



# CREE-ATING OUR FUTURE



## TABLE OF <sup>1</sup> CONTENTS

2	<b>Message from the Chairperson</b>	2	<b>École Wiinibekuu School and Annie Whiskeychan Memorial Elementary School - Waskaganish</b>	3
8	<b>Message from the Vice-Chairperson</b>		<b>Waapihtiiwewan School - Oujé-Bougoumou</b>	
10	<b>Message from the Executive Committee</b>	63		
12	<b>Message from the Governance Development Committee</b>	66	<b>Willie J. Happyjack Memorial School and Rainbow Elementary School - Waswanipi</b>	
13	<b>Message from Commissioners</b>	69	<b>School Leadership Teams</b> 4	
16	<b>Message from the Director General</b>	71	<b>Adult Sector</b> 5	
22	<b>Message from the Deputy Director General</b>	72	<b>Sabtuan Adult Education Services</b> 6	
31	<b>Message from the Director of School Operations</b>	80	<b>Post-Secondary Student Services</b>	
36	<b>Eeyou Schools</b>	83	<b>Departments and Services</b> 7	
37	Badabin Eeyou School - Whapmagoostui	84	<b>Secretary General</b>	8
40	Voyageur Memorial School - Mistissini	85	<b>Human Resources Services</b>	
44	James Bay Eeyou School - Chisasibi	86	<b>Material Resources Services</b>	
47	Waapinichikush Elementary School - Chisasibi	88	<b>Information and Technology</b>	
50	Maquatua Eeyou School - Wemindji	91	<b>Finance and Administration</b>	
53	Wabannutao Eeyou School - Eastmain	97	<b>Council of Commissioners</b> 9	
56	École Luke Mettaweskum School - Nemaska	98	<b>Directors</b> 10	
		99	<b>CSB Organigram</b> 11	



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## MESSAGE FROM THE CHAIRPERSON<sup>2</sup>

Kathleen J. Wootton<sup>3</sup>

The Council of Commissioners and I wish to extend<sup>7</sup>  
our greetings to all members of the Cree Nation.

Another year has come and gone. It is time, once<sup>8</sup>  
again, for a year-end message from the Office of the  
Chairperson and Commissioners.

This June 2015 marks the end of my term as<sup>9</sup>  
Chairperson of the Cree School Board. The three years  
have gone by so quickly.

During these past three years, the Council<sup>10</sup>  
of Commissioners has held all its regular Council  
meetings in the Cree communities. While in each  
Cree community, the Council convened ownership  
linkage meetings with the local leadership and  
members of each community all in an effort to  
maintain a connection and dialogue with the owners

(members of Cree Nation). These meetings with  
members of Cree communities were an effort to  
understand their values, perspectives and desires  
concerning Cree Education, and to align the Ends  
policies from the Council Policy Manual with what  
the Cree Nation wanted. In terms of the operations,  
the Council has set clear direction and purpose for  
the organization through its Ends policies, outlining  
clearly the benefits to be achieved on behalf of  
the students, staff and Cree Nation. Through the  
Executive Limitations policies, it also described  
the parameters within which the Director General  
is to manage the operations of the organization.  
Council delegates to the Director General with "one  
voice," yet maintains control and authority without  
"meddling" in operational matters. Council's focus has  
been on the governance of the Cree School Board.  
It created the Governance Process and Council-  
Management Delegation Policies to guide Council  
in its governance of the organization. Finally, the  
Council also assures that the Cree School Board as an  
organization operates at an optimal level. It conducts  
evaluations of the Director General and itself on a  
regular basis.

One ongoing project, which the Council initiated<sup>11</sup>  
in 2013, is the review process on two important  
aspects of the Cree School Board. Two working groups  
were set up to conduct reviews on the Cree Education  
Act and the Cree Component of Cree Education.  
Appointments to the working groups were by  
invitation and memberships consist of a cross-section  
of the Cree Nation: Elders, youth, men and women.  
Appointments of the working groups were based<sup>12</sup>  
on education, work experience, knowledge of Cree  
culture, language, and history, as well as expertise in  
education, law, linguistics, and political science. All  
appointees are members of the Cree Nation. Both  
groups are well into their respective mandates and we  
look forward to seeing what they will produce.

In the fall of 2014, the Cree School Board had<sup>5</sup>  
the pleasure of hosting two Ministers of the new  
Liberal Government of Quebec, the former Minister  
of Education, Yves Bolduc, and the Minister of Native  
Affairs, Geoffrey Kelley. These Ministers visited two  
Cree communities: Wemindji and Mistissini. While  
in Wemindji, the Ministers officially announced the  
funding for the construction of a new Elementary  
School in Wemindji. This was a proud moment for  
the community of Wemindji as members of the  
community and the school staff witnessed this  
announcement. While in Mistissini, the Ministers  
visited Voyageur Memorial School and visited a Cree  
Culture class. We also mentioned the intent to review  
the Cree Education Act with the Minister of Education  
and CSB's intent was well-received by the Minister.

Council has also begun to address issues of local<sup>6</sup>  
school governance. At the annual School Committee  
Assembly, the Council met with the School Committees  
to discuss their roles and responsibilities. This annual  
gathering has proven to be beneficial for the Board and  
the School Committees. The Executive Committee has  
also noticed an improvement in the hiring processes of  
teachers and other management personnel.

During these past three years, priority has been<sup>12</sup>  
on Youth Education. We have seen improvement in  
the services being provided to the students: tutoring  
services through Elephant Thoughts, extra-curricular  
programs and activities with Youth Fusion, and annual  
Summer Literacy Camps in all Cree communities. Work  
toward offering concentration programs in various  
disciplines such as sports, music, drama, etc., has  
begun and will be introduced in the 2015-2016 school  
year. We look forward to receiving the results of these  
programs over the next year. The next focus will be  
on improving services to adult and post-secondary  
students. As well, a capacity-building process has been  
instituted for both the operations and governance  
levels of the organization.



To Mabel Bearskin, Vice-Chairperson, and all the Commissioners, I thank you all for your continued support and collaboration during these past three years. You have all made my work as Chairperson easier. We worked well as a team and, while we did not always agree, we made some good decisions on behalf of the students, staff and members of the Cree Nation. To Abraham Jolly, the Director General, and Bella Mianscum, I say a big "thank you" to you both for your professionalism in working with the Council and the Office of the Chairperson. For all the directors, principals, vice-principals, teachers, and support staff, I want to express my appreciation for all your hard work in supporting and teaching our children to the best of your abilities.

I realize that there is still much to do to improve the Cree Education system. I am, however, encouraged by the results to date and in the efforts all have made to create a better education system for our children and grandchildren.

