) What would enhance its support to your school in each of these areas?</p>
<p>K6-K9: Human, Financial, Material & Information Technologies Resources</p>	<p>12 The School Board is meant to support learning through the provision of various resources.</p> <p>a) How effective is the School Board in supporting learning through the management and allocation of:</p> <p>i) human resources;</p> <p>ii) financial resources;</p> <p>iii) material resources; and</p> <p>iv) information technologies?</p> <p>b) How would you improve the current situation?</p>

Overall	
Objects	Questions
Follow-Up	13 This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

School Vice-Principals

Mission & Context	
Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students your school should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?

Student Results	
Objects	Questions
A1: Student Engagement	2. Student learning begins with engagement and that begins with attendance: a) Is absenteeism an issue in this school and if so how do you deal with it? b) Are students in this school truly engaged in learning and school life? c) Do you think the situation could be better - how?

Classroom Instruction	
Objects	Questions
B1: Curriculum	3. Part of our brief is to determine if the curriculum being taught fulfills the requirements mandated for each level of instruction and is appropriate for students at that level. a) What is your understanding of the what is mandated and what can be decided at a school level? b) Within this range of discretion, who decides what is taught at various levels and streams (languages) of instruction? c) What documentation can the school provide that reflects what is being taught at various levels and streams of instruction? d) How appropriate is the curriculum being taught for students at each level and language of instruction? How could it be improved? e) To what extent would the provision of vocational education be appropriate for students in this school?

Classroom Instruction	
Objects	Questions
B2: Teaching	<p>4. Arguably, one of the most important roles of the school administration is to ensure the quality of teaching in the school.</p> <p>a) How do you fulfill this role and approximately how much of your time does it consume?</p> <p>b) How many classrooms (or other teaching situations) do you observe in the course of a year? Do you have a written record of these visits?</p> <p>c) On the basis of your observations, how would you describe the quality of teaching in your school with respect to the following expectations:</p> <p style="padding-left: 20px;">(i) teaching reflects teacher mastery of subject area and planning of lessons;</p> <p style="padding-left: 20px;">(ii) teaching methods and organizational strategies match curricular objectives and needs of students; and</p> <p style="padding-left: 20px;">(iii) student work is assessed thoroughly, constructively and consistently?</p> <p>d) What needs to be done to improve teaching in your school?</p>
B3: Instructional Resources	<p>5. How would you describe the quality of instructional resources in your school. More specifically:</p> <p>a) How well does your school measure up relation to the following:</p> <p style="padding-left: 20px;">(i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment;</p> <p style="padding-left: 20px;">(ii) textbooks and other teaching materials as required for the curriculum are provided; and</p> <p style="padding-left: 20px;">(iii) other resources to enhance instruction are provided?</p> <p>b) To what do you attribute any shortcomings in what you have described?</p> <p>c) How could these gaps in provision be overcome.</p>

Student Services	
Objects	Questions
C1: Special Education	<p>6. In relation to student services, first we are seeking to determine the quality of provision of special education.</p> <p>a) What evidence can you provide that demonstrates the extent to which special education services meet the following criteria:</p> <p style="padding-left: 20px;">i) students with special needs are identified and assessed in a timely and appropriate manner;</p> <p style="padding-left: 20px;">ii) regular classroom instruction is adapted to meet students' special needs; and</p> <p style="padding-left: 20px;">iii) a range of additional services, in accordance with students' special needs, are provided?</p> <p>b) Is there any way that current provision could be improved?</p>

Student Services	
Objects	Questions
C2: Guidance & Other Student Services	<p>7. Second, we are seeking to determine the quality of provision of guidance and other student services.</p> <p>a) What evidence can you provide that demonstrates the extent to which counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter?</p> <p>b) What other student services are provided in the school and what evidence can you provide that demonstrates the extent to which they provide students with conditions that support their learning and personal development?</p> <p>c) Is there any way that current provision could be improved?</p>
C3: Extra-Curricular Activities	<p>8. Third, we are seeking to determine the quality of provision of extra-curricular activities.</p> <p>a) What extra-curricular activities are provided in the school and what evidence can you provide that demonstrates the extent to which they foster student engagement in learning and school life?</p> <p>b) Is there any way that current provision could be improved?</p>

School Support for Learning	
Objects	Questions
D1: School Climate & Organization	<p>9. Now, widen the discussion from the classroom to the school: How would you describe the climate and organization of your school:</p> <p>a) Is the school climate welcoming to all members of the school community and supportive of learning and school life?</p> <p>b) In what ways does the school enhance the breadth and depth of opportunities to learn?</p> <p>c) How does the school support a collaborative environment for teaching and learning?</p> <p>d) How successful is the school in promoting the teaching of Cree language and culture?</p> <p>(e) To what extent do external meetings, committee work and travel reduce your effectiveness as a school administrator?</p>

Home & Community Support for Learning	
Objects	Questions
<p>E1: Parental & Community Involvement</p> <p>E2: School Linkages to Outside Bodies</p>	<p>10. How effective is the school at reaching out to home and community?</p> <p>a) How does the school foster parental involvement in their children’s education?</p> <p>b) How does the school foster the involvement of parents, other community members and groups in the life of the school?</p> <p>c) What linkages does the school have with external service agencies and other bodies to support the school and the community?</p> <p>d) What evidence can you offer that these efforts are having their intended effect?</p> <p>e) How would you improve the current situation?</p>

School Board Support for Learning	
Objects	Questions
K4: Educational Services	<p>11. To what extent does the Educational Services Department support teaching and learning in your school?</p> <p>a) What is the demonstrable value to your school provided by each of the following:</p> <ul style="list-style-type: none"> (i) Cree programs; (ii) professional development; (iii) student services; (iv) instructional services; and (v) special education. <p>b) What would enhance its support to your school in each of these areas?</p>

Overall	
Objects	Questions
Follow-Up	<p>12. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

CEAs

Objects	Questions
<p>L1: Guiding Values of Mission</p> <p>L2: Clarity of Purpose of Mission</p>	<p>1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think the education of students your school should be guided by these values and purpose?</p> <p>b) Do you think that these values and purpose are shared by all members of your school community?</p>
E1-E2 Home & Community Support for Learning	<p>3. How effective do you think the school is in reaching out to home and community and promoting:</p> <p>a) the involvement of parents and other community members and groups in the life of the school; and</p> <p>b) linkages with external service agencies and other bodies?</p>
D3: Allocation & Management of Human Resources	<p>4. Describe the process that is followed to staff the school each year.</p> <p>a) Are appropriate human resources for non-pedagogical administrative and support services in place?</p> <p>b) How are these human resources managed and evaluated? What is your role? How do the collective agreements of various types of personnel affect this role?</p> <p>c) How is this process coordinated with the school administration? How is the school committee involved?</p> <p>d) What documentation can you provide about this process (last school year, current school year) and a recent evaluation?</p> <p>e) How would you improve the current situation?</p>

Objects	Questions
D4: Allocation & Management of Funds & Other Resources	<p>5. Describe the process that is followed each year in relation to financial matters, equipment and buildings.</p> <p>a) Are appropriate financial and other resources for both pedagogical and non-pedagogical purposes in place?</p> <p>b) How is the provision of funds and other resources evaluated? What is your role?</p> <p>c) How is this process coordinated with the school administration? How is the school committee involved?</p> <p>d) What documentation can you provide about this process (last school year, current school year) and a recent evaluation?</p> <p>e) How would you improve the current situation?</p>
K3: School Board Structures & Systems K6: Human Resources K7: Financial Resources K8: Material Resources K9: Information Technologies	<p>6. How effective are the following units of the Board in providing leadership, direction and support to its schools? If need be, how could they be improved?</p> <p>a) General administration?</p> <p>b) Human resources?</p> <p>c) Financial resources?</p> <p>d) Material resources?</p> <p>e) Information technologies?</p> <p>7. How does the School Board hold you accountable for your role and how does it support improvement of performance?</p>
Follow-Up	<p>8. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Documents to be collected: Documentation regarding planning and evaluation of staffing, budgeting, equipment and buildings, including current budget and personnel plan (2007-08).

Commissioners

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	2. Are you satisfied with the results being achieved by students from your community? If not, how could they be improved for: a) youth students; b) adult students; c) post-secondary students?
D1-D4: School Support for Learning	3. How good is your school is at providing: a) a welcoming and supportive school climate; b) school leadership and planning; and c) human, financial, materials and other resources?
E1-E2 Home & Community Support for Learning	4. How effective do you think the school is in reaching out to home and community and promoting: a) parental involvement in the education of their children; b) the involvement of parents and other community members and groups in the life of the school; and c) linkages with external service agencies and other bodies?
H1-H4: Centre Support for Learning	5. How good is your continuing education centre is at providing: a) a welcoming and supportive climate for adult learning; b) centre leadership and planning; and c) human, financial, materials and other resources?
K2-K9 School Board Support for Learning	6. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved? a) Council of Commissioners; b) Office of the Director General; c) Educational Services / Continuing Education /Post-Sec; d) Administrative Services?
Follow-Up	7. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Centres

Consultants, Continuing Education Centres

Objects	Questions
Background	1. Could you provide some background information about the Center(s) for which you are responsible: <ul style="list-style-type: none"> a) What training programs or courses are offered, where are they located and how many students attend? b) What other services do you provide to adults? c) What is your role; to whom do you report; with whom do you work in the community to arrange facilities, etc., especially in a community in which you do not reside?
F1-F3 Student Results	2. How well do students succeed in the programs and courses you offer? <ul style="list-style-type: none"> a) Do they attend regularly; are they 'engaged' in learning? b) Do they successfully complete their the programs and courses? c) Do they seek and obtain employment based on their course work?
G2-G4 Training & Other Services	3. Can you tell me about the training and other services offered? <ul style="list-style-type: none"> a) Are you satisfied that the teaching and other services provided meet student needs? b) Do teachers have adequate instructional resources?
H1-H5 Centre Support for Learning	4. Can you now talk to me about your role? <ul style="list-style-type: none"> a) Do you have a formal job description? Are there job descriptions for other members of staff? b) Do you feel that you can provide sufficient support to learning under the present organizational arrangements? c) What improvements would you like to see happen? 5. What role does the Local Continuing Education Committee play in the centre(s) for which you are responsible?
K5 Continuing Education	6. What about the wider role played by the Continuing Education Department? <ul style="list-style-type: none"> a) Do you receive appropriate and sufficient support for your centre(s)? b) How good are communications between the Department and your centre(s)? c) What improvements would you like to see happen?
Follow-Up	7. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?
<p>Documents to be collected:</p> <ul style="list-style-type: none"> ▪ Data about student attendance, results, employment; job descriptions. 	

Director, Sabtuan RVTC;

Objects	Questions
Overview	1. Can you provide a brief overview of how the SRVTC is administered, as well as a brief description of the respective roles of the Director and the Consultant? a) What changes, if any, would you make to these roles or responsibilities or to the way in which the Centre is structured or resourced?
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students in the SRVTC should be guided by these values and purpose? b) To what extent should the SRVTC mission be directed at youth students?
Training & Other Services	
G2: Teaching	3. Arguably, one of the most important roles of the administration of a centre is to ensure the quality of teaching in the centre. a) How do you fulfill this role and approximately how much of your time does it consume? b) How many classrooms (or other teaching situations) do you observe in the course of a year? Do you have a written record of these visits? c) On the basis of your observations, how would you describe the quality of teaching in your centre with respect to the following expectations: (i) teaching reflects teacher mastery of subject area and planning of lessons; (ii) teaching methods and organizational strategies match curricular objectives and needs of students; and (iii) student work is assessed thoroughly, constructively and consistently? d) What needs to be done to improve teaching in the SRVTC?
G3: Instructional Resources	4. How would you describe the quality of instructional resources in your centre. More specifically: a) How well does the SRVTC measure up in relation to the following: (i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment; (ii) textbooks and other teaching materials as required for the curriculum are provided; and (iii) other resources to enhance instruction are provided? b) To what do you attribute any shortcomings in what you have described? c) How could these gaps in provision be overcome.

Objects	Questions
G4: Student Services	<p>5. We are seeking to determine the quality of provision of student services.</p> <ul style="list-style-type: none"> a) What evidence can you provide that demonstrates the extent to which counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter? b) What other student services are provided in the SRVTC and what evidence can you provide that demonstrates the extent to which they provide students with conditions that support their learning and personal development? c) Is there any way that current provision could be improved?

Objects	Questions
Centre Support for Learning	
H1: Centre Climate & Organization	<p>6. Now, widen the discussion to the centre as a whole: How would you describe the climate and organization of the SRVTC:</p> <ul style="list-style-type: none"> a) Is the climate of the SRVTC welcoming to all members of the centre community and supportive of learning and centre life? b) In what ways does the SRVTC enhance the breadth and depth of opportunities to learn? c) How does the SRVTC support a collaborative environment for teaching and learning? d) How successful is the SRVTC in promoting Cree language and culture? e) To what extent do external meetings, committee work and travel reduce your effectiveness as a centre administrator?
H2: Centre Leadership & Strategic Planning	<p>7. The Local Education Plan [LEP] embodies the strategic direction of a school. Do you have an equivalent planning document for the SRVTC?</p> <ul style="list-style-type: none"> a) What process is followed to develop your plan? Who is involved? b) Generally speaking, how do you monitor and evaluate the plan? c) 2005-06: How successful was the implementation of last year's plan and what documentation do you have regarding its evaluation? d) 2006-07: Why were this year's goals selected as priority and how is the action plan proceeding (evidence of monitoring)? e) Overall, how useful is your plan to guide policy and practice in the centre and how could this process be improved?
H3: Allocation & Management of Human Resources	<p>8. The quality of education provided depends on the quality of its human resources.</p> <ul style="list-style-type: none"> a) Personnel Plan: Are appropriate human resources for teaching, other educational services, administrative and support services in place? Does everyone have a formal job description? b) What role do you play with regard to the hiring, supervision and evaluation of pedagogical and non-pedagogical staff? How do the collective agreements of various types of personnel affect this role? c) How would you improve the current situation?

Objects	Questions
Centre Support for Learning	
H4: Allocation & Management of Funds & Other Resources	<p>9. The mission of the SRVTC is supported by funding and other resources.</p> <p>a) What is the current centre budget? Is it adequate to fulfill the SRVTC's mandate?</p> <p>b) Are the non-instructional material resources of the centre appropriate and adequate?</p> <p>c) What role do you play with regard to the budget of the SRVTC and the allocation and supervision of other resources?</p> <p>d) How would you improve the current situation?</p>
H5: Centre Linkages to Outside Bodies	<p>10. How effective is the SRVTC at reaching out to the community?</p> <p>a) What linkages does the school have with:</p> <p style="padding-left: 20px;">(i) the schools of the Cree School Board (guidance services);</p> <p style="padding-left: 20px;">(ii) regional employers; and</p> <p style="padding-left: 20px;">(iii) external service agencies and other bodies?</p> <p>b) What evidence can you offer that these efforts are having their intended effect?</p> <p>c) How would you improve the current situation?</p>

Objects	Questions
School board Support for Learning	
K5: Continuing Education	<p>11. To what extent does the Continuing Education Department support teaching and learning in the SRVTC?</p> <p>a) What is the demonstrable value it adds to the SRVTC with regard to:</p> <p style="padding-left: 20px;">(i) development of programs and materials;</p> <p style="padding-left: 20px;">(ii) professional development;</p> <p style="padding-left: 20px;">(iii) student services?</p> <p>b) How does the School board hold you accountable for the SRVTC and how does it support improvement of performance?</p> <p>c) What would enhance its support to the SRVTC in each of these areas?</p>
K6-K9: Human, Financial, Material & Information Technologies Resources	<p>12. The School board is meant to support learning through the provision of various resources.</p> <p>a) How effective is the School board in supporting learning through the management and allocation of:</p> <p style="padding-left: 20px;">i) human resources;</p> <p style="padding-left: 20px;">ii) financial resources;</p> <p style="padding-left: 20px;">iii) material resources; and</p> <p style="padding-left: 20px;">iv) information technologies?</p> <p>b) How would you improve the current situation?</p>
Overall	
Follow-Up	<p>13. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Consultant, Sabtuan RVTC;

Objects	Questions
Overview	1. Can you provide a brief overview of how the SRVTC is administered, as well as a brief description of the respective roles of the Director and the Consultant? a) What changes, if any, would you make to these roles or responsibilities or to the way in which the Centre is structured or resourced?
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of students in the SRVTC should be guided by these values and purpose? b) To what extent should the SRVTC mission be directed at youth students?
Student Learning	
F1: Student Engagement	3. Do students attend classes regularly and take an active part in learning and related activities? Are data on attendance readily available?
F2: Curricular Learning	4. We are seeking to determine the extent to which students demonstrate acquisition of the required competencies specified in the curriculum for their program. a) What data can you provide about student results in: (i) upgrading courses; (ii) vocational programs? b) Is the language of instruction an issue in some courses or programs? c) How could curricular learning be improved?
F3: Employment	5. Are students generally successful in finding employment as a result of their studies here? What data can you provide in this regard?
Training & Other Services	
G1: Curriculum	6. Can you provide an overview of the courses and programs offered by the centre? a) How appropriate is the curriculum being taught for students in various courses and programs? b) How could course and program offerings be improved?
G3: Instructional Resources	7. How would you describe the quality of instructional resources in your centre. More specifically: a) How well does the SRVTC measure up in relation to the following: (i) classrooms and other instructional facilities are adequate in terms of size, furnishings and environment; (ii) textbooks and other teaching materials as required for the curriculum are provided; and (iii) other resources to enhance instruction are provided? b) To what do you attribute any shortcomings in what you have described? c) How could these gaps in provision be overcome.

Objects	Questions
G4: Student Services	<p>8. We are seeking to determine the quality of provision of student services.</p> <p>a) What evidence can you provide that demonstrates the extent to which counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter?</p> <p>b) What other student services are provided in the SRVTC and what evidence can you provide that demonstrates the extent to which they provide students with conditions that support their learning and personal development?</p> <p>c) Is there any way that current provision could be improved?</p>
Centre Support for Learning	
H3-H4: Allocation & Management of Resources	<p>9. The mission of the SRVTC is supported by human, financial and other resources.</p> <p>a) What is the current centre budget? Is it adequate to fulfill the SRVTC's mandate?</p> <p>b) Are the human and non-instructional material resources of the centre appropriate and adequate?</p> <p>c) What role do you play with regard to the budget of the SRVTC and the allocation and supervision of resources?</p> <p>d) How would you improve the current situation?</p>
H5: Centre Linkages to Outside Bodies	<p>10. How effective is the SRVTC at reaching out to the community?</p> <p>a) What linkages does the school have with:</p> <p style="padding-left: 20px;">(i) the schools of the Cree School Board (guidance services);</p> <p style="padding-left: 20px;">(ii) regional employers; and</p> <p style="padding-left: 20px;">(iii) external service agencies and other bodies?</p> <p>b) What evidence can you offer that these efforts are having their intended effect?</p> <p>c) How would you improve the current situation?</p>
School board Support for Learning	
K5: Continuing Education	<p>11. To what extent does the Continuing Education Department support teaching and learning in the SRVTC?</p> <p>a) What is the demonstrable value it adds to the SRVTC with regard to:</p> <p style="padding-left: 20px;">(i) development of programs and materials;</p> <p style="padding-left: 20px;">(ii) professional development;</p> <p style="padding-left: 20px;">(iii) student services?</p> <p>b) How does the School board hold you accountable for the SRVTC and how does it support improvement of performance?</p> <p>c) What would enhance its support to the SRVTC in each of these areas?</p>
Overall	
Follow-Up	<p>12. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>
<p>Documents to be collected:</p> <ul style="list-style-type: none"> ▪ Data on: student attendance, course and program results, employment; courses and programs offered; strategic plan; budget and personnel plan. 	

Community

Band Council Education representative

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. <ul style="list-style-type: none"> a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community?
M1 to M4: Contextual Features	2. As a key agency of the community, the Band Council is an important part of the school's context. <ul style="list-style-type: none"> a) What is your role as the Education Representative on the Band Council? b) Where does the school fit in the Band Council's vision of the future development of your community?
Student Results A1-A3 Youth F1-F3 Adults	3. Are you satisfied with the results being achieved by students from your community? If not, how could they be improved for: <ul style="list-style-type: none"> a) youth students; b) adult students?
D1-D4: School Support for Learning	4. How good is your school is at providing: <ul style="list-style-type: none"> a) a welcoming and supportive school climate; b) school leadership and planning; and c) human, financial, materials and other resources?
E1-E2 Home & Community Support for Learning	5. How effective do you think the school is in reaching out to home and community and promoting: <ul style="list-style-type: none"> a) parental involvement in the education of their children; b) the involvement of parents and other community members and groups in the life of the school; and c) linkages with external service agencies and other bodies?
H1-H4: Centre Support for Learning	6. How good is your centre is at providing: <ul style="list-style-type: none"> a) a welcoming and supportive climate for adult learning; b) centre leadership and planning; and c) human, financial, materials and other resources?
Follow-Up	7. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Post-Secondary Education Offices

Director, Post-Secondary Education

Objects	Questions
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board? b) Should the mission be different for students who aspire to post-secondary education?
M1-M4: Contextual Features	2. Every organization is influenced by its environment. a) To what extent do the following contextual features affect, positively or negatively, on the operation of the Post Secondary Education Office: (i) administrative & legal framework; (ii) wider education system; and (iii) social, economic, political or other contextual features? b) To what extent do any of these same features affect other operations of the Board?
Student Results	
I1: Access to Post-Secondary Education	3. The first result sought by students is access to post-secondary institutions. a) What data can you provide showing the number and percentage of students from the Board as a whole seeking admittance to post-secondary institutions over the past ten years, including a breakdown by: i) secondary school (CSB or outside community); and ii) post-secondary institution and program? b) What data can you provide showing the number and percentage of students listed in response to Question 3a) who have been admitted to post-secondary, including a breakdown by: i) secondary school (CSB or outside community); and ii) post-secondary institution and program? c) How do these results compare to those achieved by students from other school boards and to what do you attribute any significant differences in the two sets of results?
I2: Success in Post-Secondary Education	4. The penultimate result sought by students is the successful completion of post-secondary courses of study. a) What data can you provide showing the number and percentage of students listed in response to Question 3b) who successfully completed post-secondary courses of study, including a breakdown by: i) secondary school (CSB or outside community); and ii) post-secondary institution and program? b) How do these results compare to those achieved by students from other school boards and to what do you attribute any significant differences in the two sets of results?

Objects	Questions
Student Services	
<p>J1: Financial Assistance</p>	<p>5. What is the quality of service offered with respect to financial assistance to students?</p> <ul style="list-style-type: none"> a) What is the nature and level of support provided to students in different programs in different institutions? b) What policies and criteria are used to determine such support? c) How are individual requests for support assessed and what rights of appeal do applicants have? d) What evidence can you offer regarding: <ul style="list-style-type: none"> i) the adequacy of the support provided for various situations; ii) the equity of the support provided for various situations? e) What changes, if any, would improve the current provision of financial assistance?
<p>J2: Counselling & Other Student Services</p>	<p>6. What is the quality of service offered with respect to counselling and other services provided to students?</p> <ul style="list-style-type: none"> a) To what extent do you provide the following services to <u>prospective</u> post-secondary students (i.e., those who are enrolled in CSB secondary schools, schools outside the community or no longer attending school): <ul style="list-style-type: none"> i) information on the general nature of and expectations for post-secondary education; ii) information on the nature of and expectations for various post-secondary programs, including the prerequisites for admission; iii) counselling to individual students about their aspirations for post-secondary education; iv) support to guidance counsellors and other staff members in CSB secondary schools and continuing education centres? b) To what extent do you provide the following services to <u>transitional</u> post-secondary students (i.e., those who have completed secondary studies and lack specific credits or whose academic standing is too low for admittance) to 'make up' these deficiencies so they can be admitted to post-secondary studies: <ul style="list-style-type: none"> i) tutoring in individual subjects; ii) help with related academic matters (e.g. study skills); or iii) personal counselling? c) To what extent do you provide the following services to <u>actual</u> post-secondary students (i.e., those enrolled in a post-secondary institution): <ul style="list-style-type: none"> i) tutoring in individual subjects; ii) help with related academic matters (e.g. study skills); or iii) personal counselling? d) What evidence can you offer to demonstrate that the above services are effective in supporting students? e) What changes, if any, would improve the current provision of services to students?
<p>J3: Linkages to Post-Secondary Institutions</p>	<p>7. To what extent do Post-Secondary Offices actively pursue and maintain appropriate linkages with post-secondary institutions?</p> <ul style="list-style-type: none"> a) Describe the nature and extent of <u>informal</u> linkages with various post-secondary institutions. b) Describe the nature and extent of <u>formal</u> linkages with various post-secondary

Objects	Questions
	<p>institutions.</p> <p>c) To what extent has your Office been successful in fostering changes in policy and practice in various post-secondary institutions with respect to:</p> <ul style="list-style-type: none"> i) admission of Cree students; ii) student services provided by the institution to Cree students; iii) adaptation of existing programs or creation of new programs? <p>d) What evidence can you offer to demonstrate that the above linkages are effective in supporting students?</p> <p>e) What changes, if any, would improve the current linkages with post-secondary institutions?</p>
<p>J4: Post-Sec Policies, Leadership & Management</p>	<p>8. How does the leadership and management of the Post Secondary Education Office contribute to the accomplishment of its primary mission?</p> <ul style="list-style-type: none"> a) What process do you follow to assess the needs for services that are, or could be, provided by your Office? b) What process do you follow for the development of a strategic plan, annual operational plans? How do these plans and the Board's post-secondary education policies contribute to the performance of your Office? c) Do members of your Office have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description? d) What do you do to support the professional development of members of your Office? e) Does your Office have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. f) To what extent do you work collaboratively with other departments of the School Board? g) To what extent do external meetings, committee work and travel affect the performance of your Office? h) To what extent does location affect the performance of the Post Secondary Education Office, namely: <ul style="list-style-type: none"> i) the Director's office being in Montreal, rather than Mistissini; ii) the location of field offices in both Montreal and Gatineau, as opposed to being only in one of these locations and/or other locations? i) How do you monitor your Office in terms of: <ul style="list-style-type: none"> (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? j) How do you evaluate your Office's performance in terms of: <ul style="list-style-type: none"> (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? k) How does the School Board hold you accountable for your Office and how does it support improvement of performance? l) How do you use the findings from monitoring and evaluation to improve your Office?

Objects	Questions
School board Support for Learning	
K1 Organizational Culture	9. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	10. How effective is the Board in providing leadership and direction? <ul style="list-style-type: none"> a) What form does this leadership take and how does it support post-secondary education? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?
K3 Structures & Systems (General)	11. How effective are Board structures and systems? <ul style="list-style-type: none"> a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: <ul style="list-style-type: none"> (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?
K6-K9: Human, Financial, Material & Information Technologies Resources	12. The School board is meant to support learning through the provision of various resources. <ul style="list-style-type: none"> a) How effective is the School board in supporting learning through the management and allocation of: <ul style="list-style-type: none"> i) human resources; ii) financial resources; iii) material resources; and iv) information technologies? b) How, if at all, would you improve the current situation?
Follow-Up	13. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Guidance Counsellor, Post-Secondary Education

Objects	Questions
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board? b) Should the mission be different for students who aspire to post-secondary education?
Student Results	
I1: Access to Post-Secondary Education	2. The first result sought by students is access to post-secondary institutions. a) What anecdotal data can you provide about students from the Board seeking and gaining admittance to post-secondary institutions? b) Do you have any insights about how their experience differs from students from other school boards and the reasons for any significant differences?
I2: Success in Post-Secondary Education	3. The penultimate result sought by students is the successful completion of post-secondary courses of study. a) What anecdotal data can you provide about student success in post-secondary courses of study? b) Do you have any insights about how their experience differs from students from other school boards and the reasons for any significant differences?
Student Services	
J1: Financial Assistance	4. What is the quality of service offered with respect to financial assistance to students? a) What is the nature and level of support provided to students in different programs in different institutions? b) What policies and criteria are used to determine such support? c) How are individual requests for support assessed and what rights of appeal do applicants have? d) What evidence can you offer regarding: i) the adequacy of the support provided for various situations; ii) the equity of the support provided for various situations? e) What changes, if any, would improve the current provision of financial assistance?
J2: Counselling & Other Student Services	5. What is the quality of service offered with respect to counselling and other services provided to students in your field office? a) To what extent do you provide the following services to <u>prospective</u> post-secondary students (i.e., those who are enrolled in CSB secondary schools, schools outside the community or no longer attending school): i) information on the general nature of and expectations for post-secondary education; ii) information on the nature of and expectations for various post-secondary programs, including the prerequisites for admission; iii) counselling to individual students about their aspirations for post-secondary education;

Objects	Questions
	<ul style="list-style-type: none"> iv) support to guidance counsellors and other staff members in CSB secondary schools and continuing education centres? b) To what extent do you provide the following services to <u>'transitional'</u> post-secondary students (i.e., those who have completed secondary studies and lack specific credits or whose academic standing is too low for admittance) to 'make up' these deficiencies so they can be admitted to post-secondary studies: <ul style="list-style-type: none"> i) tutoring in individual subjects; ii) help with related academic matters (e.g. study skills); or iii) personal counselling? c) To what extent do you provide the following services to <u>actual</u> post-secondary students (i.e., those enrolled in a post-secondary institution): <ul style="list-style-type: none"> i) tutoring in individual subjects; ii) help with related academic matters (e.g. study skills); or iii) personal counselling? d) What evidence can you offer to demonstrate that the above services are effective in supporting students? e) What changes, if any, would improve the current provision of services to students?
<p>J3: Linkages to Post-Secondary Institutions</p>	<ul style="list-style-type: none"> 6. To what extent does the Post-Secondary Education Office or its field offices actively pursue and maintain appropriate linkages with post-secondary institutions? <ul style="list-style-type: none"> a) Describe the nature and extent of <u>informal</u> linkages with various post-secondary institutions. b) Describe the nature and extent of <u>formal</u> linkages with various post-secondary institutions. c) To what extent has Post-Secondary Education Office been successful in fostering changes in policy and practice in various post-secondary institutions with respect to: <ul style="list-style-type: none"> i) admission of Cree students; ii) student services provided by the institution to Cree students; iii) adaptation of existing programs or creation of new programs? d) What evidence can you offer to demonstrate that the above linkages are effective in supporting students? e) What changes, if any, would improve the current linkages with post-secondary institutions?
<p>J4: Post-Sec Policies, Leadership & Management</p>	<ul style="list-style-type: none"> 7. How does the leadership and management of the Post Secondary Education Office contribute to the accomplishment of its primary mission? <ul style="list-style-type: none"> a) What process does the Post-Secondary Education Office or its field offices follow to assess the needs for services that are, or could be, provided by your field office? b) What process does the Post-Secondary Education Office follow for the development of a strategic plan, annual operational plans? How do these plans and the Board's post-secondary education policies contribute to the performance of your field office? c) What support does the Post-Secondary Education Office provide for your professional development? d) Does your field office have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.

Objects	Questions
	e) To what extent does the Post-Secondary Education Office work collaboratively with other departments of the School Board? f) To what extent do external meetings, committee work and travel affect the performance of your field office? g) To what extent does location affect the performance of the Post Secondary Education Office, namely: <ul style="list-style-type: none"> i) the Director's office being in Montreal, rather than Mississauga; ii) the location of field offices in both Montreal and Gatineau, as opposed to being in only one of these locations and/or other locations?
Follow-Up	8. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Supervision & Support of Schools

Supervisor, Assistant Supervisor of Schools

Preamble	
Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Office, as well as a brief description of the respective roles of the Supervisor and Assistant Supervisor of Schools? <ul style="list-style-type: none"> a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Office is structured or resourced?

Mission & Context	
Objects	Questions
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. <ul style="list-style-type: none"> a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School board? b) Do you think that these values and purpose are shared by all members of the school board community?

Student Learning	
Objects	Questions
B1: Student Engagement	3. Do you have any anecdotal evidence about the extent to which students take an active part in learning and related activities?

Student Learning	
Objects	Questions
B2-B3: Student Learning	4. In addition to other data being sought with regard to student results: <ul style="list-style-type: none"> a) To what extent is the language of instruction a critical issue with regard to curricular learning? b) Do you have any anecdotal evidence about students' social and personal learning? c) How could curricular learning be improved?
	5. What role does your Office play in the measurement and evaluation of student results? <ul style="list-style-type: none"> a) Do you maintain records on <ul style="list-style-type: none"> (i) attendance; (ii) course marks; (iii) graduation rates, etc. b) What analyses of student data does your Office conduct? c) What actions does your Office take on the basis of this analysis?

Classroom Instruction	
Objects	Questions
B1: Curriculum	6. How appropriate for students is the curriculum being taught? <ul style="list-style-type: none"> a) Does the situation vary because of the level of instruction, language of instruction, subject area or individual class? b) How could curricular offerings be improved? b) To what extent should curriculum be standardized across schools?
B2: Teaching	7. What evidence do you have regarding the quality of teaching in <u>each school</u> ? <ul style="list-style-type: none"> a) How well is the mentoring program working? b) Does each school administration devote sufficient and appropriate attention to the supervision of teaching?
B3: Instructional Resources	8. How would you describe the quality of instructional resources in <u>each school</u> ? <ul style="list-style-type: none"> a) Are there gaps in provision that need to be overcome?

Student Services	
Objects	Questions
C1-C4: Student Services	9. How would you describe the quality of student services (guidance, special education, etc.) in <u>each school</u> ? <ul style="list-style-type: none"> a) Are there gaps in provision that need to be overcome?

School Support for Learning	
Objects	Questions
D1: School Climate & Organization	10. What evidence can you offer about the quality of the climate and organization of <u>each school</u> ?

School Support for Learning	
Objects	Questions
D2: School Leadership & Strategic Planning	11. What evidence can you offer about the quality of leadership and strategic planning in <u>each school</u> ?
D3-D4: Allocation & Management of Resources	12. What evidence can you offer about the quality of the allocation and management of human, financial and other non-instructional resources in <u>each school</u> ? a) Is the level of decentralization of authority over the allocation and management of resources to the school appropriate? b) To what extent is this decentralized authority affected by the current division of responsibilities between the school principal and the CEA?

Home & Community Support for Learning	
Objects	Questions
E1: Parental & Community Involvement E2: School Linkages to Outside Bodies	13. What evidence can you offer about the extent to which <u>each school</u> : a) is successful at reaching out to home and community b) maintains effective linkages with external service agencies and other bodies?