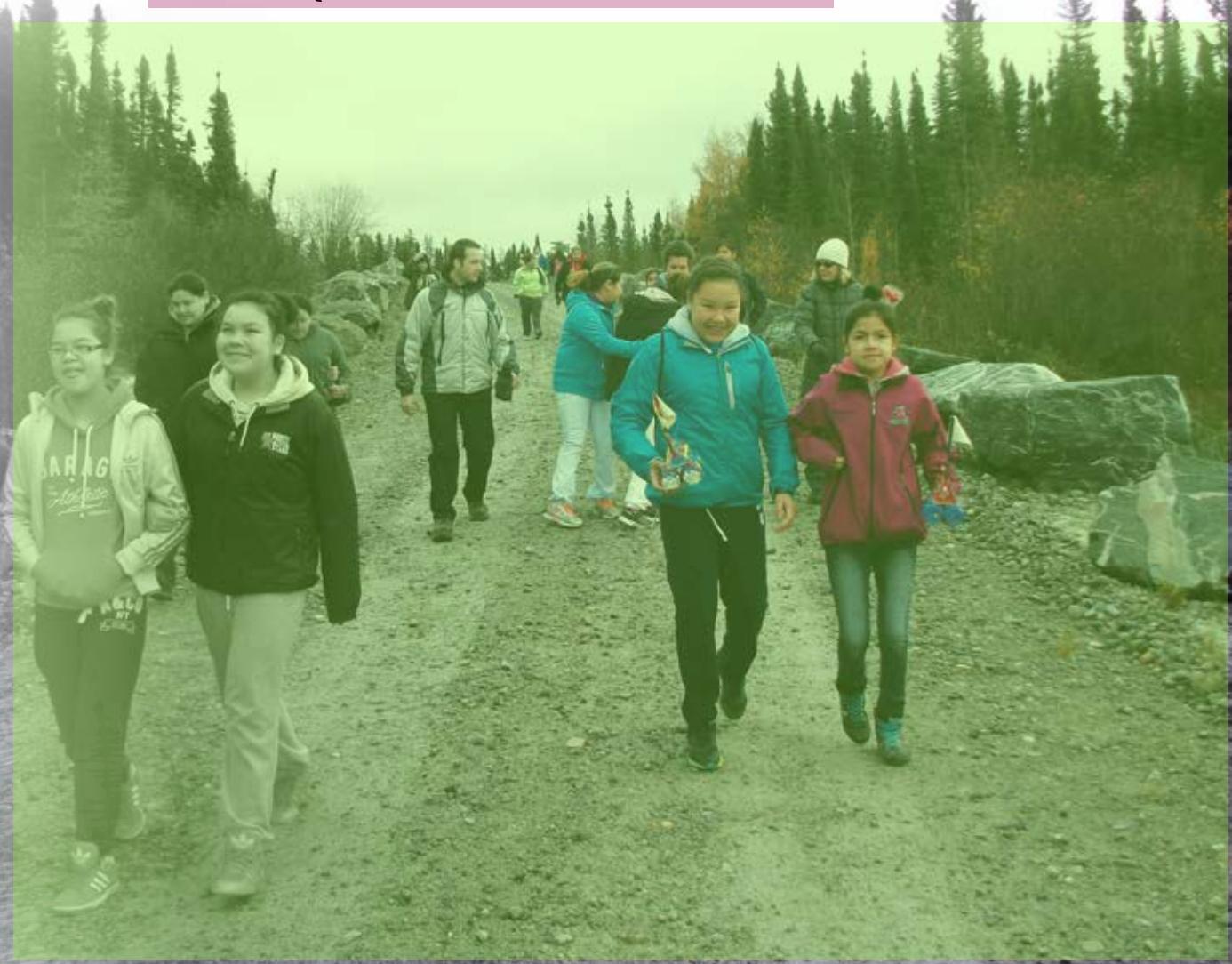
To the members of the Cree Nation, I thank you for giving me the opportunity to lead the Cree School Board for these past three years. It has been an honour to work as Chairperson of the Cree School Board on your behalf. During my political career, I have been elected into office twice by acclamation. The first time was for my second term as Deputy Chief for the Cree Nation of Mistissini, and now, for my second term as Chairperson of the Cree School Board, I again was elected by acclamation. I thank the members of the Cree Nation for their vote of confidence. I look forward to the next three years so I can continue to work on improving the Cree Education system.

May our Creator bless you all! 7

Kathleen J. Wootton, Chairperson 8

# CREE-ATING OUR FUTURE<sup>4</sup>

WE BELIEVE THAT THE CREE PEOPLE OF JAMES BAY CONSTITUTE A CREE NATION WITH ACQUIRED AND INHERENT RIGHTS.<sup>5</sup>





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ՔԾ.ՃԱՂԱ” Ճ ՐԴ.Ճ ՐԿՈՂ.ՃՔԾԱ, ՃԱՌՈՒ.ՅԾԱ  
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ՔՆ՝ ՃՐԼԾԽ

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Διαλογός με την Επίτροπο Κοινωνικών Ασφαλισμάτων και Εργασίας στην περιοχή Δυτικής Μακεδονίας

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ԱՌ՝ ՀՌ.Ճ ՋՐՁՎՆ/ԺՄ, ՐՃ" ՏՃՎՐՇՈՒԺ.Ճ  
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బోస్ జ. ఏచ్, డిల్.



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## MESSAGE DE LA PRÉSIDENTE

Kathleen J. Wootton 8

Le Conseil des commissaires et moi-même aimerais 4 transmettre nos salutations à tous les membres de la Nation crie.

Encore une autre année s'est écoulée. Le temps du message de fin d'année du Bureau de la présidente et des commissaires est encore venu.

Juin 2015 marque la fin de mon mandat à titre de présidente de la Commission scolaire crie, et laissez-moi vous dire que ces trois années ont filé à toute vitesse.

Au cours de cette période, le Conseil des commissaires s'est réuni régulièrement dans les communautés cries. Dans chacune, le Conseil a tenu des réunions sur les liens capitalistiques avec les dirigeants locaux et les membres de la communauté dans un effort pour maintenir une relation et un dialogue avec les propriétaires, à savoir les membres

de la Nation crie. Ces réunions avec les membres des communautés cries visaient à comprendre les valeurs, le point de vue et les désirs de ces derniers en ce qui concerne l'éducation crie, et d'harmoniser les politiques axées sur les objectifs finaux du Manuel des politiques du Conseil avec les besoins de la Nation crie. En ce qui concerne les opérations, le Conseil a proposé une orientation et un objectif clairs pour l'organisation grâce à ses politiques axées sur les objectifs finaux, exposant ainsi précisément les avantages à obtenir au nom des élèves, du personnel et de la Nation crie. Les politiques relatives aux prescriptions exclusives contribuent également à décrire les paramètres selon lesquels le directeur général doit gérer les opérations de l'organisation. Le Conseil permet au directeur général d'avoir son mot à dire en matière de contrôle et d'autorité, sans toutefois le laisser s'ingérer dans les questions opérationnelles. Le Conseil a mis l'accent sur la gouvernance de la Commission scolaire crie. Il a élaboré le processus de gouvernance et les politiques relatives à la délégation de la gestion du Conseil afin de guider ce dernier dans sa gouvernance de l'organisation. Finalement, le Conseil veille également à assurer l'exploitation optimale de la Commission scolaire crie, en tant qu'organisation. Le Conseil et son directeur général font d'ailleurs régulièrement l'objet d'évaluations.

Un des projets mis en œuvre par le Conseil en 2013 et toujours en cours, est le processus de révision de deux aspects importants de la Commission scolaire crie. Deux groupes de travail ont été mis sur pied pour procéder à ces révisions portant sur la *Loi sur l'éducation crie* et sur la composante crie de l'éducation des Cris. Les membres de ces groupes, à savoir des aînés, des jeunes, des hommes et des femmes, ont été nommés par invitation pour représenter la Nation crie. Les nominations des différents membres étaient fondées sur le niveau de scolarité, l'expérience professionnelle, la connaissance de la culture, de la

langue et de l'histoire cries, ainsi que sur l'expertise en éducation, en droit, en linguistique ainsi qu'en science politique. Toutes les personnes nommées sont membres de la Nation crie. Le mandat respectif des deux groupes est bien entamé et nous sommes impatients de voir leurs résultats.