School board Support for Learning	
Objects	Questions
K1 Organizational Culture	14. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	15. How effective is the Board in providing leadership and direction? a) What form does this leadership take and how does it support schools? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand? d) What role does the Regional Educational Project play in guiding board and school operations? e) How successful was the strategic planning exercise conducted by ICA Associates and what follow-up has occurred to date?
K3 Structures & Systems (General)	16. How effective are Board structures and systems? a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning: (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?

School board Support for Learning	
Objects	Questions
<p>K6-K9: Human, Financial, Material & Information Technologies Resources</p>	<p>17. The School board is meant to support learning through the provision of various resources.</p> <p>a) How effective is the School board in supporting learning through the management and allocation of:</p> <ul style="list-style-type: none"> i) human resources; ii) financial resources; iii) material resources; and iv) information technologies? <p>b) How, if at all, would you improve the current situation?</p>

School board Support for Learning: Office of the Supervisor of Schools (K3)	
Objects	Questions
<p>(1) Planning</p>	<p>18. How good is the quality of strategic and operational planning conducted by your Office and how does it relate to the Board's current multi-year plan?</p> <p>a) What process do you follow for the development of a strategic plan, annual operational plans?</p> <p>b) What are the major results being sought by each of these plans?</p> <p>c) How are staff from each of the schools involved in the planning process?</p> <p>d) How do these plans contribute the support of teaching and learning?</p> <hr/> <p>19. How good is the quality of local educational planning, as supervised by your Office?</p> <p>a) How is local planning connected to your overall strategic and operational planning?</p> <p>b) Why are literacy and attendance compulsory in each local education plan [LEP]?</p> <p>c) What is your Office's role in the development and approval of LEPs?</p> <p>d) How does your Office monitor and evaluate LEPs?</p> <p>e) Overall, how useful is the LEP to guide policy and practice in schools and how could this process be improved?</p>

School board Support for Learning: Office of the Supervisor of Schools (K3)	
Objects	Questions
(2) Service Delivery	<p>20. How good is the quality of school supervision provided by your Office?</p> <p>a) How good is the quality of guidance and support that your Office provides to schools?</p> <p style="padding-left: 20px;">(i) How often do you visit each school?</p> <p style="padding-left: 20px;">(ii) What do you do during these visits?</p> <p style="padding-left: 20px;">(iii) How do you follow up on these visits?</p> <p>b) Does your Office have the capacity needed to perform effectively: policies, systems, material resources, etc.</p> <p>c) To what extent does your Office engage in research and development in relation to matters for which you are responsible?</p> <p>d) To what extent do you work collaboratively with other departments of the School board?</p> <p>e) To what extent do you expand the capacity of your Office through linkages with outside agencies, other bodies and individuals?</p> <p>f) To what extent do external meetings, committee work and travel affect the performance of your Office?</p>
	<p>21. How do the quarterly meetings of principals serve to support schools?</p> <p>a) What kinds of results are expected from these meetings?</p> <p>b) What, generally, is the content and process of these meetings?</p> <p>c) How is follow-up to these meetings assured?</p> <p>d) Given the cost of these meetings, are there alternative forms of coordination that should be considered?</p>
(3) Monitoring & Evaluation	<p>22. How good is the quality of the monitoring (ongoing verification that everything is 'on track') and evaluation (periodic and systematic assessment of performance) conducted by your Office?</p> <p>a) How do you monitor school performance and capacity with regard to:</p> <p style="padding-left: 20px;">(i) ongoing activities;</p> <p style="padding-left: 20px;">(ii) allocation and use of human, financial and other resources; and</p> <p style="padding-left: 20px;">(iii) progress toward intended results?</p> <p>b) How do you evaluate each school's performance in terms of:</p> <p style="padding-left: 20px;">(i) its operations (quality of provision), particularly, school administration;</p> <p style="padding-left: 20px;">(ii) its efficiency (use of resources); and</p> <p style="padding-left: 20px;">(iii) the achievement of intended results?</p> <p>c) How does the School Board hold you accountable for your Office and the schools you supervise, and how does it support improvement of performance?</p> <p>d) How do you use the findings from monitoring and evaluation to improve schools?</p>
(4) Results	<p>23. Given your Office's role as the line authority for schools:</p> <p>a) What evidence can you offer to demonstrate that school performance has been enhanced because of your Department's supervision of schools?</p> <p>b) What, if anything, needs to be done to improve these results?</p>

Overall	
Objects	Questions
Follow-Up	24. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Director, Educational Services;

Mission & Context	
Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	<p>1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board?</p> <p>b) Do you think that these values and purpose are shared by all members of the school board community?</p>
M1-M4: Contextual Features	<p>2. Every organization is influenced by its environment.</p> <p>a) To what extent do the following contextual features affect, positively or negatively, on the operation of your department:</p> <ul style="list-style-type: none"> (i) administrative & legal framework; (ii) wider education system; and (iii) social, economic, political or other contextual features? <p>b) To what extent do any of these same features affect other operations of the Board or its schools?</p>

School Board Support for Learning	
Objects	Questions
K1 Organizational Culture	3. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?

School Board Support for Learning	
Objects	Questions
K2 Strategic Direction	<p>4. How effective is the Board in providing leadership and direction?</p> <p>a) What form does this leadership take?</p> <p>b) Is it helpful and supportive to schools?</p> <p>c) How does it help your department?</p> <p>5. How effective are 'general' (not department-specific) school board policies?</p> <p>a) Do they provide a sound and dynamic framework to guide its operations?</p> <p>b) Do these policies reflect the values and purpose its mission?</p> <p>c) How do they affect your department?</p> <p>6. How effective is Board strategic planning?</p> <p>a) Does it provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?</p> <p>b) What role does the Regional Educational Project play in guiding board and school operations?</p> <p>c) To what extent was the strategic planning exercise conducted by ICA Associates helpful in supporting strategic planning for the future?</p> <p>d) How has this exercise affected your department?</p>
K3 Structures & Systems	<p>7. How effective are Board structures and systems?</p> <p>a) Do the structures for the governance and management of education facilitate the operations of the Board in its support for learning, more specifically:</p> <p>(i) the Council of Commissioners and Executive Committee;</p> <p>(ii) the Offices of the Director General, Secretary General;</p> <p>(iii) the Management Group?</p> <p>b) How does the Board monitor and evaluate its organizational performance and capacity?</p> <p>c) Is there anything about Board administrative systems that should be improved?</p>
K6-K9: Human, Financial, Material & Information Technologies Resources	<p>8. The School Board is meant to support learning through the provision of various resources.</p> <p>a) How effective is the School Board in supporting learning through the management and allocation of:</p> <p>i) human resources;</p> <p>ii) financial resources;</p> <p>iii) material resources; and</p> <p>iv) information technologies?</p> <p>b) How, if at all, would you improve the current situation?</p>

School Board Support for Learning: Educational Services (K4)	
Objects	Questions
(1) Planning	<p>9. How good is the quality of Educational Services' strategic and operational planning?</p> <p>a) What process do you follow to assess the needs of schools for services from each of the following sub-units of your department:</p> <ul style="list-style-type: none"> (i) Cree programs; (ii) professional development; (iii) student services; (iv) instructional services; and (v) special education? <p>b) What process do you follow for the development of a departmental strategic plan, annual operational plans?</p> <p>c) What are the major results being sought by the:</p> <ul style="list-style-type: none"> (i) departmental strategic plan; (ii) annual operational plans? <p>d) How do these plans contribute the support of teaching and learning?</p>
(2) Service Delivery	<p>10. How good is the quality of Educational Services' provision of support to schools by each of the sub-units of your department?</p> <p>a) Are goods and services provided to schools of high quality, appropriate to client needs and delivered in a timely manner?</p> <p>b) Does your Department maintain strong, positive relations and communication with school staff: administration, teachers, other staff?</p> <p>c) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively?</p> <p>d) What do you do to support the professional development of members of your Department?</p> <p>e) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc.</p> <p>f) To what extent does your department engagement in research and development in relation to matters for which you are responsible?</p> <p>g) To what extent do you work collaboratively with other departments of the School Board?</p> <p>h) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals?</p> <p>i) To what extent do external meetings, committee work and travel affect the performance of your Department?</p> <p>j) To what extent does the location of Educational Services in Chisasibi affect the performance of your Department?</p>

School Board Support for Learning: Educational Services (K4)	
Objects	Questions
(3) Monitoring & Evaluation	<p>11. How good is the quality of Educational Services' monitoring and evaluation of its performance and capacity?</p> <p>a) How do you monitor the Department in terms of:</p> <ul style="list-style-type: none"> (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? <p>b) How do you evaluate the Department's performance in terms of:</p> <ul style="list-style-type: none"> (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? <p>c) How does the School Board hold you accountable for your Department and how does it support improvement of performance?</p> <p>d) How do you use the findings from monitoring and evaluation to improve your Department?</p>
(4) Results	<p>12. How effective is the results-based performance of the Educational Services Department?</p> <p>a) What evidence can you offer to demonstrate the value that each of the sub-units of your department adds schools through the provision of:</p> <ul style="list-style-type: none"> (i) programs and materials; (ii) consultative services to school staff; (iii) services to students and parents; and (iv) other services;? <p>b) What, if anything, needs to be done to enhance improve these results?</p>

Overall	
Objects	Questions
Follow-Up	<p>13. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Coordinators, Educational Services;

Mission & Context	
Objects	Questions
<p>L1: Guiding Values of Mission</p> <p>L2: Clarity of Purpose of Mission</p>	<p>1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of students in the Cree School Board?</p> <p>b) Do you think that these values and purpose are shared by all members of the school board community?</p>

Mission & Context	
Objects	Questions
M1-M4: Contextual Features	2. To what extent is your sub-department affected by the wider education system or by administrative, legal, social, economic, political or other contextual features?

School Board Support for Learning	
Objects	Questions
K1 Organizational Culture	3. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	4. To what extent was the strategic planning exercise conducted by ICA Associates helpful in supporting strategic planning for the future and how it affected your department?
K3 Structures & Systems	5. How effective are Board structures and systems? a) Do the structures for the governance and management of education facilitate the operations of the Board in its support for learning: b) Is there anything about Board administrative systems that should be improved?

School Board Support for Learning: Educational Services (K4)	
Objects	Questions
(1) Planning	6. How good is the quality of Educational Services' strategic and operational planning? a) Are there, on the one hand, clear goals and intend results and, on the other hand, clear and appropriate means to achieve them? b) How do Educational Services' plans affect your sub-department? 7. How good is the quality of your sub-department's planning? a) What process do you follow to assess the needs of schools for the services that you provide? b) What are the major results being sought by your plans and the principal means to achieve them? c) How do these plans contribute the support of teaching and learning?

School Board Support for Learning: Educational Services (K4)	
Objects	Questions
(2) Service Delivery	<p>8. How good is the quality of your sub-department's provision of support to schools?</p> <ul style="list-style-type: none"> a) What goods and services does your sub-department provide to schools? Are they of high quality, appropriate to client needs and delivered in a timely manner? b) Does your sub-department maintain strong, positive relations and communication with school staff: administration, teachers, other staff? c) Do members of your sub-department have the necessary skills, experience and aptitude to discharge their duties effectively? d) What do you do to support the professional development of members of your sub-department? e) Does your sub-department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. f) To what extent does your sub-department engagement in research and development in relation to matters for which you are responsible? g) To what extent do you work collaboratively with other sub-departments of Educational Services, with other departments of the School Board? h) To what extent do you expand the capacity of your sub-department through linkages with outside agencies, other bodies and individuals? i) To what extent do external meetings, committee work and travel affect the performance of your sub-department? j) To what extent does the location of Educational Services in Chisasibi affect the performance of your sub-department?
(3) Monitoring & Evaluation	<p>9. How good is the quality of your sub-department's monitoring and evaluation of its performance and capacity?</p> <ul style="list-style-type: none"> a) What do you do to monitor activities, resources and progress toward intended results? b) How do you evaluate your sub-department's performance in terms of what you do and what you achieve? c) How does Educational Services Department hold you accountable for your sub-department and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve your sub-department?
(4) Results	<p>10. How effective is the results-based performance of your sub-department?</p> <ul style="list-style-type: none"> a) What evidence can you offer to demonstrate the value that your sub-department adds schools through the provision of: <ul style="list-style-type: none"> (i) programs and materials; (ii) consultative services to school staff; (iii) services to students and parents; and (iv) other services;? b) What, if anything, needs to be done to enhance improve these results?

Overall	
Objects	Questions
Follow-Up	11. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Supervision & Support of Centres

Director, Coordinator, Continuing Education;

Objects	Questions
Overview	<ol style="list-style-type: none"> 1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Director and the Coordinator? <ol style="list-style-type: none"> a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?
Mission & Context	
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	<ol style="list-style-type: none"> 1. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. <ol style="list-style-type: none"> a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of adult students in the Cree School board? b) Do you think that these values and purpose for adult learners are shared by all members of the school board community?
M1-M4: Contextual Features	<ol style="list-style-type: none"> 2. Every organization is influenced by its environment. <ol style="list-style-type: none"> a) To what extent does regional economic development affect your department or continuing education centres? b) Are there other contextual factors of which we should take note?
Adult Student Learning	
F1: Student Engagement	<ol style="list-style-type: none"> 3. Do you have any anecdotal evidence about the extent to which students take an active part in learning and related activities?
F2-F3: Student Learning	<ol style="list-style-type: none"> 4. In addition to the data sought by the memorandum dated October 11, 2007: <ol style="list-style-type: none"> a) Is the language of instruction an issue in some courses or programs? b) Do you have any anecdotal evidence about the extent to which students are successful in finding employment as a result of their studies? c) How could curricular learning be improved?
Training & Other Services	
G1: Curriculum	<ol style="list-style-type: none"> 5. How appropriate is the curriculum being taught for students in various courses and programs? How could course and program offerings be improved?
G2: Teaching	<ol style="list-style-type: none"> 6. What evidence do you have regarding the quality of teaching in <u>each centre</u>? <ol style="list-style-type: none"> a) How is the quality of teaching supervised in the nine centres that do not have a director?

Objects	Questions
G3: Instructional Resources	7. How would you describe the quality of instructional resources in <u>each centre</u> ? Are there gaps in provision that need to be overcome?
G4: Student Services	8. How would you describe the quality of student services (guidance, etc.) in <u>each centre</u> ? Are there gaps in provision that need to be overcome?
Centre Support for Learning	
H1: Centre Climate & Organization	9. What evidence can you offer about the quality of provision of the climate and organization of <u>each centre</u> ?
H2: Centre Leadership & Strategic Planning	10. What evidence can you offer about the quality of leadership and strategic planning in <u>each centre</u> ?

Objects	Questions
H3-H4: Allocation & Management of Resources	11. What evidence can you offer about the quality of the allocation and management of human, financial and other non-instructional resources in <u>each centre</u> ?
H5: Centre Linkages to Outside Bodies	12. What evidence can you offer about the extent to which <u>each centre</u> maintains effective linkages with the local school (all schools in the case of the SRVTC), regional employers, external service agencies and other bodies?
School board Support for Learning	
K1 Organizational Culture	13. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	14. How effective is the Board in providing leadership and direction? <ul style="list-style-type: none"> a) What form does this leadership take and how does it support centres? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand? d) The Board's Regional Educational Project appears to exclude adult learning. Is there a parallel version for continuing education? e) To what extent did the strategic planning exercise conducted by ICA Associates involve continuing education?
K3 Structures & Systems	15. How effective are Board structures and systems? <ul style="list-style-type: none"> a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for adult learning: <ul style="list-style-type: none"> (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? b) How does the Board monitor and evaluate its organizational performance and capacity? c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?

Objects	Questions
K6-K9: Human, Financial, Material & Information Technologies Resources	16. The School board is meant to support adult learning through the provision of various resources. a) How effective is the School Board in supporting adult learning through the management and allocation of: i) human resources; ii) financial resources; iii) material resources; and iv) information technologies? b) How, if at all, would you improve the current situation?

Objects	Questions
School board Support for Learning: Continuing Education (K5)	
(1) Planning	17. How good is the quality of Continuing Education’s strategic and operational planning and how does it relate to the Board’s current multi-year plan? a) What process do you follow to assess the needs of centres for services from your department with regard to: (i) development of programs and materials; (ii) professional development; (iii) student services? b) What process do you follow for the development of a departmental strategic plan, annual operational plans? c) What are the major results being sought by the: (i) departmental strategic plan; (ii) annual operational plans? d) How are staff from each of the centres involved in the planning process? e) How do these plans contribute the support of teaching and learning?

Objects	Questions
School board Support for Learning: Continuing Education (K5)	
(2) Service Delivery	<p>18. How good is the quality of Continuing Education's provision of support to centres by your department?</p> <ul style="list-style-type: none"> a) Are goods and services provided to centres of high quality, appropriate to client needs and delivered in a timely manner? b) How good is the quality of guidance and support that your Department provides to centres? <ul style="list-style-type: none"> (i) How often do you visit each centre? (ii) What do you do during these visits? (iii) How do you follow up on these visits? c) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description? d) What do you do to support the professional development of members of your Department? e) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. f) To what extent does your department engage in research and development in relation to matters for which you are responsible? g) To what extent do you work collaboratively with other departments of the School board? h) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals? i) To what extent do external meetings, committee work and travel affect the performance of your Department?
(3) Monitoring & Evaluation	<p>19. How good is the quality of your monitoring (ongoing verification that everything is 'on track') and evaluation (periodic and systematic assessment of performance) of the performance and capacity of both your Department and the centres?</p> <ul style="list-style-type: none"> a) How do you monitor the Department and each centre in terms of: <ul style="list-style-type: none"> (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? b) How do you evaluate departmental and centre performance in terms of: <ul style="list-style-type: none"> (i) its operations (quality of provision) including, for the SRVTC, the centre administration; (ii) its efficiency (use of resources); and (iii) the achievement of intended results? c) How does the School board hold you accountable for your Department and how does it support improvement of performance? d) How do you use the findings from monitoring and evaluation to improve your Department?

Objects	Questions
School board Support for Learning: Continuing Education (K5)	
(4) Results	<p>20. Given the Continuing Education Department's dual role as both a support unit and the line authority for centres:</p> <p>a) What evidence can you offer to demonstrate the value that your Department adds to centres through the provision of:</p> <p style="padding-left: 20px;">(i) programs and materials;</p> <p style="padding-left: 20px;">(ii) consultative services to centre staff; and</p> <p style="padding-left: 20px;">(iii) services to students?</p> <p>b) What evidence can you offer to demonstrate that centre performance has been enhanced because of your Department's supervision of centres?</p> <p>c) What, if anything, needs to be done to improve these results?</p>
Overall	
Follow-Up	<p>21. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Administrative Services

Director, Human Resources

Objects	Questions
Overview	<p>1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Director and other departmental staff?</p> <p>a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?</p>
Mission & Context	
L1-L2: Mission	<p>2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board?</p> <p>b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?</p>
M1: Administrative & Legal Framework	<p>3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of human resources in the CSB?</p>

Objects	Questions
School Support for Learning	
D3: Allocation & Management of Human Resources	<p>4. Can you provide any insights on the allocation and management of human resources at the school/centre level?</p> <p>a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of human resources?</p> <p>b) How effective and efficient is the allocation and management of human resources in continuing education centres?</p> <p>c) What evidence do you have to demonstrate that the local allocation and management of human resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party.</p> <p>d) What changes, if any, would you suggest to improve the current situation?</p>
School Board Support for Learning	
K1 Organizational Culture	5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	<p>6. How effective is the Board in providing leadership and direction?</p> <p>a) What form does this leadership take and how does it support schools and centres?</p> <p>b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations?</p> <p>c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?</p> <p>d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?</p>
K3 Structures & Systems	<p>7. How effective are Board structures and systems?</p> <p>a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning:</p> <p>(i) the Council of Commissioners and Executive Committee;</p> <p>(ii) the Offices of the Director General, Secretary General;</p> <p>(iii) the Management Group?</p> <p>b) How does the Board monitor and evaluate its organizational performance and capacity?</p> <p>c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?</p>
K7-K9: Financial, Material & Information Technologies Resources	<p>8. The School board is meant to support learning through the provision of various resources.</p> <p>a) How effective is the School Board in supporting learning through the management and allocation of:</p> <p>i) financial resources;</p> <p>ii) material resources; and</p> <p>iii) information technologies?</p> <p>b) How, if at all, would you improve the current situation?</p>

Objects	Questions
School Board Support for Learning: Human Resources (K6)	
(1) Planning	<p>9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan?</p> <ul style="list-style-type: none">a) What process do you follow for long-range human resource planning?b) What process do you follow to develop the annual personnel plan for schools, centres and other Board services?c) What principles and criteria do you use to guide the allocation of human resources to schools and centres?d) How are staff from schools and centres involved in the planning process?e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?

Objects	Questions
School Board Support for Learning: Human Resources (K6)	
(2) Service Delivery	<p>10. How good is the quality of your Department's provision of services?</p> <ul style="list-style-type: none"> a) Do you have appropriate remuneration and working conditions for: teachers, and other unionized staff, as well as for administrative and other staff? b) What services does your Department provide for the application of: <ul style="list-style-type: none"> (i) the collective agreements of unionized staff; (ii) the working conditions for administrative and other staff; (iii) legislated personnel regimes (e.g. health & safety); and (iv) other policies and procedures regarding human resources? c) How well does your Department support the hiring process in terms of the? <ul style="list-style-type: none"> (i) orientation of prospective candidates about living and working in the north; (ii) recruitment of potential candidates; (iii) screening of applicants (CVs, references, liaison with schools/centres); (iv) processing of locally approved candidates (before and after approval by Executive Committee); (v) welcoming of new staff; (vi) issuance of contracts; and (vii) filling vacant positions and meeting <i>ad hoc</i> staffing needs? d) How well do the following related components of the hiring process function: <ul style="list-style-type: none"> (i) local approval of candidates; (ii) approval of hiring by the Executive Committee? e) How well does your Department do in fulfilling the following functions: <ul style="list-style-type: none"> (i) providing appropriate job descriptions for various categories of personnel; (ii) supporting professional development of school, centre and Board staff; and (iii) supporting appraisal of school, centre and Board staff; (iv) ensuring that the hiring and management of human resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party? f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description? g) What do you do to support the professional development of members of your Department? h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. i) To what extent do you work collaboratively with other departments of the School board, in particular, the Finance Department? j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals? k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions
School Board Support for Learning: Human Resources (K6)	
(3) Monitoring & Evaluation	<p>11. How good is the quality of your Department’s monitoring and evaluation of its performance and capacity?</p> <p>a) How do you monitor the Department in terms of:</p> <ul style="list-style-type: none"> (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? <p>b) How do you evaluate the Department’s performance in terms of:</p> <ul style="list-style-type: none"> (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? <p>c) How does the School board hold you accountable for your Department and how does it support improvement of performance?</p> <p>d) How do you use the findings from monitoring and evaluation to improve your Department?</p>
(4) Results	<p>12. Given your Department’s role as a support unit for schools and centres:</p> <p>a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of:</p> <ul style="list-style-type: none"> (i) assistance to schools for the preparation of local personnel plans; (ii) qualified personnel for vacant positions; and (iii) consultative services to school/centre administration? <p>b) What, if anything, needs to be done to enhance improve these results?</p>
Overall	
Follow-Up	<p>13. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Director, Coordinators, Finance

Objects	Questions
Overview	<p>1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Director and other departmental staff?</p> <p>a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?</p>
Mission & Context	
L1-L2: Mission	<p>2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think that this ‘dual purpose’ mission is an appropriate way to frame the education of youth and adult students in the Cree School board?</p> <p>b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?</p>

Objects	Questions
M1: Administrative & Legal Framework	<p>3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of financial resources in the CSB?</p> <p>a) Is the level of government funds adequate for:</p> <p>(i) youth education;</p> <p>(ii) continuing education;</p> <p>(iii) post-secondary education; and</p> <p>(iv) capital investment?</p> <p>b) Are the budgetary rules governing the allocation of these funds fair and reasonable?</p> <p>c) What other sources of revenue are available to the Board and are there other sources that ought to be available?</p> <p>d) Is there anything in the overall framework governing the provision of financial resources that needs to be changed?</p>
School Support for Learning	
D4: Allocation & Management of Funds & Other Resources	<p>4. Can you provide any insights on the allocation and management of resources at the school/centre level?</p> <p>a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources?</p> <p>b) How effective and efficient is the allocation and management of resources in continuing education centres?</p> <p>c) What evidence do you have to demonstrate that the local allocation and management of resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party.</p> <p>d) What changes, if any, would you suggest to improve the current situation?</p>
School Board Support for Learning	
K1 Organizational Culture	<p>5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?</p>
K2 Strategic Direction	<p>6. How effective is the Board in providing leadership and direction?</p> <p>a) What form does this leadership take and how does it support schools and centres?</p> <p>b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations?</p> <p>c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?</p> <p>d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?</p>

Objects	Questions
K3 Structures & Systems	<p>7. How effective are Board structures and systems?</p> <p>a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning:</p> <ul style="list-style-type: none"> (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? <p>b) How does the Board monitor and evaluate its organizational performance and capacity?</p> <p>c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?</p>
K6, K8, K9: Human, Material & Information Technologies Resources	<p>8. The School board is meant to support learning through the provision of various resources.</p> <p>a) How effective is the School Board in supporting learning through the management and allocation of:</p> <ul style="list-style-type: none"> i) human resources; ii) material resources; and iii) information technologies? <p>b) How, if at all, would you improve the current situation?</p>
School Board Support for Learning: Financial Resources (K7)	
(1) Planning	<p>9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan?</p> <p>a) What process do you follow for long-range financial planning?</p> <p>b) What process do you follow to develop the annual budget for schools, centres and other Board services?</p> <p>c) What principles and criteria do you use to guide the allocation of financial resources to schools and centres?</p> <p>d) How are staff from schools and centres involved in the planning process?</p> <p>e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?</p>

Objects	Questions
(2) Service Delivery	<p>10. How good is the quality of your Department's provision of services?</p> <ul style="list-style-type: none"> a) What role does your department play in the negotiation of the level of government funds provided to the School Board and the development of the budgetary rules that govern the allocation of these funds? b) How well does your Department's payroll function operate in terms of: <ul style="list-style-type: none"> (i) timely and accurate issuance of initial remuneration; (ii) timely and accurate issuance of regular employee cheques; (iii) dealing with employee queries; and (iv) conforming to government requirements for reporting, etc.? c) How well does the process work for managing absences and paying substitutes and other casual staff? d) How well does your Department purchasing function operate in terms of processing of requisitions for the purchase of goods and services and the payment of suppliers? e) What role does your Department play in relation to efficiency and probity, in order to ensure: <ul style="list-style-type: none"> (i) 'value for money' in the expenditure of Board funds; (ii) conformity with generally accepted principles of accounting and public management, as well as follow-up to any queries or recommendations from external auditors? f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description? g) What do you do to support the professional development of members of your Department? h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. i) To what extent do you work collaboratively with other departments of the School board, in particular, the Human and Material Resources Departments? j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals? k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions
(3) Monitoring & Evaluation	<p>11. How good is the quality of your Department's monitoring and evaluation of its performance and capacity?</p> <p>a) How do you monitor the Department in terms of:</p> <ul style="list-style-type: none"> (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? <p>b) How do you evaluate the Department's performance in terms of:</p> <ul style="list-style-type: none"> (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? <p>c) How does the School board hold you accountable for your Department and how does it support improvement of performance?</p> <p>d) How do you use the findings from monitoring and evaluation to improve your Department?</p>
(4) Results	<p>12. Given your Department's role as a support unit for schools and centres:</p> <p>a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of:</p> <ul style="list-style-type: none"> (i) assistance to schools for the preparation of their budgets; (ii) adequate funds to meet their needs; and (iii) consultative services to school/centre administration? <p>b) What, if anything, needs to be done to enhance improve these results?</p>
Overall	
Follow-Up	<p>13. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Coordinator, Material Resources

Objects	Questions
Overview	<p>1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Coordinator and other departmental staff?</p> <p>a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?</p>
Mission & Context	
L1-L2: Mission	<p>2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board?</p> <p>b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?</p>

Objects	Questions
M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of material resources in the CSB?
School Support for Learning	
D4: Allocation & Management of Funds & Other Resources	<p>4. Can you provide any insights on the allocation and management of resources at the school/centre level?</p> <p>a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources?</p> <p>b) How effective and efficient is the allocation and management of resources in continuing education centres?</p> <p>c) What evidence do you have to demonstrate that the local allocation and management of resources is conducted honestly, without conflict of interest, and without favoritism for or discrimination against any third party.</p> <p>d) What changes, if any, would you suggest to improve the current situation?</p>
School Board Support for Learning	
K1 Organizational Culture	5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?
K2 Strategic Direction	<p>6. How effective is the Board in providing leadership and direction?</p> <p>a) What form does this leadership take and how does it support schools and centres?</p> <p>b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations?</p> <p>c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?</p> <p>d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?</p>

Objects	Questions
K3 Structures & Systems	<p>7. How effective are Board structures and systems?</p> <p>a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning:</p> <p>(i) the Council of Commissioners and Executive Committee;</p> <p>(ii) the Offices of the Director General, Secretary General;</p> <p>(iii) the Management Group?</p> <p>b) How does the Board monitor and evaluate its organizational performance and capacity?</p> <p>c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?</p>

Objects	Questions
K6, K7, K9: Human, Financial & Information Technologies Resources	<p>8. The School board is meant to support learning through the provision of various resources.</p> <p>a) How effective is the School Board in supporting learning through the management and allocation of:</p> <ul style="list-style-type: none"> i) human resources; ii) financial resources; and iii) information technologies? <p>b) How, if at all, would you improve the current situation?</p>
School Board Support for Learning: Material Resources (K8)	
(1) Planning	<p>9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan?</p> <p>a) What process do you follow for long-range capital planning?</p> <p>b) What process do you follow to develop the annual capital budget for schools, centres and other Board services?</p> <p>c) What principles and criteria do you use to guide the allocation of material resources to schools and centres and housing to employees?</p> <p>d) How are staff from schools and centres involved in the planning process?</p> <p>e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?</p>

Objects	Questions
(2) Service Delivery	<p>10. How good is the quality of your Department's provision of services?</p> <ul style="list-style-type: none"> a) What role does your department play in the negotiation of the level of government funds provided to the School Board for capital expenditures and the development of the budgetary rules that govern the allocation of these funds? b) How well does your Department support the hiring process in terms of: <ul style="list-style-type: none"> (i) the provision and upkeep of housing; (ii) moving and storage of personal belongings of employees? c) How well does your Department function in terms of: <ul style="list-style-type: none"> (i) school construction and major renovations of schools; (ii) provision of facilities for continuing education; and (iii) repairs and maintenance of existing facilities? d) How well does your Department fulfill the following functions: <ul style="list-style-type: none"> (i) processing requisitions for the purchase of goods and services and the payment of suppliers? (ii) daily school transportation; (iii) purchase and maintenance of Board vehicles; (iv) power energy management; (v) telecommunications; (vi) insurance; e) What role does your Department play in relation to efficiency and probity, in order to ensure: <ul style="list-style-type: none"> (i) 'value for money' in the expenditure of Board funds for material resources; (ii) conformity with generally accepted principles of accounting and public management, as well as follow-up to any queries or recommendations from external auditors regarding capital expenditures? f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description? g) What do you do to support the professional development of members of your Department? h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. i) To what extent do you work collaboratively with other departments of the School board, in particular, the Finance Department? j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals? k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions
(3) Monitoring & Evaluation	<p>11. How good is the quality of your Department's monitoring and evaluation of its performance and capacity?</p> <p>a) How do you monitor the Department in terms of:</p> <ul style="list-style-type: none"> (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? <p>b) How do you evaluate the Department's performance in terms of:</p> <ul style="list-style-type: none"> (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? <p>c) How does the School board hold you accountable for your Department and how does it support improvement of performance?</p> <p>d) How do you use the findings from monitoring and evaluation to improve your Department?</p>
(4) Results	<p>12. Given your Department's role as a support unit for schools and centres:</p> <p>a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of:</p> <ul style="list-style-type: none"> (i) assistance to schools for the assessment of needs for material resources; (ii) sufficient and well-maintained housing for staff; (iii) school/centre facilities, vehicles and other material resources; and (iv) school transportation? <p>b) What progress has the Department made in relation to its stated goals and objectives for 2007-08?</p> <p>c) What, if anything, needs to be done to enhance improve these results?</p>
Overall	
Follow-Up	<p>13. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Coordinator, Information Technologies

Objects	Questions
Overview	<p>1. Can you provide a brief overview of the responsibilities of your Department, as well as a brief description of the respective roles of the Coordinator and other departmental staff?</p> <p>a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Department is structured or resourced?</p>

Objects	Questions
Mission & Context	
L1-L2: Mission	<p>2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board?</p> <p>b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?</p>
M1: Administrative & Legal Framework	<p>3. What are the principal aspects of the administrative and legal framework which affect the allocation and management of information technologies in the CSB?</p>
School Support for Learning	
D4: Allocation & Management of Funds & Other Resources	<p>4. Can you provide any insights on the allocation and management of resources at the school/centre level?</p> <p>a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources?</p> <p>b) How effective and efficient is the allocation and management of resources in continuing education centres?</p> <p>c) What changes, if any, would you suggest to improve the current situation?</p>
School Board Support for Learning	
K1 Organizational Culture	<p>5. Does the organizational culture of the Board reflect the values and purpose of its mission and does it support the achievement of high levels of performance?</p>
K2 Strategic Direction	<p>6. How effective is the Board in providing leadership and direction?</p> <p>a) What form does this leadership take and how does it support schools and centres?</p> <p>b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations?</p> <p>c) Does Board strategic planning provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand?</p> <p>d) To what extent did the strategic planning exercise conducted by ICA Associates involve your Department?</p>
K3 Structures & Systems	<p>7. How effective are Board structures and systems?</p> <p>a) Do the following structures for the governance and management of education facilitate the operations of the Board in its support for learning:</p> <ul style="list-style-type: none"> (i) the Council of Commissioners and Executive Committee; (ii) the Offices of the Director General, Secretary General; (iii) the Management Group? <p>b) How does the Board monitor and evaluate its organizational performance and capacity?</p> <p>c) How would the governance and management of education be affected by each of the options set forth by the Organizational Review?</p>

Objects	Questions
Mission & Context	
K6- K8: Human, Financial & Material Resources	8. The School board is meant to support learning through the provision of various resources. a) How effective is the School Board in supporting learning through the management and allocation of: i) human resources; ii) financial resources; and iii) material resources? b) How, if at all, would you improve the current situation?
School Board Support for Learning: Information Technologies (K9)	
(1) Planning	9. How good is the quality of your Department's strategic and operational planning and how does it relate to the Board's current multi-year plan? a) What process do you follow for long-range planning of the development of information technologies [IT]? b) What process do you follow to develop the annual IT plans for schools, centres and other Board services? c) What principles and criteria do you use to guide the allocation of material resources to schools, centres and Board offices? d) How are staff from schools and centres involved in the planning process? e) How do these plans contribute to the Board's overall mission and its support of teaching and learning?