À l'automne de 2014, la Commission scolaire crie a eu le plaisir d'accueillir deux ministres du nouveau gouvernement libéral du Québec, soit l'ancien ministre de l'Éducation, M. Yves Bolduc, et le ministre des Affaires autochtones, M. Geoffrey Kelley. Ces derniers ont visité les communautés de Wemindji et de Mistissini. Alors qu'il se trouvait à Wemindji, le ministre de l'Éducation a officiellement annoncé le financement de la construction d'une nouvelle école primaire à Wemindji. Il s'agissait d'un grand moment pour la communauté de Wemindji, dont les membres ainsi que le personnel scolaire étaient présents au moment de l'annonce. Les ministres ont également profité de leur présence à Mistissini pour visiter les élèves d'une classe de culture crie de l'école Voyageur Memorial School. Nous avons également fait part au ministre de l'Éducation de notre intention de réviser la *Loi sur l'éducation crie*, une annonce qui a été bien reçue par le ministre.

Le Conseil a également commencé à s'occuper des problèmes en matière de gouvernance scolaire locale. Dans le cadre de l'assemblée annuelle du comité d'école, le Conseil s'est réuni avec les différents comités scolaires pour discuter de leurs rôles et responsabilités. Ce rassemblement annuel s'est avéré bénéfique pour le Conseil autant que pour les comités. Le comité exécutif a également constaté une amélioration relative aux processus d'embauche des enseignants et des autres membres du personnel de gestion.

Tout au long des trois dernières années, l'éducation des jeunes a été au cœur de nos priorités. Nous avons été témoin des améliorations apportées aux services aux élèves, notamment aux services de



tutorat offerts par l'entremise d'Elephant Thoughts, aux programmes et aux activités parascolaires de Youth Fusion et aux camps estivaux d'alphanétisation offerts chaque année dans toutes les communautés crie. Nous avons déployé de nombreux efforts pour offrir des programmes de concentration dans diverses disciplines, notamment les sports, la musique et l'art dramatique, dont certains sont actuellement en vigueur et d'autres seront offerts à compter de l'année scolaire 2015-2016. Nous sommes impatients de recevoir les résultats concernant ces programmes au cours de l'année prochaine. Nous concentrerons ensuite nos efforts à l'amélioration des services offerts aux adultes et aux étudiants de niveau postsecondaire. De plus, un processus de renforcement des capacités a été institué pour les deux niveaux de l'organisation, soit l'exploitation et la gouvernance.

Je remercie la vice-présidente, madame Mabel Bearskin, ainsi que tous les commissaires pour leur soutien indéfectible et leur collaboration au cours des trois dernières années. Grâce à vous tous, mon travail de présidente n'en a été que plus facile. Nous avons tous fait preuve d'un bon esprit d'équipe et malgré nos désaccords, nous avons su prendre d'excellentes décisions au nom des étudiants, du personnel et des membres de la nation crie. Je tiens également à remercier monsieur Abraham Jolly, directeur général, et madame Bella Mianscum, pour leur professionnalisme dans le cadre de leur travail avec le Conseil et le Bureau de la présidente. Je profite également de cette occasion pour exprimer ma reconnaissance à tous les dirigeants, les directeurs et directeurs d'école adjoints, les enseignants et les membres du personnel de soutien pour leur appui et leur dévouement à enseigner à nos enfants au meilleur de leurs compétences.

Je suis consciente qu'il reste encore beaucoup à faire pour améliorer le système d'éducation cri. Toutefois, je suis encouragée par les résultats obtenus

1 à ce jour et par tous les efforts déployés dans le but 4 de créer un meilleur système d'éducation pour nos enfants et nos petits-enfants.

J'aimerais remercier les membres de la Nation crie 5 de m'avoir donné la chance de diriger la Commission scolaire crie au cours des trois dernières années. Ce fut pour moi un honneur d'en être la présidente en votre nom. Au cours de ma carrière politique, j'ai été élue deux fois par acclamation. La première dans le cadre de mon second mandat en tant que Chef adjointe de la nation crie de Mistissini, et l'autre, pour mon deuxième mandat à titre de présidente de

la Commission scolaire crie. Je suis reconnaissante 6 envers les membres de la Nation crie pour leur vote de confiance. Il me tarde de poursuivre notre travail visant à améliorer le système d'éducation.

Que notre Créateur vous bénisse! 7

Kathleen J. Wootton, présidente 8





## MESSAGE FROM THE VICE-CHAIRPERSON

## Mabel Bearskin School Commissioner of Chisasibi

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## MESSAGE DU VICE-PRÉSIDENTE

## Mabel Bearskin Commissaire d'école de Chisasibi

I want to take this opportunity to welcome the newly elected Commissioners: Alvin Cheezo from Eastmain and Clifford Loon from Mistissini; and Emily Mianscum from Waswanipi for her re-election as Commissioner.

During the year, the Council of Commissioners held their meetings in the Cree communities. I would like to acknowledge the community representatives of Whapmagoostui, Washaw Sibi, Waswanipi and Eastmain, and thank them for their great hospitality. They had great responses with our Ownership Linkages (OL) meetings and it will heighten our goals and achievements to work together in partnership towards a common vision. This year we also met with other interesting members of the Atikamekw from the First Nation of Manawan and the First Nation Education Council of Quebec (Hurons) as part of our OL meetings. We are now in our second cycle of our OL meetings. We will be continuing these meetings, and updates will be provided in the coming future.

This year the Council of Commissioners primarily focused on assessing the Ownership Linkage data and reviewing the Council Policy Manual (CPM). This was to ensure that the Council Policy Manual is aligned with the important suggestions received at the linkage meetings and to amend the CPM as needed.

With all the work we have done this year, I want to thank our one employee, Director General Abraham Jolly, and his staff for making it all possible, for their tremendous hard work, effort, commitment, and for going beyond at times to achieve their annual

objectives and to help all our students reach their academic and professional goals.

I would also like to thank our Chairperson of the Cree School Board, Kathleen J. Wootton, who is at the end of her three-year term. Her dedication and commitment as a leader has been an inspiration to us all, and she has been a great team player to work with! 12

In closing I would like to extend a heartfelt congratulations to all the Cree School Board graduates for 2014-2015! Best wishes on your future endeavors.



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▷ <\*>"\*, <\*> է լյաւ և բառաւ ՞  
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J'aimerais profiter de cette occasion pour souhaiter la bienvenue aux nouveaux commissaires élus, soit Alvin Cheezo d'Eastmain et Clifford Loon de Mistissini, ainsi que pour féliciter Emily Mianscum de Waswanipi pour sa réélection en tant que commissaire.

Au cours de l'année, le Conseil des commissaires a tenu ses réunions dans les communautés cries. C'est pourquoi j'aimerais remercier les représentants communautaires de Whampagoostui, de Washaw Sibi, de Waswanipi et d'Eastmain pour leur hospitalité. Leur généreuse contribution dans le cadre des réunions sur les liens capitalistiques permettra de nous fixer des objectifs encore plus grands et de travailler en partenariat vers la concrétisation de notre vision commune. Cette année, toujours dans le cadre de ces réunions, nous avons également rencontré d'autres membres intéressants de la Nation Atikamekw de Manawan et du Conseil en éducation des Premières nations du Québec (Hurons). Le second cycle de nos réunions sur les liens capitalistiques est maintenant entamé. Les rencontres se poursuivront et nous vous tiendrons informés.

Cette année, le Conseil des commissaires a mis avant tout l'accent sur l'évaluation des données relatives aux liens capitalistiques et à l'examen du Manuel des politiques du Conseil, afin de s'assurer que

ce dernier tient compte des suggestions importantes que nous avons reçues dans le cadre des réunions sur les liens capitalistiques, et de le modifier, au besoin.