Objects	Questions
Mission & Context	
(2) Service Delivery	<p>10. How good is the quality of your Department's provision of services?</p> <ul style="list-style-type: none"> a) To what extent does your department facilitate the management of education within the School Board - its schools, centres and offices - through the use of IT? b) How well does your Department support student learning in terms of: <ul style="list-style-type: none"> (i) the provision of computers, other hardware and related facilities; (ii) the provision of educational software; (iii) connectivity to the Internet and other systems (e.g. SchoolNet); (iv) support to schools/centres for the application of IT for purposes of student learning? c) How well does your Department function in terms of: <ul style="list-style-type: none"> (i) professional development of teachers and other educational staff in schools and centres; (ii) professional development of administrative staff in schools, centres and Board offices; (iii) development of materials, systems and other resources that enhance the capacity of schools, centres and Board offices? d) How well does your Department fulfill the following functions: <ul style="list-style-type: none"> (i) provides up-to-date information about IT as it applies to the CSB; (ii) support the integration of IT throughout the School Board; and (iii) uses IT to enhance the communication between the Board and its stakeholders? e) How well does your Department manage the provision of technical support to schools, centres and Board offices with respect to both hardware and software? f) Do members of your Department have the necessary skills, experience and aptitude to discharge their duties effectively? Does everyone have a formal job description? g) What do you do to support the professional development of members of your Department? h) Does your Department have other forms of capacity needed to perform effectively: policies, systems, material resources, etc. i) To what extent do you work collaboratively with other departments of the School board? j) To what extent do you expand the capacity of your department through linkages with outside agencies, other bodies and individuals? k) To what extent do external meetings, committee work and travel affect the performance of your Department?

Objects	Questions
Mission & Context	
(3) Monitoring & Evaluation	<p>11. How good is the quality of your Department’s monitoring and evaluation of its performance and capacity?</p> <p>a) How do you monitor the Department in terms of:</p> <ul style="list-style-type: none"> (i) ongoing activities; (ii) allocation and use of human, financial and other resources; and (iii) progress toward intended results? <p>b) How do you evaluate the Department’s performance in terms of:</p> <ul style="list-style-type: none"> (i) its operations (quality of provision); (ii) its efficiency (use of resources); and (iii) the achievement of intended results? <p>c) How does the School board hold you accountable for your Department and how does it support improvement of performance?</p> <p>d) How do you use the findings from monitoring and evaluation to improve your Department?</p>
(4) Results	<p>12. Given your Department’s role as a support unit for schools and centres:</p> <p>a) What evidence can you offer to demonstrate the value that your Department adds to schools and centres through the provision of:</p> <ul style="list-style-type: none"> (i) IT to enhance learning opportunities of students; (ii) IT to enhance administration of schools/centres and communication with School Board; (iii) professional development of school/centre staff and students; and (iv) consultative services to school/centre administration and staff? <p>b) What, if anything, needs to be done to enhance improve these results?</p>
Overall	
Follow-Up	<p>13. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>

Governance & General Administration

Chairperson of the School Board

Objects	Questions
<p>L1: Guiding Values of Mission</p> <p>L2: Clarity of Purpose of Mission</p>	<p>1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose?</p> <p>b) Do you think that these values and purpose are shared by all members of the Cree School Board community?</p>

Objects	Questions
M1 to M4: Contextual Features	<p>2. Every organization is influenced by its environment.</p> <p>a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students?</p> <p>b) Is there anything in your context that gets in the way of these opportunities? What could be done about this?</p> <p>3. The Cree Regional Authority is an important entity in your context.</p> <p>a) What is the vision of the CRA for the role of education in regional development?</p> <p>b) How is the School Board affected by the policies or strategic direction of the CRA?</p> <p>c) What, if anything, needs to be done to improve the linkages between the School Board and the CRA?</p>
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	<p>4. Are you satisfied with the results being achieved by students of the School Board? If not, how could they be improved for:</p> <p>a) youth students;</p> <p>b) adult students;</p> <p>c) post-secondary students?</p>
D1-D4: School Support for Learning	<p>5. How good a job do you think schools are doing to support teaching and learning? Are there ways in which think their performance should be improved?</p>
E1-E2 Home & Community Support for Learning	<p>6. How effective do you think schools are in reaching out to home and community and promoting:</p> <p>a) parental involvement in the education of their children; and</p> <p>b) the involvement of parents and other community members and groups in the life of the school?</p>
H1-H4: Centre Support for Learning	<p>7. How good a job do you think continuing education centre are doing to support teaching and learning? Are there ways in which think their performance should be improved?</p>
K1: School Board Organizational Culture	<p>8. Do you think the 'organizational culture' of the school board - the norms that govern people's behaviour - reflects the values and purpose of its mission and supports the achievement of high levels of performance?</p>
K2: School Board Strategic Direction	<p>9. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement?</p> <p>10. Do you think that School board policies provide a sound and dynamic framework to guide the conduct of its operations in accordance with the values and purpose its mission? Is there room for improvement?</p>

Objects	Questions
K3: School Board Structures & Systems	11. How effective is the Council of Commissioners in its role as the overall governing body of the School Board? What, if anything, would you change in terms of its role, mode of operation, etc.? 12. How effective is the Executive Committee as the executive arm of the Council? What, if anything, would you change in terms of its role, mode of operation, etc.? 13. How effective is the Management Group as the body responsible for general planning and coordination of the activities of the School Board? 14. Are there clear and appropriate lines between the roles and responsibilities of the Council of Commissioners, Executive Committee and Management Group. What changes, if any, are needed?
K4-K9 School Board Support for Learning	15. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved? a) Educational Services; b) Continuing Education; c) Post-Secondary Education Offices; d) Administrative Services?
Follow-Up	16. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Members of the Executive Committee

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of your school community, of the Cree School Board community?
M1 to M4: Contextual Features	2. Every organization is influenced by its environment. a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students? b) Is there anything in your context that gets in the way of these opportunities? What could be done about this?
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	3. Are you satisfied with the results being achieved by students, first from your community, and second from other communities of the Board? If not, how could they be improved for: a) youth students; b) adult students; c) post-secondary students?

Objects	Questions
D1-D4: School Support for Learning	4. How good is your school is at providing: a) a welcoming and supportive school climate; b) school leadership and planning; and c) human, financial, materials and other resources?
E1-E2 Home & Community Support for Learning	5. How effective do you think the school is in reaching out to home and community and promoting: a) parental involvement in the education of their children; b) the involvement of parents and other community members and groups in the life of the school; and c) linkages with external service agencies and other bodies?
H1-H4: Centre Support for Learning	6. How good is your continuing education centre is at providing: a) a welcoming and supportive climate for adult learning; b) centre leadership and planning; and c) human, financial, materials and other resources?
K2: School Board Strategic Direction	7. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement?
K3: School Board Structures & Systems	8. What do you think the role of each of the following bodies should be and how does each one live up to your expectations: a) Council of Commissioners; b) Executive Committee; c) Management Group?
K4-K9 School Board Support for Learning	9. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved? a) Educational Services; b) Continuing Education; c) Post-Secondary Education Offices; d) Administrative Services?
Follow-Up	10. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Director General

Objects	Questions
Overview	1. Can you provide a brief overview of the following aspects of the Office of the Director General: a) What role does your office play in the general administration of the Board? b) What are the primary roles which you exercise directly? c) What changes, if any, would you make to these roles or responsibilities or to the way in which your Office is structured or resourced?

Objects	Questions
Mission & Context	
L1-L2: Mission	<p>2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board?</p> <p>b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?</p>
M1: Administrative & Legal Framework	<p>3. What are the principal aspects of the administrative and legal framework which affect the administration of the CSB?</p> <p>a) What is the status of the <i>Cree Education Act</i> and what effect will it likely have on the future direction of the CSB?</p>
M2: Stakeholders	<p>4. Who are the principal 'external' stakeholders of the CSB ('insiders' being students, parents, commissioners and staff) and what are the characteristics of the relationship between them and the CSB?</p>
M3: Education System	<p>5. How does the broader educational system impact on the way in which the CSB is governed and managed?</p>
M4: Other Contextual Features	<p>6. What other features (e.g. social, economic, political) are important to the CSB?</p> <p>a) Are there any contextual features (M1 to M4) which must be considered in formulating the recommendations of the Educational Review?</p>
Youth Student Results	
B2-B3: Student Learning	<p>7. We are told that student results have been steadily declining over time but we are having great difficulty in obtaining appropriate data on results.</p> <p>a) Why are data on student results not readily available?</p> <p>b) How do you explain this apparent decline and does it vary significantly:</p> <p>(i) by school;</p> <p>(ii) by level of instruction</p> <p>(iii) by language of instruction?</p>
Classroom Instruction	
B1: Curriculum	<p>8. How appropriate for students is the curriculum being taught?</p> <p>a) Does the situation vary because of the level of instruction, language of instruction, subject area or individual class?</p> <p>b) How could curricular offerings be improved?</p> <p>c) Should vocational education be more widely available?</p> <p>d) To what extent should curriculum be standardized across schools?</p>

Objects	Questions
B2: Teaching	<p>9. Quality classroom instruction is an essential ingredient for student success.</p> <p>a) Are you satisfied with the quality of teaching, across schools levels and languages of instruction?</p> <p>b) Are you satisfied with the supervision of teaching, both within schools, and at a system level?</p> <p>c) To what do you attribute any shortcomings and what needs to be done to improve the situation?</p>
School Support for Learning	
D2-D4: School Leadership & Management of Resources	<p>10. Classroom instruction depends, in part, on school-level support, under the leadership of the school administration.</p> <p>a) Are you satisfied with the quality of school leadership and strategic planning within schools?</p> <p>b) Are you satisfied with the quality of the allocation and management of human, financial and other resources within schools?</p> <p>c) To what extent are these qualities affected by:</p> <p>(i) the capacity of school administrators;</p> <p>(ii) the division of responsibilities between the school principal and the CEA?</p> <p>d) What, if anything, needs to be done to improve the situation?</p>
Home & Community Support for Learning	
E1: Parental & Community Involvement E2: School Linkages to Outside Bodies	<p>11. The expression, 'It takes a village to educate a child,' may be trite but it captures the importance of home and community support to student success.</p> <p>a) Why is the support of parents for their children's education and their participation in school life so problematic?</p> <p>b) How did the parenting workshop address this issue and what has been done to follow up on this training?</p> <p>c) What action is required in improve the level of collaboration between the school and the key agencies of each community, such as the Band Council, Social Services and the Police?</p>
Adult Student Results	
F2-F3: Curricular Learning & Employment	<p>12. Adult education provides a 'second chance' for many people.</p> <p>a) Are you satisfied with the level of success attained by adult students in completing upgrading and vocational programs?</p> <p>b) To what extent are adult students finding employment as a result of their studies?</p>
Centre Support for Learning	
H2-H5: Centre Leadership, Management of Resources & Outside Linkages	<p>13. The level of centre support for adult learning varies widely.</p> <p>a) Are you satisfied with the quality of leadership and management provided in the Sabtuan Regional Vocational Training Centre?</p> <p>b) Are you satisfied with the level of support provided in the other nine centres?</p> <p>c) To what extent do these centres maintain effective linkages with the local school (all schools in the cases of the SRVTC), regional employers, external service agencies and other bodies?</p> <p>d) What, if anything, needs to be done to improve the situation?</p>

Objects	Questions
Post-Secondary Education Offices	
I1-I2: Access & Student Success	14. In our contemporary 'information society,' post-secondary education is increasingly regarded as an essential stage of education. <ol style="list-style-type: none"> a) Are you satisfied with the level of access to and subsequent success in post-secondary students by students from your communities? b) To what extent do successful students return to live and work in your communities?
J1-J4: Post-Secondary Services, Policies & Leadership	15. How successful are the Post-Secondary Education Offices in supporting student success? <ol style="list-style-type: none"> a) Is adequate financial assistance provided to students in a timely manner? b) Is the counselling and other services provided to students appropriate and helpful in supporting them in their studies? c) Do the Post-Secondary Offices actively pursue and maintain appropriate linkages with post-secondary institutions? d) What is the quality of leadership provided by these Offices and are they successful at encouraging high expectations for students and staff? e) Do these Offices meet expected performance standards for planning, managing, delivering and evaluating the services they provide?
School Board Support for Learning	
K1: Organizational Culture	16. Do you think the 'organizational culture' of the school board - the norms that govern people's behaviour - reflects the values and purpose of its mission and supports the achievement of high levels of performance?
K2: School Board Strategic Direction (General)	17. How effective is the Board in providing leadership and direction? <ol style="list-style-type: none"> a) What form does this leadership take and how does it support schools, centres and Post-Secondary Offices? b) Do 'general' (not department-specific) school board policies provide an appropriate framework to guide its operations? c) Strategic planning is meant to provide a 'bridge' between values, goals and intended results, on the one hand, and actions to be taken, on the other hand. How do each of the following contribute to such planning: <ol style="list-style-type: none"> (i) the Regional Educational Project; (ii) Cree School Board Reform; (iii) CSB Three-Year Plan (plus extensions)?
K2: Strategic Planning Exercise, 2007	18. How effective was the strategic planning exercise conducted by ICA Associates? <ol style="list-style-type: none"> a) To what extent does the vision statement that emerged from this exercise provide both a desirable and feasible image of where the CSB wishes to be in five years time? b) To what extent is the statement of 'underlying obstacles' helpful in identifying key issues that need to be addressed? c) To what extent is the statement of '9 strategies in 3 strategic directions' helpful in charting a new course for the Board to follow? d) Who is accountable for the various results foreseen for the initial board-wide action plan (January 15, 2008) and what progress has been made to date? e) Is any other follow-up planned for the near future, that is, before the completion of the Educational Review report?

Objects	Questions
K3: School Board Structures & Systems (General)	<p>19. How effective is the Council of Commissioners in its role as the overall governing body of the School Board?</p> <ul style="list-style-type: none"> a) What, if anything, would you change in terms of its role, mode of operation, etc.? b) What is the nature and extent of the support you can expect from Council for the eventual action plan to implement the recommendations of this Review? <p>20. How effective is the Executive Committee as the executive arm of the Council?</p> <ul style="list-style-type: none"> a) What, if anything, would you change in terms of its role, mode of operation, etc.? <p>21. How effective is the Management Group as the body responsible for general planning and coordination of the activities of the School Board?</p> <p>22. Are there clear and appropriate lines between the roles and responsibilities of the Council of Commissioners, Executive Committee and Management Group?</p> <ul style="list-style-type: none"> a) Are there clear and appropriate lines between the roles and responsibilities of these three groups? b) How helpful was the workshop, “Working <i>On</i> and <i>With</i> Boards” in this regard and what follow-up has taken place since the workshop? c) What changes, if any, are needed with respect to the roles and responsibilities for governing and managing the Board?
K3: Organizational Review, 2007	<p>23. Has the Organizational Review fulfilled its stated purpose, namely to provide: “a comprehensive review of the existing organization and to develop and evaluate organization options for the ... CSB in the delivery of educational services”?</p> <ul style="list-style-type: none"> a) Did provide sufficient documentation of its process to permit the Board to understand the basis of its analysis and findings? b) Did it provide a detailed analysis of the existing organization as set forth in their work plan: existing role and responsibilities, linkages and issues, gaps and opportunities for improvement, process that drive service delivery, as well as a detailed cost analysis of existing organization? c) Did it provide a comparative analysis with other organizations, notably the Kativik School Board, that was helpful in benchmarking best practices? d) Did it provide organizational design principles that are helpful in evaluating organizational options? e) Did it provide a set of viable options for reorganization, including an analysis of each option in light of both its analysis of the existing organization and the proposed design principles, the cost implications of each option, and the effect of each option on the relative centralization/decentralization of authority?

Objects	Questions
K3: Office of the Director General	<p>24. As the Director General, you have overall responsibility for all aspects of Board administration and service delivery as well (in the absence of a Deputy Director General), you exercise specific line authority over nine departments⁵⁹ and the CEAs.</p> <ul style="list-style-type: none"> a) How does the School Board hold your Office accountable for the performance its roles and responsibilities? b) How do you hold the departments that report you accountable for the performance their roles and responsibilities? c) To what extent do you spend time in individual schools and centres and what do you do during these visits? d) What role does your Office play in the capacity development of the various departments of the Board? e) To what extent does your Office partner or otherwise collaborate with outside agencies in the furtherance of the Board's mission?
K3: Office of the Supervisor of Schools	<p>25. How effective do you think the Office of the Supervisor of Schools is in supporting learning in schools?</p> <ul style="list-style-type: none"> a) How does this Office ensure that schools are held accountable for the performance their roles and responsibilities? b) How does this Office assist schools in building their capacity and enhancing their performance? c) What changes, if any, would you make to the roles and responsibilities of this Office or to in the way in which these functions are performed?
K4: Educational Services	<p>26. How effective do you think the Educational Services Department is in supporting learning in schools?</p> <ul style="list-style-type: none"> a) How does this Department ensure its sub-departments⁶⁰ are held accountable for the performance their roles and responsibilities? b) How does this Department assist schools in building their capacity and enhancing their performance? c) What changes, if any, would you make to the roles and responsibilities of this Department or to in the way in which these functions are performed? d) What policy imperatives justify the location of this Department in Chisasibi?
K5: Continuing Education	<p>27. How effective do you think the Continuing Education Department is in supporting learning in centres?</p> <ul style="list-style-type: none"> a) How does this Department ensure that centres are held accountable for the performance their roles and responsibilities? b) How does this Department assist centres in building their capacity and enhancing their performance? c) What changes, if any, would you make to the roles and responsibilities of this Department or to in the way in which these functions are performed?