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Quand je repense à tout ce que nous avons accompli cette année, je tiens à remercier notre employé, le directeur général monsieur Abraham Jolly, et son personnel, pour leur travail acharné, leurs efforts, leur engagement et leur dépassement en vue d'atteindre les objectifs annuels et d'aider tous nos étudiants à réaliser leurs objectifs scolaires et professionnels. Sans eux, rien de tout cela n'aurait été possible.

J'aimerais également remercier la présidente de la Commission scolaire crie, madame Kathleen J. Wootton, qui termine son mandat de trois ans. Son dévouement et son engagement ont été une source d'inspiration pour tous. Ce fut un plaisir de travailler avec elle!

Pour terminer, j'aimerais féliciter sincèrement tous les diplômés 2014-2015 de la Commission scolaire crie. Je vous offre mes meilleurs vœux de réussite dans vos projets.

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## MESSAGE FROM THE EXECUTIVE COMMITTEE

**Teddy Wapachee,  
Third Member of the Executive Committee  
School Commissioner of Nemaska**

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## MESSAGE DU COMITÉ EXÉCUTIF

**Teddy Wapachee,  
Troisième membre du comité exécutif  
Commissaire d'école de Nemas**

The roles of the Council and Executive Committee have changed over the years. One of the efficiencies of adopting and working with Policy Governance is the *required approvals* items on the agenda. Items or agenda matters that usually took many hours of deliberations now take minutes to approve. Why? Two words. Policy Governance. How does Policy Governance work in relation to required approvals? There is a process that takes place prior to the submission of any agenda item under required approvals. The Council and Executive Committee review the documents a few days in advance so we are aware of the upcoming items. There could be twenty or more items on required approvals but they could be approved within ten minutes. Any items without proper documents such as a missing recommendation are usually deferred to the next regular meeting. Once Council or the Executive Committee are satisfied that the items contain all supporting documents, they are then approved in one sweeping motion. Like the Council of Commissioners meetings, the Executive Committee does not want to unilaterally approve agenda items without the supporting documents or recommendations. When the process is followed, it gives the Council of Commissioners and Executive Committee more time to deal with matters that are of great importance to the stakeholders through the ownership linkage meetings. Community input is therefore of great importance. On behalf of the Executive Committee, I would like to wish the best of continued success to the 2014-2015 Graduates.

Les rôles du Conseil et du comité exécutif ont beaucoup évolué au fil du temps. L'un des gains d'efficacité que procurent l'adoption et l'utilisation



de la politique de gouvernance concernent les points à l'ordre du jour qui exigent une approbation. Ces points qui nécessitaient habituellement de nombreuses heures de délibération font maintenant l'objet d'une approbation en quelques minutes. Pourquoi me demanderez-vous? La réponse est simple : la politique de gouvernance. Quel est le lien entre la politique de gouvernance et les approbations requises? Parce que nous suivons un processus précis avant la suggestion de points à l'ordre du jour exigeant une approbation. Le Conseil et le comité exécutif examinent les documents quelques jours avant afin de connaître les points à venir. Même si une vingtaine de points exigent une approbation, le tout s'effectue en dix minutes. Tous les points pour lesquels la documentation est insuffisante, notamment une recommandation manquante, sont reportés à l'assemblée ordinaire suivante. Dès que le Conseil ou le comité exécutif considère que tous les points sont accompagnés de tous les documents justificatifs, ils sont approuvés en bloc. Comme dans le cadre des réunions du Conseil des commissaires, le comité exécutif ne veut pas approuver unilatéralement les points à l'ordre du jour sans les documents justificatifs ou les recommandations appropriées. Lorsque ce processus est respecté, le Conseil des commissaires et le comité exécutif disposent davantage de temps pour traiter des enjeux plus importants aux yeux des intervenants dans le cadre des réunions sur les liens capitalistiques. Par conséquent, la participation de la communauté est d'une grande importance. Au nom du comité exécutif, j'aimerais souhaiter le meilleur des succès aux diplômés de 2014-2015.

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## CREE-ATING OUR FUTURE<sup>2</sup>

WE BELIEVE THAT THE CREE CHILD AS A UNIQUE INDIVIDUAL HAS THE RIGHT TO BE TAUGHT AND PRACTICE HIS/HER CULTURE AND ITS VALUE SYSTEM.

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## MESSAGE FROM THE GOVERNANCE DEVELOPMENT COMMITTEE

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

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## MESSAGE DU COMITÉ DE DÉVELOPPEMENT EN MATIÈRE DE GOUVERNANCE

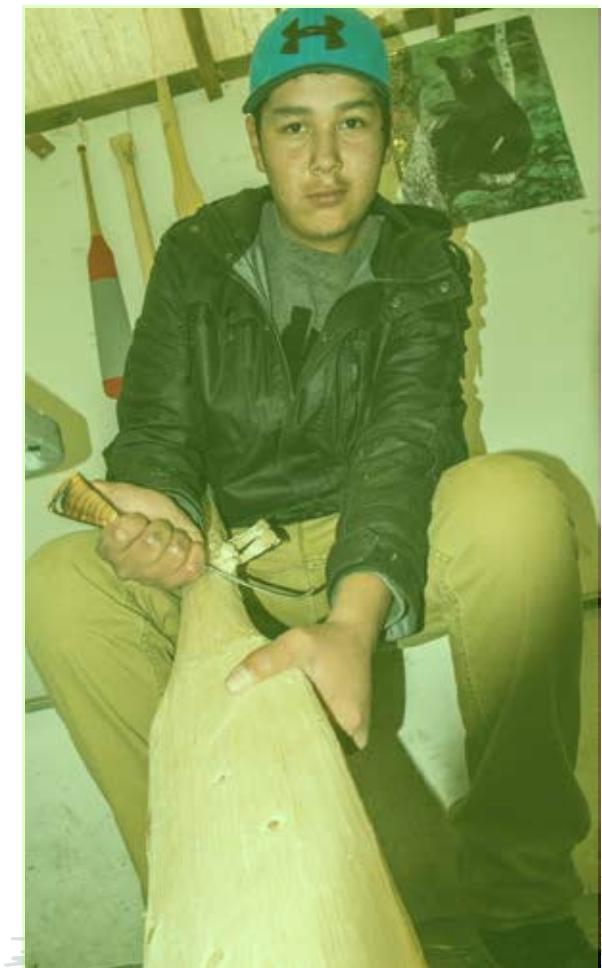
Clifford Loon, Président du Comité de développement en matière de gouvernance  
Commissaire d'école de Mistissini

As Chairperson of the Governance Development Committee (GDC), it gives me great pleasure to acknowledge the work of the committee and its two other members, Commissioner Daisy Shecapio and Vice-Chairperson of the CSB Mabel Bearskin. The GDC plays an integral role in Policy Governance, ensuring that Council policies are constantly evolving. The GDC supports the Council with its Governance Process. The Committee wishes to extend its gratitude to the staff of the Secretary General and to the whole Administration for its assistance in fulfilling our mandate.

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Conseil dans son processus de gouvernance. De plus, le Comité souhaite exprimer sa gratitude au personnel du Secrétariat général ainsi qu'à tous les membres de l'Administration pour leur aide dans la réalisation de notre mandat.

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À titre de président du Comité de développement en matière de gouvernance (CDG), c'est avec plaisir que je souligne le travail du comité et de ses deux autres membres, soit la commissaire Daisy Shecapio et la vice-présidente de la CSC, madame Mabel Bearskin. Le CDG joue un rôle crucial en ce qui concerne la politique de gouvernance, en s'assurant de l'évolution constante des politiques du Conseil. Le CDG appuie le

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## MESSAGES FROM COMMISSIONERS

## MESSAGES DES COMMISSAIRES



Erica Linklater – Wemindji 5  
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"In my term as School Commissioner I was very proud to witness the announcement that my community will be getting a new elementary school along with more teacher's housing. The Commissioners' regular meetings were held in the Cree communities and, during our stay, we attended some activities and went on some adventures. I learned with time the role of Commissioner had changed to a governance role, unlike what I had expected when I was first elected. During my term, I came to realize the Chairperson, Kathleen Wootton, was one classy lady. My three year term is up this year and I would like to wish the incoming elected Commissioner the best. Thank you and have a great summer."