⁵⁹ The nine departments are: Office of the Supervisor of Schools, Educational Services, Continuing Education, Post-Secondary Education, Finance, Human Resources, Office of the Secretary General, Information Technologies and Material Resources.

⁶⁰ The sub departments are Cree Programs, Professional Development, Student Services, Instructional Services and Special Education.

Objects	Questions
K6-K9: Administrative Services	<p>28. Administrative Services comprises four separate departments:</p> <ul style="list-style-type: none"> (i) Finance; (ii) Human Resources; (iii) Material Resources; and (iv) Information Technologies. <ul style="list-style-type: none"> a) How effective are each of these Departments in the performance of their duties? b) How does each department assist schools and centres in building their capacity and enhancing their performance? c) What changes, if any, would you make to the roles and responsibilities of any of these departments or to in the way in which these functions are performed?
Overall	
Follow-Up	<p>29. What steps do you envisage taking in order to communicate the results of the Educational Review to Stakeholders and engage their participation in the discussion of its findings and recommendations?</p> <p>30. Stakeholder have been assured that the Educational Review will lead to an action plan that will include:</p> <ul style="list-style-type: none"> (i) Goals and objectives to improve both the capacity and performance of the Board to deliver educational services; (ii) the means selected to meet these goals and objectives; (iii) the resources required for this purpose; the planning of these improvement efforts, including a timeline for all aspects of the plan; and (iv) the means for monitoring and evaluating the results. <p>Without regard to the content of the recommendations of this Review or the specific expectations of stakeholders.⁶¹</p> <ul style="list-style-type: none"> a) What steps do you envisage taking in order to prepare and implement such an action plan? b) What steps do you intend to take in order to convince stakeholders that meaningful action is being taken to improve the performance of the Board to the benefit of youth, adult and post-secondary students?

⁶¹ Stakeholders were asked to state their expectations for change in response to the following question:
This Educational Review is meant to lead to **action** to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Secretary General

Objects	Questions
Overview	1. Can you provide a brief overview of the responsibilities of your Office, as well as a brief description of the respective roles of the Secretary General and other staff who report to you? a) What changes, if any, would you make to these roles or responsibilities or to the way in which your Office is structured or resourced?
Mission & Context	
L1-L2: Mission	2. The mission of the Cree School board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think that this 'dual purpose' mission is an appropriate way to frame the education of youth and adult students in the Cree School board? b) Do you think that these values and purpose for youth and adult learners are shared by all members of the school board community?
M1: Administrative & Legal Framework	3. What are the principal aspects of the administrative and legal framework which affect the administration of the CSB?
M2: Stakeholders	4. Who are the principal 'external' stakeholders of the CSB ('insiders' being students, parents, commissioners and staff) and what are the characteristics of the relationship between them and the CSB?
M4: Other Contextual Features	5. The history of an organization is an important part of its context. What light can you shed on the history of the Board and how it has been influenced by its origins?
School Support for Learning	
D3-D4: Allocation & Management of Resources	6. Can you provide any insights on the allocation and management of resources at the school/centre level? a) To what extent does the current division of responsibilities between the school principal and the CEA provide for the effective and efficient allocation and management of resources? b) How effective and efficient is the allocation and management of resources in continuing education centres? c) What changes, if any, would you suggest to improve the current situation?
School Board Support for Learning	
K2: School Board Strategic Direction	7. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement? 8. Do you think that School board policies provide a sound and dynamic framework to guide the conduct of its operations in accordance with the values and purpose its mission? Is there room for improvement?

Objects	Questions
K3: School Board Structures & Systems	<p>9. How effective is the Council of Commissioners in its role as the overall governing body of the School Board? What, if anything, would you change in terms of its role, mode of operation, etc.?</p> <p>10. How effective is the Executive Committee as the executive arm of the Council? What, if anything, would you change in terms of its role, mode of operation, etc.?</p> <p>11. How effective is the Management Group as the body responsible for general planning and coordination of the activities of the School Board?</p> <p>12. Are there clear and appropriate lines between the roles and responsibilities of the Council of Commissioners, Executive Committee and Management Group?</p> <p>a) Are there clear and appropriate lines between the roles and responsibilities of these three groups?</p> <p>b) How helpful was the workshop, "Working <i>On</i> and <i>With</i> Boards" in this regard and what follow-up has taken place since the workshop?</p> <p>c) What changes, if any, are needed with respect to the roles and responsibilities for governing and managing the Board?</p>
K3: Office of the Secretary General	<p>13. Among its other functions, the Office of the Secretary General provides the 'corporate memory' of the Board, including Board resolutions, policies and documentation.</p> <p>a) What are the major pedagogical and administrative policies that we should examine in order to understand the overall operation of the Board?</p> <p>b) What are the major evaluative reports that have been submitted to the Board in the past that we should examine in order to understand these initiatives?</p> <p>c) Are there any major discrepancies between Board policy and practice in either schools/centres or the Board itself?</p>
K4-K9 School Board Support for Learning	<p>14. How effective do you think the following units of the Board are in providing leadership, direction and support to its schools, centres and post-secondary offices? If need be, how could they be improved?</p> <p>a) Educational Services;</p> <p>b) Continuing Education;</p> <p>c) Post-Secondary Education Offices;</p> <p>d) Administrative Services?</p>
Overall	
Follow-Up	<p>15. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p>
<p>Documents to be collected at or as a follow-up to the interview:</p> <ul style="list-style-type: none"> ▪ Documents on origins and history of the Board; ▪ Major board policies; ▪ Past evaluative reports; ▪ Documentation regarding discrepancies between policy and practice; and ▪ Other documents identified by the Secretary General that shed light on Board performance or capacity. 	

Other Sources of Data

Grand Chief, Grand Council of the Crees

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose? b) Do you think that these values and purpose are shared by all members of the Cree School Board community?
M1 to M4: Contextual Features	2. Every organization is influenced by its environment. a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students? b) Is there anything in your context that gets in the way of these opportunities? What could be done about this? 3. The Cree Regional Authority is an important entity in your context. a) What is the vision of the CRA for the role of education in regional development? b) How is the School Board affected by the policies or strategic direction of the CRA? c) What, if anything, needs to be done to improve the linkages between the School Board and the CRA?
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	4. Are you satisfied with the results being achieved by students of the School Board? If not, how could they be improved for: a) youth students; b) adult students; c) post-secondary students?
K2: School Board Strategic Direction	5. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement?

Director General, Cree Regional Authority

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	<p>1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose?</p> <p>b) Do you think that these values and purpose are shared by all members of the Cree School Board community?</p>
M1 to M4: Contextual Features	<p>2. Every organization is influenced by its environment.</p> <p>a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students?</p> <p>b) Is there anything in your context that gets in the way of these opportunities? What could be done about this?</p> <p>3. The Cree Regional Authority is an important entity in your context.</p> <p>a) What is the vision of the CRA for the role of education in regional development?</p> <p>b) How should the School Board be affected by the policies or strategic direction of the CRA?</p> <p>c) What, if anything, needs to be done to improve the linkages between the School Board and the CRA?</p>
Student Results A1-A3 Youth F1-F3 Adults I1-I2 Post-Sec	<p>4. Are you satisfied with the results being achieved by students of the School Board? If not, how could they be improved for:</p> <p>a) youth students;</p> <p>b) adult students;</p> <p>c) post-secondary students?</p>
K2: School Board Strategic Direction	<p>5. How successful do you think the School Board is at providing vision, leadership and direction to schools, centres and post-secondary education offices? Is there room for improvement?</p>

Director of the Youth Department, Cree Regional Authority

Objects	Questions
L1: Guiding Values of Mission L2: Clarity of Purpose of Mission	<p>1. The mission of the Cree School Board is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society.</p> <p>a) Do you think the education of youth and adult students in the Board should be guided by these values and purpose?</p> <p>b) Do you think that these values and purpose are shared by all members of the Cree School Board community?</p>
M1 to M4: Contextual Features	<p>2. Every organization is influenced by its environment.</p> <p>a) What are the opportunities that your regional context provides that help - or could help - the School Board to provide quality education to its students?</p> <p>b) Is there anything in your context that gets in the way of these</p>

Objects	Questions
	<p>opportunities? What could be done about this?</p> <p>3. The Cree Regional Authority is an important entity in your context.</p> <p>a) What is the vision of the CRA for the role of education in regional development?</p> <p>b) How is the School Board affected by the policies or strategic direction of the CRA?</p> <p>4. The Youth Department and schools share a common interest in young people.</p> <p>a) What is the purpose and activities of the Youth Department and the Cree Nation Youth Council?</p> <p>b) What linkages do you presently have with the Cree School Board or its schools?</p> <p>c) What, if anything, needs to be done to improve these linkages?</p>

President, NQTA.

Objects	Questions
L1-L2: Mission	1. The mission of the Cree School Board [CSB] is based on the values of Cree culture and tradition whose purpose is to prepare students for full participation in both that culture and in the wider society. Is this an appropriate way to frame the education of youth and adult students in the CSB?
M1: Administrative & Legal Framework	2. How do you respond to stakeholders of the CSB who feel that the collective agreement creates an unreasonable constraint on their schools?
B1: Curriculum	<p>3. However appropriate, in your opinion, is the curriculum that is prescribed for each level of instruction?</p> <p>a) To what extent, at various levels and streams of instruction, is it necessary to adapt - reduce the expectations of - the course of studies mandated by the QEP in order to accommodate students?</p> <p>b) What impact do these modifications, if any, have on the acquisition of expected competencies at the end of secondary V?</p> <p>c) To what extent would the provision of vocational education be appropriate for students in schools of the CSB?</p>
B2: Teaching	<p>4. How would you describe the quality of teaching in schools of the CSB?</p> <p>a) How would you address the issue of teacher absenteeism and the high use of unqualified substitutes in some schools?</p> <p>b) What needs to be done to improve teaching in the CSB?</p>
B3: Instructional Resources	5. Do you have any comments on the quality of instructional resources (textbooks, teaching materials and other instructional facilities) in schools of the CSB?
D1: School Climate & Organization	6. Do you have any comments on any issues relating to school climate or school organization?
D3: Allocation & Management of Human Resources	7. Can you provide any insights on the teacher-management relations at the school level?
K4: Educational Services	8. Do you have any comments on the support provided to teachers by the Educational Services Department?

Objects	Questions
K6: Human Resources	9. Can you provide any insights on the teacher-management relations at the school board level, specifically with respect to: <ul style="list-style-type: none"> a) collective bargaining; b) settlement of grievances; c) consultation; d) other matters?
Follow-Up	10. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Legal Counsel, CSB

Objects	Questions
M1: Administrative & Legal Framework	1. What insights can you provide on the legal framework that governs the Cree School Board {CSB}, namely: <ul style="list-style-type: none"> a) JBNQA (s. 16); b) <i>Education Act</i> (why I-14); c) Applicable regulations; d) CSB-MELS 'Education Accord' (?) e) other agreements, ministerial letters, ...?
	2. What insights can you provide on the emerging direction of regional governance, namely: <ul style="list-style-type: none"> a) JBNQA (general); b) 'Paix des Braves' c) New federal-CRA agreement d) <i>Cree Education Act</i>, e) Other?
K1-K3: School Board Strategic Direction; Structures & Systems	3. Do you have any comments on the administration of the Board and its schools/centres, and their relations with regional and local organizations (e.g. CRA, band councils), as you have observed over the years?
K6: Human Resources	4. What can you tell me about the management of human resources in the CSB, namely: <ul style="list-style-type: none"> a) Collective bargaining within the framework of the CPNCSC; b) Union-management relations; c) Ongoing management of employee relations; d) Other related issues?
Follow-Up	5. This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

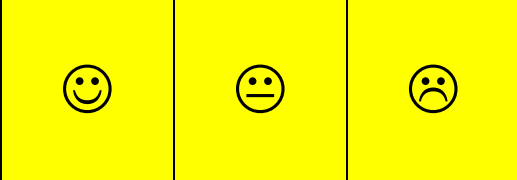
Focus Group Protocols

All focus group protocols followed the format shown below. In each case, the guiding questions and probes were organized by means of the ‘objects’ of the evaluation, the various performance themes presented in section of 1.3.1 of this report. The actual questions and probes developed for each type of group (e.g. elders) are provided in the following pages.

Source of Data		Number		Unit		Code	
Group	[Levels of instruction]				Date		
Leader					Recorder		
<p>Preamble Explain that:</p> <ul style="list-style-type: none"> ▪ purpose - the School Board has asked us to find out how well things are going in the school, and importance we attach to talking to students; ▪ we are recording this session but only the members of our team will ever listen to the tape so we will be sure that we have an accurate record of what was said; ▪ everything said here is strictly between us; no one will ever see a participant’s name on any document that comes out of this process (ensure that everybody is comfortable with this); ▪ leader will do his or her best to see that everyone has a chance to contribute so, because our time is limited, some participants may be asked to limit their comments; ▪ this session is not a ‘feel good’ exercise; we want to know what participants really think; all constructive feedback is welcome. ▪ Ask if there are any questions that anyone would like answered before proceeding, then go quickly around the table for introductions (first name, grade and language of instruction). 							
Objects	Guiding Questions	Probes					
	❖	▪					
	❖	▪					
	❖	▪					
	❖	▪					
	❖	▪					
<p>Wrap-Up</p> <ul style="list-style-type: none"> ▪ Is there anything anyone would like to add? (Anything that should stop? Anything that should start?) ▪ Thank everyone for taking the time to meet with us, important to us that student voices are heard. ▪ Inform them that our report will ready by the end of March and they will receive a copy of the summary version from their school principal and the complete version will be available to anyone who wants to read it. 							

Students

Students (K-3);

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ Some places give you a 'good feeling' and make you 'feel safe,' with others the feeling is 'not so good.' What about this school?	<ul style="list-style-type: none"> ▪ What makes it good ... not so good? ▪ Same for everyone? ▪ What would make it better?
A1: Student Engagement	❖ It is easier to do well if you are doing something you like. So, if I asked you to draw a face beside a picture of this school, what would you draw: a happy face? a sad face or something in between? Can you tell me why?	
	❖ What do you like most about school? What do you like the least?	<ul style="list-style-type: none"> ▪ Follow student leads
B2: Teaching	❖ I want you to tell me if you agree with what I am going to say: <ul style="list-style-type: none"> ❖ I like the way the teacher explains things. ❖ I like the way the teacher treats students. ❖ I like the way we work together in class. 	<ul style="list-style-type: none"> ▪ For each statement, probe for differences across classes, for different students
A2: Curricular Learning	❖ What are you learning at school about Cree culture and traditions?	<ul style="list-style-type: none"> ▪ How does the school help? ▪ What else could it do?

Students (4-6);

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ Some places give you a 'good feeling' and make you 'feel safe,' with others the feeling is 'not so good.' What about this school?	<ul style="list-style-type: none"> ▪ What makes it good ... not so good? ▪ Same for everyone? ▪ What would make it better?
A1: Student Engagement	❖ It is easier to do well if you are doing something you like. So, what about going to this school? Do you like it here?	<ul style="list-style-type: none"> ▪ Why ... why not? ▪ What would make a difference?
B2: Teaching	❖ I want you to tell me if the following statements match your experience in class: <ul style="list-style-type: none"> ❖ If I don't understand something, the teacher explains it to me. ❖ All students are treated with respect. ❖ We go over homework in class. ❖ Marking on tests and projects is fair. 	<ul style="list-style-type: none"> ▪ For each statement, probe for differences across classes, for different students
C2: Guidance & Other Student Services	❖ Is extra help - tutoring - available in school; if so, do you ever make use of this service or other services such as library?	<ul style="list-style-type: none"> ▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other services.
A2: Curricular Learning	❖ What are you learning at school about Cree culture and traditions? How fluent are you in speaking, reading and writing Cree?	<ul style="list-style-type: none"> ▪ How does the school help? ▪ What else could it do?

Objects	Guiding Questions	Probes
C3: Extra-Curricular Activities	❖ Anyone take part in any school activities outside of class?	<ul style="list-style-type: none"> ▪ What do you like? / Why not? ▪ What would you change?