“Լե՞ս և ԱՃԱՐՅՈՒՅՆ և ԲՐՈՂԱՆՅԱ ԲՐԱՋԵԼՔՐԳՄԱ,  
ԹԱՅ ՄՐԴ ԻՐԻ” ՃԱՐ ՎՐԱ Վ ՃԱՐ ՈՐՍ-Ճ  
ԾՈՒՅՆՃԱՐՄԱ և ՏՐՄԻՑՔՐԱՎ Վ ՏՐԵՆ ԲՐԱՋԵԼՔՐԳ  
ՔՅՆՃԱՐՄԱ և ԲՐԱՋԵԼՔՐԱՎ ՔՆ Վ ԳՐՈՒՅՆ”

“Pendant mon mandat en tant que commissaire d'école, j'étais très fier d'être témoin de l'annonce que ma communauté obtiendra une nouvelle école primaire avec plus de logement pour les enseignants. Les réunions régulières des commissaires ont été tenues dans les communautés Cris et, au cours de notre séjour, nous avons participé à certaines activités et nous sommes allés sur des aventures. J'ai appris avec le temps que le rôle de commissaire a changé à un rôle de gouvernance, contrairement à ce que j'avais prévu lorsque j'ai été élu pour la première fois. Au cours de mon mandat, je me suis rendu compte que la Présidente, Kathleen Wootton, était une dame avec beaucoup de classe. Mon mandat de trois ans termine cette année et j'aimerais souhaiter le meilleur des succès au prochain commissaire élu. Je vous remercie et vous souhaite un excellent été.”



Alvin Cheezo – Eastmain 9  
አልቃዕ዗ የኩና – ልብንዑ

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"It is with great pleasure that I am able to share my experience as School Commissioner. I have gained a remarkable amount of knowledge during my term and am proud to communicate our achievements as a team; the most important I consider is our "Ownership Linkage Meeting(s)" which are held in our Cree communities during our Council meetings. At these meetings, the Council gathers information in regards to the needs on Education. I would like to express my congratulations to our 2014-2015 Secondary V graduates and would like to wish those pursuing a higher level of education continued success. Meegwetch, Thank you. God bless you all!"

C'est avec grand plaisir que je suis en mesure de partager mon expérience comme commissaire d'école. J'ai acquis une expérience significative pendant mon mandat et je suis fier de communiquer nos réalisations en tant qu'équipe; je considère le plus important nos "Réunion(s) de liaison de propriété(s)" qui se déroulent dans nos communautés Cris au cours de nos réunions du Conseil. Lors de ces réunions, le Conseil recueille l'information en ce qui concerne les besoins de l'éducation. Je tiens à exprimer mes félicitations à nos diplômés 2014-2015 de Secondaire V et souhaite à ceux qui désirent poursuivre un niveau d'éducation plus élevé de succès continu. Meegwetch, merci. Que Dieu vous bénisse tous !"



Emily Mianscum, Waswanipi 4  
奴<sup>タ</sup>ニ<sup>シ</sup> ル<sup>ス</sup>ウ<sup>ニ</sup>ビ<sup>ル</sup>, ラ<sup>ス</sup>・ヒ<sup>ス</sup>ラ<sup>ル</sup>

"This is my second term as Commissioner of Waswanipi. I have learned and gained a lot of experience from my fellow Commissioners and Chairperson, for which I am very thankful. Together as a team we will continue to support and improve our students' performance and help them succeed with their education. I believe parental involvement has a lot to do with our children's education success. Let's all work together for the benefit of our children's future."

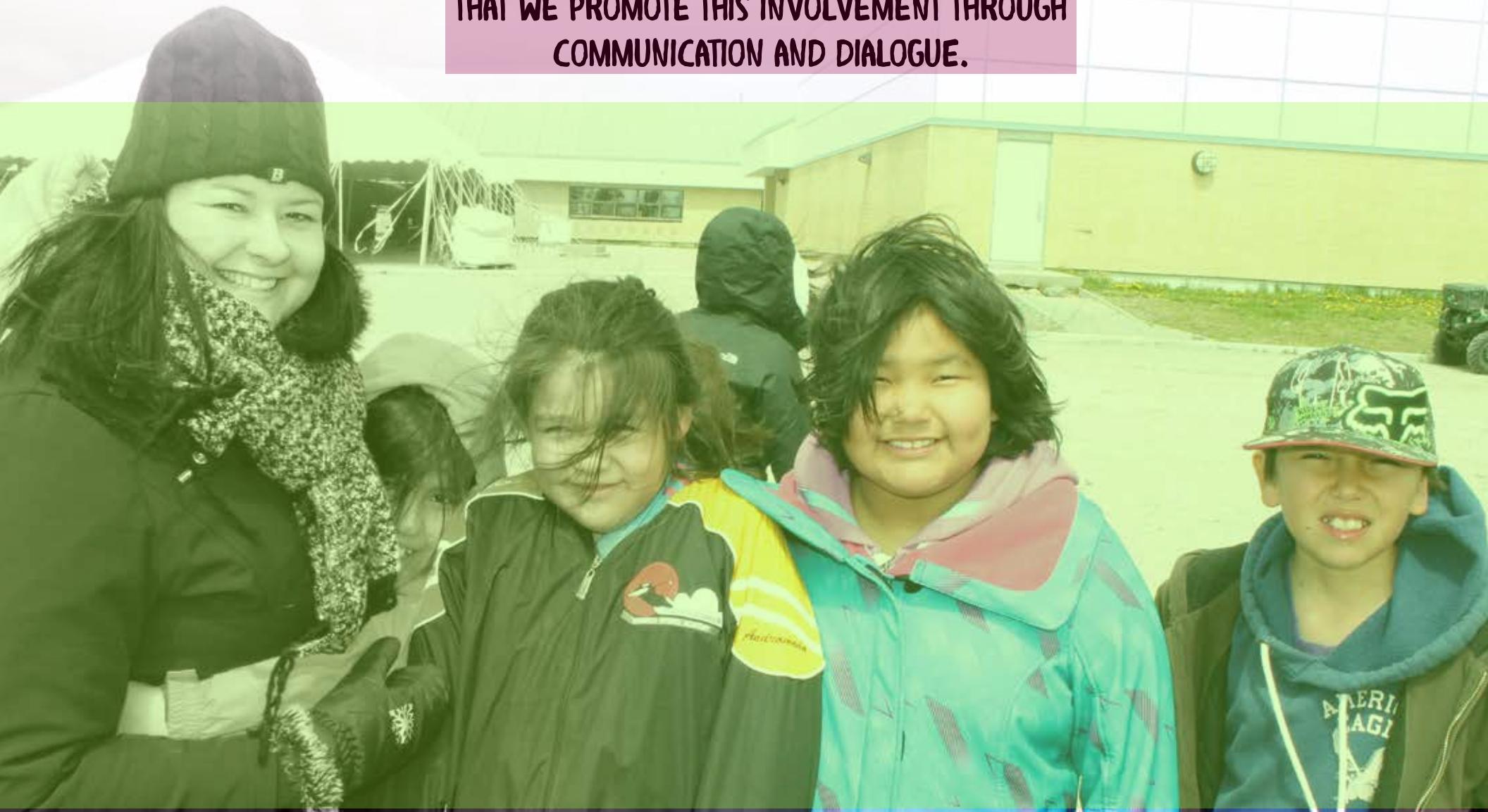
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**"C'est mon deuxième mandat en tant que commissaire 8 de Waswanipi. J'ai appris et acquis beaucoup d'expérience de mes commissaires et président, pour laquelle je suis très reconnaissante. Ensemble comme une équipe, nous continuerons d'appuyer et d'améliorer la performance de nos élèves et les aider à réussir dans leurs études. Je crois que la participation des parents a beaucoup d'influence sur le succès de l'éducation de nos enfants. Travaillons tous ensemble pour le bénéfice et l'avenir de nos enfants."**