Students (Secondary);

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ Some places give you a 'good feeling' and make you 'feel safe,' with others the feeling is 'not so good.' What about this school?	<ul style="list-style-type: none"> ▪ What makes it good ... not so good? ▪ Same for everyone? ▪ What would make it better?
A1: Student Engagement	❖ It is easier to do well if you are doing something you like. So, what about going to this school? Do you like it here?	<ul style="list-style-type: none"> ▪ Why ... why not? ▪ What would make a difference?
B2: Teaching	❖ I want you to tell me if the following statements match your experience in class: ❖ If I don't understand something, the teacher explains it to me. ❖ All students are treated with respect. ❖ We go over homework in class. ❖ Marking on tests and projects is fair.	<ul style="list-style-type: none"> ▪ For each statement, probe for differences across classes, for different students
C2: Guidance & Other Student Services	❖ Is extra help - tutoring - available in school; if so, do you ever make use of this service or other services such as guidance?	<ul style="list-style-type: none"> ▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other services.
A2: Curricular Learning	❖ What are you learning at school about Cree culture and traditions? How fluent are you in speaking, reading and writing Cree?	<ul style="list-style-type: none"> ▪ How does the school help? ▪ What else could it do?
C3: Extra-Curricular Activities	❖ Who takes part in extra-curricular activities?	<ul style="list-style-type: none"> ▪ What do you like? / Why not? ▪ What would you change?

Former Students;

Objects	Guiding Questions	Probes
D1: School Climate & School Organization	❖ How does thinking back on your experience in school make you feel: happy, sad, angry, ...?	<ul style="list-style-type: none"> ▪ Why was your experience like that? ▪ Same for everyone? ▪ What would have made it better?
A1: Student Engagement	❖ For those of you who graduated from school, what was it that helped you to get through? ❖ For those of you who did not, how was your experience different?	<ul style="list-style-type: none"> ▪ What about former students you know? ▪ What would make a difference?
B2: Teaching	❖ What stands out most about what went on in class?	<ul style="list-style-type: none"> ▪ Probe for differences across classes, for different students
C2: Guidance & Other Student Services	❖ Was extra help - tutoring - available in school; if so, did you ever make use of this service or other services such as guidance?	<ul style="list-style-type: none"> ▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other

Objects	Guiding Questions	Probes
		services.
A2: Curricular Learning	❖ What did you learn at school about Cree culture and traditions? How fluent are you in speaking, reading and writing Cree?	<ul style="list-style-type: none"> ▪ How did the school help? ▪ What else could it have done?
C3: Extra-Curricular Activities	❖ Did you take part in any school activities outside of class?	<ul style="list-style-type: none"> ▪ What did you like? / Why not? ▪ What would you change?
All	❖ If you had a chance to make changes for other students what is the most important change you would make?	<ul style="list-style-type: none"> ▪ Things that should stop? Things that should start?

Students (RVTC);

F1: Student Engagement	❖ It is easier to do well if you are where you want to be doing what you like to do. So, what about going to the SRVTC? Do you like it here?	<ul style="list-style-type: none"> ▪ Why ... why not? ▪ What would make a difference?
G2: Teaching	❖ Is your classroom experience different from what you remember from high school?	<ul style="list-style-type: none"> ▪ For each statement, probe for differences; how individual; learning styles are accommodated
G3: Instructional Resources	❖ Do you have the textbooks or other materials that you need for your course/program?	<ul style="list-style-type: none"> ▪ Are any materials inappropriate? Why? ▪ What other materials would be helpful?
G4: Guidance & Other Student Services	❖ Is extra help - tutoring - available at the Centre; if so, do you ever make use of this service or other services such as career counselling?	<ul style="list-style-type: none"> ▪ Probe to see if services helpful - why, why not. ▪ Probe for feedback on other services.
F2: Curricular Learning	❖ Does Cree culture and tradition play any part in what you are learning?	<ul style="list-style-type: none"> ▪ Is this a deficiency/added attraction to your program? ▪ What else could be done?
F3: Employment	❖ What are your expectations for employment after you have finished your program?	<ul style="list-style-type: none"> ▪ What is helping/hindering employment opportunities?

Post Secondary Students;

Objects	Guiding Questions	Probes
L1: Guiding Values of Mission	❖ Do you think that the 'dual purpose' mission of the Cree School Board is an appropriate way to frame the education of its students?	<ul style="list-style-type: none"> ▪ dual mission - Cree culture <u>and</u> preparation for wider society ▪ either/or choice?
B-C: Instruction / Student Services	❖ Where did you attend secondary school and did it adequately prepare you to pursue post-secondary education?	<ul style="list-style-type: none"> ▪ language of instruction, curriculum ▪ guidance, other support ▪ differences across schools, years
J1: Financial Assistance	❖ Does the financial assistance provided by the Post Secondary Education Office meet	<ul style="list-style-type: none"> ▪ adequacy, equity of funding ▪ process for applying, receiving funds

Objects	Guiding Questions	Probes
	your needs?	
J2: Counselling & Other Student Services	<ul style="list-style-type: none"> ❖ What other services do you receive from the Post Secondary Education Office and do they meet your needs? ❖ Does the institution you attend provide any student services? 	<ul style="list-style-type: none"> ▪ counselling, tutoring, ... ▪ services that should be provided ▪ helpfulness of institutional services
J4: Post-Sec Policies, Leadership & Management	<ul style="list-style-type: none"> ❖ Does the Post Secondary Education Office provide a supportive 'contact point' for students? 	<ul style="list-style-type: none"> ▪ ease of communication; location of office ▪ climate, facilities, staff

Teachers

Teachers (K-3);

Objects	Guiding Questions	Probes
B1: Curriculum	<ul style="list-style-type: none"> ❖ Is CLIP the right program for students at this level? 	<ul style="list-style-type: none"> ▪ program provided, adaptation ▪ learning second language ▪ transition to grade 4
B3: Instructional Resources	<ul style="list-style-type: none"> ❖ Are instructional resources - textbooks, materials, etc.,- adequate for the curriculum and student needs? 	<ul style="list-style-type: none"> ▪ Distinguish teacher and student needs ▪ In-class & outside-class resources
C1-C3: Student Services	<ul style="list-style-type: none"> ❖ Are students provided extra help - special education, guidance, tutoring, extra-curricular activities? 	<ul style="list-style-type: none"> ▪ Quality of services, language ▪ Timeliness of delivery ▪ Student participation
D1:-D4 School Support for Learning	<ul style="list-style-type: none"> ❖ How would you rate your school's support for CLIP? 	<ul style="list-style-type: none"> ▪ School leadership ▪ School organization
E1: Parental & Community Involvement	<ul style="list-style-type: none"> ❖ How supportive of CLIP are the parents of your students? 	<ul style="list-style-type: none"> ▪ Issues: attendance, teacher-parent contact, homework, home attitude
K4: Educational Services	<ul style="list-style-type: none"> ❖ What support have you had from consultants from the Cree Programs branch of the Educational Services Department? 	<ul style="list-style-type: none"> ▪ Frequency of contact, nature of assistance, relevance & quality

Teachers (Elementary, 4-6, Secondary)

Objects	Guiding Questions	Probes
B1: Curriculum	<ul style="list-style-type: none"> ❖ Does the curriculum that is taught satisfy the dual purpose of the Board mission and is it appropriate for students at this level? 	<ul style="list-style-type: none"> ▪ Mission: Cree C&L, and wider society ▪ Language of instruction ▪ variance from QEP (adaptation versus watering down)
B3: Instructional	<ul style="list-style-type: none"> ❖ Are instructional resources - 	<ul style="list-style-type: none"> ▪ Distinguish teacher and student needs

Objects	Guiding Questions	Probes
Resources	classrooms, textbooks, etc.,- adequate for the curriculum and student needs?	<ul style="list-style-type: none"> ▪ In-class & outside-class resources
C1-C3: Student Services	❖ Are students provided appropriate complementary services - special education, guidance, tutoring, extra-curricular activities?	<ul style="list-style-type: none"> ▪ Availability & quality of services ▪ Timeliness of delivery ▪ Student participation
D1:-D4 School Support for Learning	❖ How would you rate your school's support for teaching and learning?	<ul style="list-style-type: none"> ▪ School climate, leadership ▪ School organization, facilities
E1: Parental & Community Involvement	❖ What does the school do to foster parental involvement in the education of their children and how successful is it?	<ul style="list-style-type: none"> ▪ Issues: attendance, teacher-parent contact, homework, home attitude ▪ Actions: (LEP), follow-up, linkages to outside agencies
K4: Educational Services	❖ What contact have you had with consultants or others from the Educational Services Department and how helpful were they to you and, indirectly, your students?	<ul style="list-style-type: none"> ▪ Differences across sub-units (Cree, PD, student services, instructional services & special education) ▪ Frequency of contact, nature of assistance, relevance & quality

Enseignants (Primaire, 4-6, Secondaire) ;

Sujets	Questions guides	Questions exploratoires
B1 : Programme d'études	❖ Est-ce que le programme d'études enseigné satisfait les deux objectifs de la mission de la Commission et convient aux élèves de ces classes?	<ul style="list-style-type: none"> ▪ Mission : culture et langue crie, et société dans son ensemble ▪ Langue d'enseignement ▪ Écarts du programme de formation de l'école québécoise (adaptation ou nivellement par le bas)
B3 : Ressources pédagogiques	❖ Est-ce que les ressources pédagogiques – classes, manuels, etc.,- correspondent au programme d'études et aux besoins des élèves?	<ul style="list-style-type: none"> ▪ Différenciez les besoins des enseignants et ceux des élèves ▪ Ressources en classe et à l'extérieur de la classe
C1-C3 : Services aux étudiants	❖ Est-ce que les élèves reçoivent les services complémentaires appropriés – adaptation scolaire, orientation, tutorat, activités parascolaires?	<ul style="list-style-type: none"> ▪ Disponibilité et qualité des services ▪ Services offerts au moment opportun ▪ Participation des élèves
D1:-D4 Soutien de l'école pour l'apprentissage	❖ Comment évaluez-vous le soutien de votre école en matière d'enseignement et d'apprentissage?	<ul style="list-style-type: none"> ▪ Atmosphère à l'école, leadership ▪ Organisation scolaire, équipements
E1 : Participation des parents et de la communauté	❖ Que fait l'école pour encourager la participation des parents à l'éducation de leurs enfants? Quels sont les résultats?	<ul style="list-style-type: none"> ▪ Problèmes : fréquentation, communications enseignant-parent, devoirs, attitude à la maison ▪ Mesures : plan local de formation, suivi, liens avec les organismes extérieurs
K4 : Services éducatifs	❖ Quelles communications avez-vous eues avec des conseillers ou autre membre du personnel des Services éducatifs? Jusqu'à quel point vous	<ul style="list-style-type: none"> ▪ Différences entre les sous-unités (cri, perfectionnement du personnel, services complémentaires, services de l'enseignement et adaptation

Sujets	Questions guides	Questions exploratoires
	ont-ils été utiles, et, indirectement, à vos élèves?	scolaire) <ul style="list-style-type: none"> Fréquence des communications, nature de l'aide, pertinence et qualité

Community

School Committee, Parents & Community Members

Objects	Guiding Questions	Probes
L1-L2: Values & Purpose of Mission	❖ The purpose of the Board mission is to prepare students for full participation in <u>both</u> Cree culture <u>and</u> in the wider society. Do you support this dual purpose?	<ul style="list-style-type: none"> Values: Cree culture and tradition Do all members of your school community support this purpose?
M1-M4: Contextual Features	❖ What are the opportunities that your local context provides that help - or could help - the school to provide quality education to its students?	<ul style="list-style-type: none"> Anything in your context that gets in the way of these opportunities? What could be done about this?
A1-A3 Student Results	❖ Are you satisfied with the results being achieved by students in your school? If not, how could they be improved?	<ul style="list-style-type: none"> How does what they learn match your expectations? What about Cree culture and language?
D1-D4: School Support for Learning	❖ How good a job does the school do in providing support for learning? What, if anything, should change to improve things?	<ul style="list-style-type: none"> Support: school climate, leadership, school org, resources?
E1 Parental & Community Involvement	<ul style="list-style-type: none"> ❖ How involved are parents in this community with their children's education? ❖ What role does the school committee play in supporting the school? 	<ul style="list-style-type: none"> What are the obstacles to greater parental involvement? What, if anything, should be changed in this role?
Follow-Up	❖ This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?	<ul style="list-style-type: none"> Take lead from participant comments.

Elders.

Objects	Guiding Questions	Probes
A1 Student Engagement	❖ To be successful students need to take an active part in learning and school life. Does this describe the students in your school?	<ul style="list-style-type: none"> Why ... why not? What would help?
A2 Curricular Learning	❖ There is so much we can teach children and only so many hours in the day. What is most important to you that your children learn in school?	<ul style="list-style-type: none"> How does what they learn match your expectations? What about Cree culture and language? Why is this happening?
D1 School Climate	❖ How good a job does the school do in helping	<ul style="list-style-type: none"> What should change to improve things (things to stop, things to

Objects	Guiding Questions	Probes
& Organization	teachers to teach and students to learn?	start)?
E1 Parental & Community Involvement	❖ It is a well-know fact that students do better in school when their parents help them and support their teachers and the school. How involved are parents in this community with their children's education?	<ul style="list-style-type: none"> ▪ What are the obstacles to greater parental involvement ▪ What would help to over them.
Follow-Up	❖ This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?	<ul style="list-style-type: none"> ▪ Take lead from participant comments.

Questionnaires

Schools

Teachers

Questionnaire					
Source of Data	Teachers	Unit		Code	XXX-QS-TE
<p>The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your school is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</p>					
<p>Please place an "x" beside each level of instruction and language in which you teach.</p>					
	Kindergarten - grade 3		Sec 1-5		English
	Grades 4-6		Cree		French
<p>Below you will find a series of statements describing students. Decide on the extent to which the statement applies to the students you teach by placing a number in the box, using this scale: 1= virtually none of my students exhibit this characteristic to 6=virtually all of my students exhibit this characteristic. If you do not feel you can answer any particular question, please just write N for 'no opinion.'</p>					
1. My students are motivated to succeed.					
2. My students come to class ready to learn.					
3. My students actively participate in class discussions.					
4. My students complete work assigned to them.					
5. My students are able to work independently.					
6. My students take proper care of their textbooks and materials.					
7. My students demonstrate respect for other students.					
8. My students demonstrate respect for teachers and others.					
9. My students are tolerant of differences in others.					
10. My students find peaceful ways to deal with conflicts.					
<p>Below you will find a series of statements (e.g. <i>My school has a friendly atmosphere.</i>) We would like you to tell us how much each one reflects your experience at this school, using this scale: 1= Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree.; N for 'no opinion.'</p>					
11. Most teachers in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.					
12. There is a strong sense of collegiality among teachers of the school.					
13. There is a constructive working relationship between teachers and the school administration.					
14. This school challenges students to do their best.					

15.	School rules for students are fairly and consistently enforced.	
16.	The school administration provides vision and leadership to staff and students.	
17.	I have access to adequate textbooks and other instructional resources for teaching.	
18.	Professional development offered by the school or the school board meets my needs.	
19.	The parents of students in this school participate in the learning of their children.	
20.	Parents and other community members participate in the life of the school.	
Please read each of the following questions and provide your answer in the space provided.		
21.	What are the three major strengths of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?	
22.	What are the three major weaknesses of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?	
23.	Do you have any other comments or suggestions that will help improve your school?	
24.	This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?	

Thank you for your cooperation!

Enseignants

Questionnaire *					
Source des données	Personnel enseignant	Unité		Code	XXX-QS-TE
Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre école. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.					
Mettez un « x » à côté de chaque langue et chaque ordre d'enseignement dans lesquels vous enseignez.					
	Maternelle – 3 ^e année		Secondaire I-V		Anglais
	4 ^e à 6 ^e années		Crie		Français
Vous trouverez ci-dessous une série d'énoncés décrivant les élèves. Déterminez jusqu'à quel point chaque énoncé s'applique à vos élèves et écrivez un chiffre dans la case, utilisant l'échelle qui suit :					
1= presque aucun de mes élèves manifeste ce comportement à 6= presque tous mes élèves manifestent ce comportement					
Si vous ne pouvez répondre à une question en particulier, écrivez N pour « Ne sais pas/Pas d'opinion ».					
1. Mes élèves sont motivés à réussir.					
2. Mes élèves arrivent en classe prêts à apprendre.					
3. Mes élèves participent activement aux discussions en classe.					
4. Mes élèves complètent leurs travaux.					
5. Mes élèves sont capables de travailler de façon autonome.					
6. Mes élèves prennent soin du matériel et des manuels qui leur sont confiés.					
7. Mes élèves font preuve de respect envers les autres élèves.					
8. Mes élèves font preuve de respect envers les enseignants et les autres personnes.					
9. Mes élèves sont tolérants vis-à-vis les autres.					
10. Mes élèves trouvent des moyens pacifiques pour régler les conflits.					
Vous trouverez ci-dessous une série d'énoncés (p. ex. <i>Une atmosphère accueillante règne dans mon école.</i>). Dites-nous jusqu'à quel point chaque énoncé reflète votre expérience dans cette école, utilisant l'échelle qui suit :					
1= Pas du tout d'accord 2= Pas d'accord 3= D'accord 4= Entièrement d'accord N = Ne sais pas/Pas d'opinion					
11. La plupart des enseignants dans cette école ont des valeurs, des opinions et des attitudes similaires en termes d'enseignement et d'apprentissage.					
12. Un fort sentiment de collégialité existe entre les enseignants de l'école.					
13. Une relation de travail constructive existe entre les enseignants et la direction d'école.					
14. Cette école incite les élèves à donner le meilleur d'eux-mêmes.					
15. L'application des règles de l'école concernant les élèves se fait de façon équitable et uniforme.					
16. La direction d'école fait preuve de vision et de leadership envers le personnel et les élèves.					
17. J'ai accès à des manuels adéquats et d'autres ressources pédagogiques en matière d'enseignement.					
18. Le perfectionnement que l'école ou la Commission offre répond à mes besoins.					