# CREE-ATING OUR FUTURE<sup>1</sup>

WE BELIEVE IN THE INVOLVEMENT OF THE CREE PEOPLE IN THE DECISION-MAKING PROCESS AND THAT WE PROMOTE THIS INVOLVEMENT THROUGH COMMUNICATION AND DIALOGUE.<sup>2</sup>





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## MESSAGE FROM THE DIRECTOR GENERAL<sup>2</sup>

Abraham Jolly<sup>3</sup>

Greetings to the Cree Nation members in Eeyou Istchee!<sup>4</sup>

It is a pleasure to present to you our Cree School Board Annual Report for 2015. We are eager to share with you the developments of this past year, as we continue to focus on our mission to serve our Cree Nation members in the realm of education in Eeyou Istchee.

As we address each aspect of the efforts and work we are currently doing within the Cree School Board, be it in the Youth sector, Adult Education sector, services provided to students in Post-Secondary education, and the many other services our organization provides throughout its various departments, I trust that you will realize, as we do, that our mission is an awesome responsibility. It has the potential to lead us into a Cree future that is both special and worthwhile. We believe the outcomes and benefits that will come from achieving our mission will allow our students and the next generation of our youth and young adults to become successful contributors in our Cree society.

Moving forward and looking ahead, it is increasingly evident and convincing that we must keep our mission in the forefront of all that we do. The achievement of our goals will ultimately be reflected when we see a steady increase and growth in our Cree students graduating and succeeding in their educational pursuits both in the youth and adult sectors. But beyond our students succeeding in their education, we are also mindful that this educational success must be able to transfer over into our students becoming qualified and competent workers in the Cree labour market.

We are faced with the pressure to see our Cree people fill the human capacity needs within the Cree Nation, and rightfully so. This includes Cree human capacity in our Cree entities, Cree Band organizations, and various sectors such as business, leadership,

management, trades, construction, health, social, education and other specialized, professional, and technical fields. The demand is great within the Cree Nation and the task and responsibility to fulfill the demand is greater!

The expectations are high in the realm of education. We are currently witnessing a seemingly rapid growth in economic development, the building of infrastructure and major facilities in our Cree communities, and the expansion of Cree organizations, not to mention other areas such as the mining industry in Eeyou Istchee. With this rapid growth, it appears that not enough of our Cree people are filling the human capacity needs in the Cree labor market at this time, especially in the high level places of employment such as leadership and management roles, professional, specialized, and technical fields.

**What will it take for this to change for the better in the next 5 to 10 years?**<sup>11</sup>

We cannot emphasize enough, and wish to give a loud but heartfelt call-out to our Cree people from all directions in Eeyou Istchee, that at this point within our Cree Nation history we need more EDUCATED CREE in our CREE NATION! I wish that this could be a consistent call-out in the next 5 years or more until it resonates and grips the Cree Nation, our Cree communities, our Cree homes and families, our Cree parents and grandparents and our Cree youth and children!

I am of the belief that the whole purpose for why our leaders negotiated for Cree Education in Section 16 of the JBNQA (James Bay Northern Quebec Agreement) was so we, as Cree people of this generation, would take control of our own education system and run our own schools in the context of who we are as Cree people. I believe the opportunity to run our own Cree School Board as Cree people was meant for us to be successful



at doing it. I don't believe for one moment that our Cree leaders expected our Cree School Board organization, our schools and our education system to be disorganized, dysfunctional, and a failed system. The vision was to see our Cree people be successful in running and controlling their own school board and education system. However, more importantly, the intended outcome of this vision was to ensure that our Cree students succeed in their education at all levels including youth, adult education, and Post-Secondary education, and that they become successful contributors within our Cree society in a significant way.

Over the years, and reaching into our present time, some voices of our Cree people look at the Cree School Board as the sole entity to make education a success in our Cree society, and place the full responsibility on the Cree School Board organization to make it happen. The Cree School Board as an organization in our Cree society certainly accepts the responsibility and the major role and mandate it has to set up our schools and the education system to be effective and successful for our Cree students.

But education in our Cree Nation has a much higher chance to improve and be successful if we apply the principle of "working together" to it. Community leaders, community members, and especially parents should not distance themselves from this shared responsibility. Parents must invest time with their children by reading and teaching them at home while they are still in their formative years. Parents and families must realize that they have a major role in the development and growth of their children in their physical, mental, social, and spiritual well-being. I believe our students will be more eager, engaging, and willing to learn in our classrooms and schools if parents take the primary role of teaching them first at home. This is the shift that needs to happen in our Cree society.

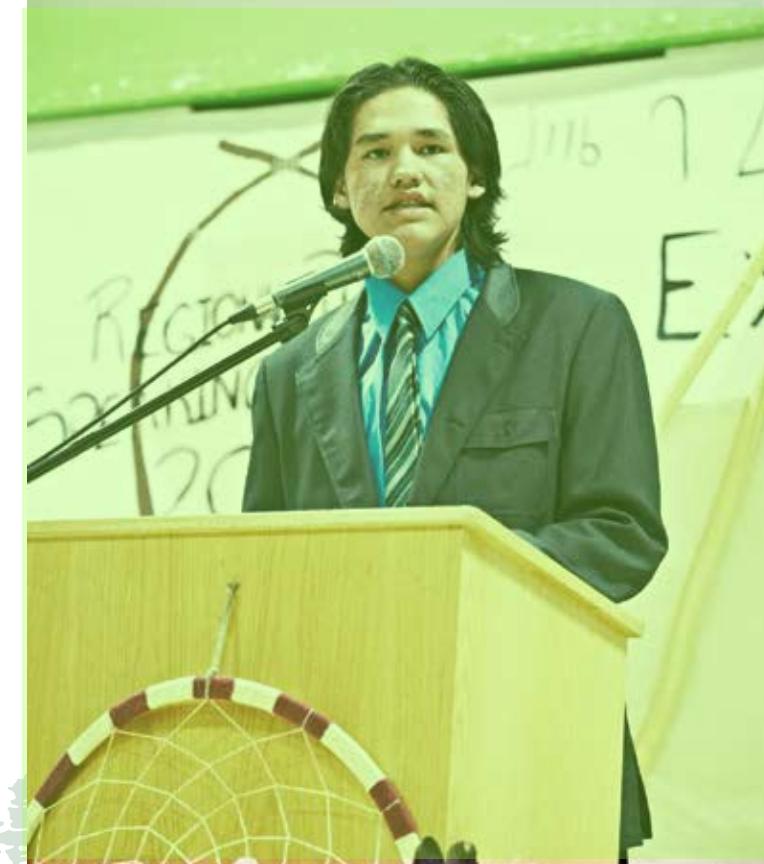
1 I would also take a risk to say that parents should be forthcoming and demanding in a positive way of our teaching staff, our schools, and the leadership of the Cree School Board, and strongly express that you expect no less than the best education for your child. Community leadership also plays a big role in impressing upon community members, youth, and children the high and crucial importance of education in our Cree society.