	19. Les parents des élèves de cette école participent au processus d'apprentissage de leurs enfants.	
	20. Les parents et les autres membres de la communauté participent à la vie scolaire.	
Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.		
21.	Quels sont les trois principaux points forts de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?	
22.	Quels sont les trois principaux points faibles de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?	
23	Avez-vous d'autres suggestions ou commentaires destinés à améliorer la situation à votre école?	
24	La présente étude sur l'éducation doit mener à des mesures pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?	

Merci de votre collaboration!

* Afin de faciliter la lecture du présent texte, nous avons employé le masculin comme genre neutre pour désigner aussi bien les femmes que les hommes.

Other Staff

Questionnaire					
Source of Data	School Staff	Unit		Code	XXX-QS-SS
<p>The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your school is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</p>					
<p>Please place an "x" beside the category corresponding to your position (choose one only).</p>					
<input type="checkbox"/>	Guidance Counsellor	<input type="checkbox"/>	Psycho-Educator	<input type="checkbox"/>	Educator
<input type="checkbox"/>	Student Affairs Technician	<input type="checkbox"/>	Documentation Technician	<input type="checkbox"/>	Administrative Technician
<input type="checkbox"/>	Student Supervisor	<input type="checkbox"/>	Executive Secretary	<input type="checkbox"/>	School Secretary
<input type="checkbox"/>	Maintenance/Careworker	<input type="checkbox"/>	Other (specify)		
<p>Below you will find a series of statements (e.g. <i>My school has a friendly atmosphere.</i>) We would like you to tell us how much each one reflects your experience at this school - there are no right or wrong answers! Place a number in the box, using this scale: 1= Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree. If you do not feel you can answer any particular question, please just write N for 'no opinion.'</p>					
1.	Most staff members in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.				
2.	There is a strong sense of collegiality among staff members of the school.				
3.	There is a constructive working relationship between staff members and the school administration.				
4.	This school challenges students to do their best.				
5.	School rules for students are fairly and consistently enforced.				
6.	The school administration provides vision and leadership to staff and students.				
7.	I have access to adequate resources for my job in the school.				
8.	Professional development offered by the school or the school board meets my needs.				
9.	The parents of students in this school participate in the learning of their children.				
10.	Parents and other community members participate in the life of the school.				

Please read each of the following questions and provide your answer in the space provided.	
11.	What are the three major strengths of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?
12.	What are the three major weaknesses of the school in relation to its primary mission - providing students with a quality education that will enable them to succeed in further schooling and beyond?
13.	Do you have any other comments or suggestions that will help improve your school?
14.	This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Autre personnel

Questionnaire					
Source des données	Personnel de l'école	Unité		Code	XXX-QS-SS
Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre école. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.					
Mettez un « x » à côté de chaque catégorie qui correspond à votre poste (choisir une seule catégorie).					
	Conseiller d'orientation		Psycho-éducateur		Éducateur
	Technicien en organisation scolaire		Technicien en documentation		Technicien en administration
	Surveillant d'élèves		Secrétaire de direction		Secrétaire d'école
	Concierge		Autre (préciser) :		
<p>Vous trouverez ci-dessous une série d'énoncés (p. ex. <i>Une atmosphère accueillante règne dans mon école.</i>). Dites-nous jusqu'à quel point chaque énoncé reflète votre expérience dans cette école – il n'y a pas de bonne ou de mauvaise réponse!</p> <p>Inscrivez un chiffre dans la case, utilisant l'échelle qui suit :</p> <p>1= Pas du tout d'accord 2= Pas d'accord 3= D'accord 4= Entièrement d'accord</p> <p>Si vous ne pouvez répondre à une question, inscrivez N pour « Ne sais pas/Pas d'opinion »</p>					
1.	La plupart des membres du personnel dans cette école ont des valeurs, des opinions et des attitudes similaires en termes d'enseignement et d'apprentissage.				
2.	Un fort sentiment de collégialité existe entre les membres du personnel de l'école.				
3.	Une relation de travail constructive existe entre les membres du personnel et la direction d'école.				
4.	Cette école incite les élèves à donner le meilleur d'eux-mêmes.				
5.	L'application des règles de l'école concernant les élèves se fait de façon équitable et uniforme.				
6.	La direction d'école fait preuve de vision et de leadership envers le personnel et les élèves.				
7.	J'ai accès à des ressources adéquates pour effectuer mon travail à l'école.				
8.	Le perfectionnement que l'école ou la Commission offre répond à mes besoins.				
9.	Les parents des élèves de cette école participent au processus d'apprentissage de leurs enfants.				
10.	Les parents et les autres membres de la communauté participent à la vie scolaire.				

Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.	
11.	Quels sont les trois principaux points forts de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?
12.	Quels sont les trois principaux points faibles de l'école par rapport à sa mission première, soit d'offrir aux élèves une éducation de qualité qui leur permettra de réussir dans la poursuite de leurs études et à l'avenir?
13.	Avez-vous d'autres suggestions ou commentaires destinés à améliorer la situation à votre école?
14.	La présente étude sur l'éducation doit mener à des mesures pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?

Merci de votre collaboration!

Centres

Students

Questionnaire					
Source of Data	Cont Ed Students	Unit		Code	XXX-QS-AS
<p>The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your centre is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</p>					
1.	<p>What are the three main ways the centre helps you to achieve your goals as an adult learner?</p>				
2.	<p>What are the three main barriers that get in your way, make it more difficult to achieve your goals?</p>				
3.	<p>Do you have any other comments or suggestions that will help improve your centre?</p>				

Thank you for your cooperation!

Staff

Questionnaire			
Source of Data	Cont Ed Centre Staff	Unit	
Code	XXX-QS-CS		
The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your centre is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.			
Please place an "x" beside the category corresponding to your position.			
	teacher		Other (specify):
Below you will find a series of statements (e.g. <i>My centre is well equipped.</i>) We would like you to tell us how much each one reflects your experience at this centre - there are no right or wrong answers! Place a number in the box, using this scale: 1= Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree. If you do not feel you can answer any particular question, please just write N for 'no opinion.'			
1.	Students are motivated to succeed.		
2.	Students complete work assigned to them.		
3.	Students are able to work independently.		
4.	Students successfully complete the courses and programs in which they are enrolled.		
5.	Upon completion of their studies, students are prepared for further education and employment.		
6.	The centre provides an appropriate offering of courses and programs to meet student needs.		
7.	The centre provides other services that meet student needs.		
8.	The centre has adequate facilities and other resources for the courses and programs it offers.		
9.	The centre provides appropriate leadership to support teaching and learning.		
10.	The Continuing Education Department provides appropriate and sufficient support for your centre.		
Please read each of the following questions and provide your answer in the space provided.			
11.	Do you have any other comments or suggestions that will help improve your centre?		
12.	This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?		

Thank you for your cooperation!

Personnel

Questionnaire					
Source des données	Personnel du centre	Unité		Code	XXX-QS-CS
Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre centre. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.					
Mettez un « x » à côté de chaque catégorie qui correspond à votre poste.					
Enseignant		Autre (préciser) :			
<p>Vous trouverez ci-dessous une série d'énoncés (p. ex. <i>Une atmosphère accueillante règne dans mon centre.</i>). Dites-nous jusqu'à quel point chaque énoncé reflète votre expérience dans ce centre – il n'y a pas de bonne ou de mauvaise réponse!</p> <p>Inscrivez un chiffre dans la case, utilisant l'échelle qui suit :</p> <p>1= Pas du tout d'accord 2= Pas d'accord 3= D'accord 4= Entièrement d'accord</p> <p>Si vous ne pouvez répondre à une question, inscrivez N pour « Ne sais pas/Pas d'opinion »</p>					
1.	Les élèves sont motivés à réussir.				
2.	Les élèves complètent leurs travaux.				
3.	Les élèves sont capables de travailler de façon autonome.				
4.	Les élèves terminent avec succès les cours ou les programmes auxquels ils sont inscrits.				
5.	Après avoir terminé leurs études, les élèves sont prêts à poursuivre leurs études et à travailler.				
6.	Le centre offre un choix approprié de cours et de programmes qui répondent aux besoins des élèves.				
7.	Le centre offre d'autres services qui répondent aux besoins des élèves.				
8.	Le centre possède des équipements et des ressources qui conviennent aux cours et aux programmes qu'il offre.				
9.	Le centre exerce un leadership approprié pour soutenir l'enseignement et l'apprentissage.				
10.	Le Service de l'éducation permanente fournit à votre centre un soutien approprié et suffisant.				
Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.					
11	Avez-vous d'autres suggestions ou commentaires destinés à améliorer la situation à votre centre?				
12	La présente étude sur l'éducation doit mener à des mesures pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?				

Merci de votre collaboration!

Post-Secondary Offices

Staff

Questionnaire					
Source of Data	Non-consultant staff	Unit	Post-Secondary Education Field Office	Code	PSxx-QS-BS
<p>The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well Post-Secondary Education Offices are doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</p>					
<p>Please place an "x" beside your position.</p>					
	Administrative Officer		Administrative Technician		Student Affairs Technician
	Executive Secretary		Office Agent		Office Agent - Finance
	Other (specify):				

Please read each of the following questions and provide your answer in the space provided.	
1.	Briefly describe your role and responsibilities in the Post-Secondary Education Office.
2.	What are the three major strengths of the Post-Secondary Education Office in relation to its primary mission - providing support to post-secondary students to better enable them to succeed in their chosen field of study?
3.	What are the three major weaknesses of the Post-Secondary Education Office in relation to its primary mission - providing support to post-secondary students to better enable them to succeed in their chosen field of study?
4.	Do you have any other comments or suggestions that will help improve the Post-Secondary Education Office?
5.	This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Educational Services

Consultants

Questionnaire					
Source of Data	Consultants	Unit	Educational Services	Code	Bd03-QS-EC
<p>The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well Educational Services is doing. You are asked to complete an electronic version of this questionnaire and submit it ... no later than Thursday, November 15, 2007. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</p>					
<p>Please place an "x" beside your sub-department.</p>					
	Cree Programs		Student Services		Special Education
	Professional Development		Instructional Services		
<p>This questionnaire consists of ten separate blocks; each one provides space for you to provide information about:</p> <ul style="list-style-type: none"> ▪ Issues: What issues have you encountered in your role as an education consultant which you have been expected to address in 2006-07 or the current school year? ▪ Actions: What actions have you taken to address these issues to date? ▪ Results: How the situation has improved because of your actions? Include a description of the evidence that enables you to determine that these results have been achieved or that progress is being made. <p>Recognizing that the work of many education consultants target individual schools, there is one block for each school. However, recognizing that the work of some education consultants is not school-specific, there is also a tenth block. <u>Please note that this tenth block is not to summarize what you do in several schools, but for issues, actions and results that are not school-specific.</u></p> <p>Please attach any necessary documentation to support your answers; however, there is no need to duplicate any documentation that is being supplied by the coordinator of your sub-department.</p> <p>If you did not work in a particular school in 2006-07 or the current school year, just write NA for 'not applicable.'</p>					

1.	Badabin Eeyou School	Whapmagoostui
Issues		
Actions		
Results		
2.	James Bay Eeyou School	Chisasibi
Issues		
Actions		
Results		
3.	Maquatua Eeyou School	Wemindji
Issues		
Actions		
Results		
4.	Wabannutao Eeyou School	Eastmain
Issues		
Actions		
Results		
5.	Luke Mettaweskum School	Nemaska
Issues		
Actions		

Results		
6.	Wiinibeku Eeyou School	Waskaganish
Issues		
Actions		
Results		
7.	Voyageur Memorial School	Mistissini
Issues		
Actions		
Results		
8.	Waapihtiwewan School	Ouje Bougoumou
Issues		
Actions		
Results		
9.	Willie J. HappyJack Memorial School	Waswanipi
Issues		
Actions		
Results		
10.	Non-School Specific Work	
Issues		
Actions		
Results		

Please read each of the following questions and provide your answer in the space provided.	
11.	<p>What are the three major strengths of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?</p> <hr/> <hr/> <hr/>
12.	<p>What are the three major weaknesses of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?</p> <hr/> <hr/> <hr/>
13.	<p>Do you have any other comments or suggestions that will help improve the Educational Services Department?</p> <hr/>
14.	<p>This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?</p> <hr/>

Thank you for your cooperation!

Non-Consultant Staff

Questionnaire					
Source of Data	Non-consultant staff	Unit	Educational Services	Code	Bd03-QS-ES
<p>The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well Educational Services is doing. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</p>					
<p>Please place an "x" beside your sub-department; if you are not attached to a particular sub-department, place an "x" in the last box (Not Applicable).</p>					
	Cree Programs		Student Services		Special Education
	Professional Development		Instructional Services		Not Applicable
<p>Please place an "x" beside your position.</p>					
	Documentation Technician		Administrative Technician		Secretary
	Other (specify):				

Please read each of the following questions and provide your answer in the space provided.	
1.	Briefly describe your role and responsibilities in the Educational Services Department.
2.	What are the three major strengths of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?
3.	What are the three major weaknesses of the Educational Services Department in relation to its primary mission - providing support to schools to better enable them to offer quality education to their students?
4.	Do you have any other comments or suggestions that will help improve the Educational Services Department?
5.	This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

School Board

Administrative Staff

Questionnaire					
Source of Data	School Board staff	Unit	School Board Office	Code	Bd00-QS-BS
<p>The purpose of this instrument is to gather information for the Educational Review commissioned by the School Board. Your answers will help us understand about how well your department is doing, as well as the School Board as a whole. Please do not write your name anywhere on this questionnaire so that your answers will be completely anonymous.</p>					
<p>Please place an "x" beside your position.</p>					
	Administrative Officer		Executive Secretary		Advisor (HR)
	Administrative Technician		Secretary		Project Manager (MR)
	Documentation Technician		Office Agent		Superintendent (MR)
	Other (specify):				
<p>Please place an "x" beside your department (General Administration is meant to include all staff not assigned to one of the other departments listed).</p>					
	General Administration		Continuing Education		Finance
	Human Resources		Material Resources		Information technologies

A. Your Department	
<p>Please read each of the following questions and provide your answer in the space provided.</p>	
1.	<p>Briefly describe your role and responsibilities in your department.</p> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>
2.	<p>What are the three major strengths of your department in relation to its primary role?</p> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>
3.	<p>What are the three major weaknesses of the your department in relation to its primary role?</p> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>
4.	<p>Do you have any other comments or suggestions that will help improve your department?</p> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>

B. The School Board as a Whole	
Please read each of the following questions and provide your answer in the space provided.	
5.	What are the three major strengths of the School Board in relation to its primary mission - providing support to schools and centres to better enable them to offer quality education to their students?
6.	What are the three major weaknesses of the School Board in relation to its primary mission - providing support to schools and centres to better enable them to offer quality education to their students?
7.	Do you have any other comments or suggestions that will help improve the School Board ?
8.	This Educational Review is meant to lead to action to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

Thank you for your cooperation!

Personnel administratif

Questionnaire					
Source des données	Personnel de la Commission scolaire	Unité	Bureau de la Commission scolaire	Code	Bd00-QS-BS
Le présent instrument vise à recueillir des renseignements dans le cadre de l'étude sur l'éducation que la Commission scolaire a commandée. Vos réponses nous permettront de mieux comprendre le fonctionnement de votre service, et de la Commission scolaire dans son ensemble. N'écrivez pas votre nom sur le questionnaire. Vos réponses seront ainsi complètement anonymes.					
Mettez un « x » à côté du titre de votre poste.					
	Agent d'administration		Secrétaire de gestion		Conseiller (RH)
	Technicien en administration		Secrétaire		Directeur de projet (RM)
	Technicien en documentation		Agent de bureau		Superviseur (RM)
	Autre (précisez) :				
Mettez un « x » à côté du titre de votre service (La Direction générale comprend tout membre du personnel qui n'est pas affecté à un des services énumérés).					
	Direction générale		Éducation permanente		Finances
	Ressources humaines		Ressources matérielles		Technologies de l'information

A. Votre service

Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.

1.	Décrivez brièvement votre rôle et vos responsabilités au sein de votre service .
2.	Quels sont les trois principaux points forts de votre service par rapport à son rôle principal?
3.	Quels sont les trois principaux points faibles de votre service par rapport à son rôle principal?
4.	Avez-vous d'autres suggestions ou commentaires destinés à améliorer la situation au sein de votre service ?

B. La Commission scolaire dans son ensemble	
Lisez chaque question qui suit et répondez-y dans l'espace prévu à cette fin.	
5.	Quels sont les trois principaux points forts de la Commission scolaire par rapport à sa mission première, soit de fournir du soutien aux écoles et aux centres pour les aider à offrir aux élèves une éducation de qualité?
6.	Quels sont les trois principaux points faibles de la Commission scolaire par rapport à sa mission première, soit de fournir du soutien aux écoles et aux centres pour les aider à offrir aux élèves une éducation de qualité?
7.	Avez-vous d'autres suggestions ou commentaires destinés à améliorer la situation à la Commission scolaire ?
8.	La présente étude sur l'éducation doit mener à des mesures pour améliorer la qualité de la prestation des services aux élèves. Qu'est-ce qui vous démontrerait que des mesures sont prises pour apporter cette amélioration?

Merci de votre collaboration!