2 The crucial importance of education must resonate within our Cree Nation, and it must be understood that it is the very foundational aspect needed in order for our Cree Nation to become a strong Cree society. It will take a collective effort, as we must work together in our homes, our schools, and our communities to continually uphold and promote the high and crucial importance of education to our young generation in our Cree Society. This will lead to our Cree people becoming more successful contributors in our Cree society. If we are to be a strong social, economic, and political force as a Cree government, while at the same time ensuring the well-being of our Cree society, we will 3 need to continue developing and supporting all our students to become highly educated, qualified and competent Cree people.

**Abraham Jolly, Director General** 6

## CSB MISSION <sup>7</sup>

TO PROVIDE FOR LIFE-LONG LEARNING WHILE INSTILLING THE CREE IDENTITY IN PARTNERSHIP WITH OUR COMMUNITIES TO ALLOW OUR STUDENTS TO ATTAIN THE QUALIFICATIONS AND COMPETENCIES TO BECOME SUCCESSFUL CONTRIBUTORS TO CREE NATION AND SOCIETY AT LARGE. <sup>8</sup>





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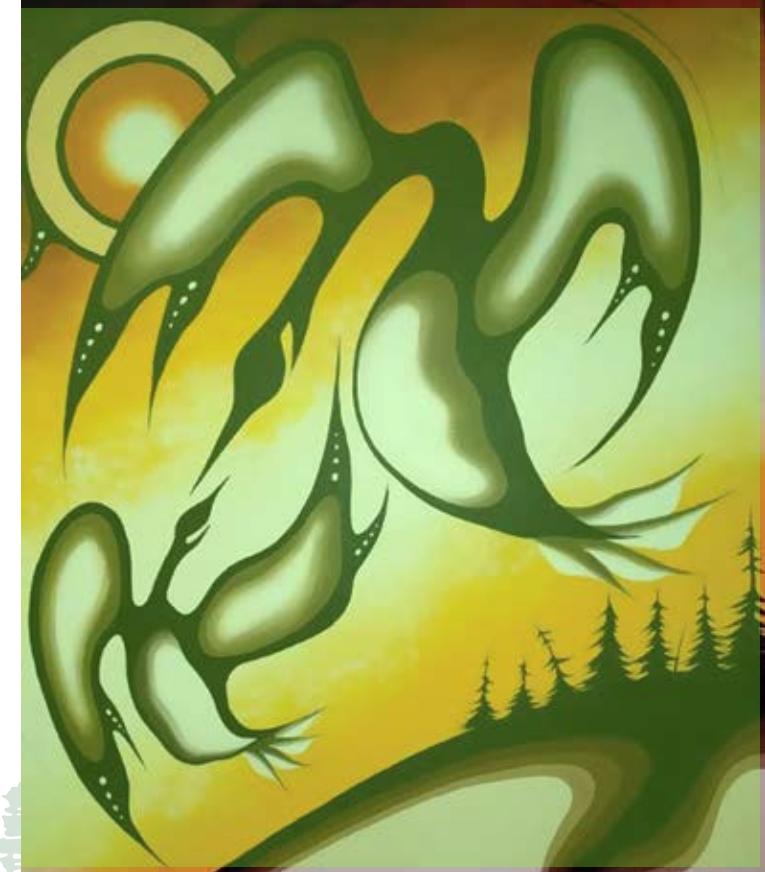
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## MESSAGE DU DIRECTEUR GÉNÉRAL

Abraham Jolly 3

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

J'ai le plaisir de vous présenter le rapport annuel de notre Commission scolaire crie pour 2015. Nous sommes impatients de vous faire part des développements de l'année qui vient de se terminer, alors que nous continuons à mettre l'accent sur notre mission qui consiste à servir les membres de notre Nation crie dans le domaine de l'éducation à Eeyou Istchee.

Au fur et à mesure que nous aborderons chacun des aspects des efforts déployés et du travail accompli au sein de la Commission scolaire crie, qu'il s'agisse du secteur des jeunes, de celui de l'éducation des adultes, des services offerts aux étudiants de niveau postsecondaire et des nombreux autres services offerts par notre organisation à l'échelle des différents départements, vous conviendrez avec moi que notre mission représente une énorme responsabilité. Elle nous ouvre la voie sur un avenir à la fois spécial et significatif pour les Cris. Nous croyons que les résultats et les avantages qui découlent du succès de notre mission permettront à nos étudiants cris et à la prochaine génération de jeunes et de jeunes adultes de contribuer de façon positive à notre société crie.

Pour aller de l'avant, il est de plus en plus clair et évident que notre mission doit demeurer au premier plan de tout ce que nous faisons. D'ailleurs, nous serons à même de constater l'atteinte de nos objectifs par la hausse et la croissance stables du taux d'obtention du diplôme de nos étudiants cris et la réussite du cheminement scolaire au sein des secteurs des jeunes et des adultes. Mais au-delà du succès académique de nos étudiants, nous voulons également que ces derniers puissent devenir des travailleurs qualifiés et compétents sur le marché du travail cri.

Nous devons faire face à la pression de voir notre peuple cri répondre aux besoins en ressources humaines au sein de la Nation crie, et avec raison. Cela

inclus les ressources humaines au sein de nos entités et bandes cries, des différents secteurs comme les affaires, la direction, la gestion, le commerce, la construction, la santé, le travail social, l'éducation, et des autres domaines spécialisés, professionnels et techniques. La demande est grande au sein de la Nation crie et les tâches et responsabilités à assumer sont nombreuses!

Les attentes sont élevées dans le domaine de l'éducation. Nous assistons actuellement à une croissance rapide du développement économique, de la construction d'infrastructures et d'installations principales dans nos communautés cries et de l'expansion des organisations cries, sans mentionner les autres secteurs comme l'industrie minière à Eeyou Istchee. En raison de cette rapide croissance, il semble que le peuple cri ne suffise actuellement pas à combler les besoins en ressources humaines sur le marché de l'emploi cri, en particulier pour les postes de haut niveau, comme les postes de direction et de gestion, et les domaines professionnels, spécialisés et techniques.

**Quelles mesures faudra-t-il prendre afin d'engendrer des changements positifs au cours des cinq à dix prochaines années?**

Ceci est un cri du cœur sincère et nous ne saurions insister suffisamment sur le fait qu'à ce point dans l'histoire de notre Nation crie, nous avons besoin de davantage de CRIS INSTRUITS au sein de notre NATION. Je souhaiterais que ce cri se propage au cours des cinq prochaines années ou jusqu'à ce qu'il résonne et soit entendu par la Nation crie, nos communautés cries, nos familles cries, nos enfants, nos parents et nos grands-parents cris!

Je crois que l'objectif ultime de nos chefs dans le cadre des négociations relatives à l'éducation crie en vertu de l'article 16 de la Convention de la Baie James et du Nord québécois (CBJNQ) était, en tant que peuple cri de cette génération, de prendre le contrôle de notre propre système d'éducation et de diriger nos écoles dans le contexte de notre identité en tant que peuple

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cri. Pour le peuple cri, le projet de diriger notre propre Commission scolaire crie était voué au succès. Je ne crois pas du tout que nos chefs cris s'attendaient à ce que notre Commission scolaire crie, nos écoles et notre système d'éducation soient des systèmes désorganisés, dysfonctionnels et ratés. Leur vision consistait à ce que notre peuple cri dirige et contrôle sa commission scolaire et son système d'éducation avec brio. Toutefois, les résultats de cette vision visaient à s'assurer que nos étudiants cris s'instruisent, quel que soit leur niveau, et qu'ils apportent une contribution significative à notre société crie.

Depuis des années, et encore aujourd'hui, certains Cris considèrent la Commission scolaire crie comme la seule entité en mesure d'offrir une éducation appropriée à la société crie, et lui en impose l'entièvre responsabilité. Certes, la Commission scolaire crie accepte cette responsabilité et convient que son principal rôle et mandat consiste à créer des écoles et un système d'éducation efficace et propice à la réussite des étudiants cris.

Toutefois, les chances d'une meilleure réussite et éducation de notre Nation crie sont plus élevées si nous appliquons le principe de la collaboration. Les dirigeants communautaires, les membres de la communauté, et surtout les parents, ne doivent pas se distancier de cette responsabilité commune. À la maison, les parents doivent s'investir auprès de leurs enfants en leur faisant la lecture et en leur apprenant certaines notions au cours de leur enfance. Les parents et les familles doivent prendre conscience qu'ils jouent un rôle important dans le développement et la croissance de leurs enfants, ainsi que dans leur bien-être physique, mental, social et spirituel. Je crois que nos étudiants seront plus enthousiastes, plus enclins et plus disposés à apprendre dans nos salles de classe et nos écoles si les parents jouent d'abord leur rôle à la maison. C'est là le changement qui doit être apporté au sein de notre société crie.

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Je me risquerai même à dire que les parents doivent être disponibles et exigeants, de manière positive, envers notre personnel enseignant, nos écoles et la direction de la Commission scolaire crie, et n'exiger rien de moins que la meilleure éducation pour leur enfant. Les dirigeants de la communauté jouent également un grand rôle pour démontrer aux membres de la communauté, aux jeunes et aux enfants, l'importance de l'éducation au sein de notre société crie.

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L'importance capitale que revêt l'éducation doit trouver un écho au sein de notre Nation crie. En outre, tous doivent comprendre qu'il s'agit d'un aspect fondamental nécessaire pour faire de notre Nation crie une société plus forte. Toutefois, il ne sera possible de promouvoir l'importance de l'éducation auprès de la jeune génération que par des efforts collectifs et la collaboration de tous. Ainsi, nous permettrons aux membres de notre peuple cri de contribuer de façon significative à notre société crie. En tant que gouvernement cri, nous devons être une force sociale, économique et politique efficace tout en assurant le bien-être de notre société crie, et nous devrons continuer de développer et de soutenir tous nos étudiants dans leur cheminement pour devenir des Cris instruits, qualifiés et compétents.

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**Abraham Jolly, Directeur Général** 6

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## MISSION DE LA CSC<sup>7</sup>

**FOURNIR UN APPRENTISSAGE À NOS ENFANTS EN COLLABORATION AVEC NOS COMMUNAUTÉS, TOUT EN GARDANT L'IDENTITÉ CRIE. CELA PERMETTRA ÉGALEMENT À CHAQUE ÉLÈVE ET ÉTUDIANT D'ACQUÉRIR LES COMPÉTENCES ET QUALIFICATIONS DONT IL A BESOIN POUR DEVENIR UN PRÉCIEUX COLLABORATEUR DE LA NATION CRIE ET DE LA SOCIÉTÉ EN GÉNÉRAL.** 8



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## MESSAGE FROM THE DEPUTY DIRECTOR GENERAL

Serge Bélieau 3

On behalf of all of the Youth Sector team, it is with honour that I present the 2014–2015 Annual Report. It is important to specify that the data presented in this report refers to the 2014–2015 school year. This Annual Report allows us to go back to our 2010–2015 CSB Strategic Action Plan (SAP) objectives. The SAP is the School Board's "game plan" for setting targets for student success, and our efforts are put together to ensure this remains our priority.

In my mandate as the new Deputy Director General, I had to establish my priorities as soon as I started back in August 2014. My priorities for 2014–2015 were as follows:

### 1. Community Tour 7

During the community tours, I reminded all concerned of the CSB's Mission, Vision and Values. It is crucial for the organization that we continue to value, respect and uphold these.

The community tour was also really helpful in receiving feedback from schools and community

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members with regards to concerns and focus areas. This contributed to helping us in our reflections when working on the new CSB Strategic Action Plan for 2015–2020. In all communities we visited, it came out very strongly that parental and community involvement have to be at the forefront of our reflections and interventions.

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Office. A number of modifications have been proposed for the Youth Sector Structure. This requires more time to plan and implement. I will be working with the departments of Human Resources and Finance to ensure we continue to move forward in this dossier.

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### 5. Special Project Surplus Funding for Increased Student Engagement 16

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- Technology integration: CSB initiated a pilot project in two schools, Luke Mettaweskom School & James Bay Eeyou School, with the implementation of class sets of iPad Minis. We were fortunate to have the collaboration of Dr. Thierry Karsenti from the University of Montreal. It is having a positive impact on students' motivation. Final report is expected in the fall.
- Cree Resources Development: We are working with Minority Media to implement a gaming and movie production concentration in Oujé-Bougoumou next fall. This community was chosen strategically to retain students in the school. We are also confident that this will contribute to bringing back students who had previously chosen to go to Chapais or Chibougamau.
- Developmental Approach/Brain Development Approach: We are working with Dr. Alex Thornton, Dr. Lindsay Thornton and their colleagues to continue to study the impact of sleep, nutrition and fitness on our students' brain development and academic performance. We will continue next school year in 1 to 2 other communities/schools.
- Staff Dropout Study (Phase 1 & 2): Phase 1, the quantitative phase was completed. Results were shared and now Phase 2, the qualitative phase was initiated. Data is being collected. Report to come in the fall.
- Build concentration programs to contribute to student engagement and retention:

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### 2. Increased Accountability 10

- Departmental plans were produced, and I asked that monthly reviews be submitted in our efforts for follow up on our priorities.
- Schools' alignment between Exams/Benchmarks Results and LSIP actions: this is the only way for us to know if our students are learning what they should be learning, and when they are not, what the school teams must put into place, through their LSIPs, to resolve it.
- I met the Education Services Team as well as the support staff in Chisasibi multiple times to ensure there were regular touch-base opportunities, to follow up on plans, and offer support to the team.

### 3. 2015–2020 CSB Strategic Action Plan (SAP) 12

- Work sessions were scheduled, which contributed to the development of focus areas. Full-day sessions with all School Principals were held. This contributed to the main focus areas in the new SAP. This work was presented to the Pedagogical Management Team as well as Education Services for feedback.

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### 4. Youth Sector Structure Review 14

- A review of the Youth Sector Structure was presented in January. This review was based on some suggested modifications, following the CAFSI Report, which mainly pointed out some challenges around the geographical separation between Education Services and the CSB Head

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- o AYEP Entrepreneurship Program (Mistissini) will be starting in the fall.
- o Arts Concentration Program (Misitissini) will be starting in the fall.
- o Arts, Sports, Science, and Cree Culture concentrations (Whapmagoostui) will be starting in the fall.
- o Hockey Concentration (Mistissini) tentatively starting in the fall.
- o Hockey/Broomball Concentration (Eastmain): in progress.

#### 6. Guaranteed and Viable Curriculum (GVC) 2

Secondary 3 units are completed as planned. Math Translation and Mini target lessons are both in completion stages and will be printed. The GVC for Secondary 3 is to be rolled out in August, 2015, with materials, binders, and training delivered to teachers. Sections 4 and 5 will be tackled in the next school year.

#### From the Department of Instructional Services 4

In writing and developing the Cree School Board curriculum, a foundational pillar of school improvement is the Guaranteed and Viable Curriculum (GVC). This years' work is made up of three parts: the elementary Cree, English, and French GVC revisions, based on feedback from teacher surveys and school GVC implementation visits. It was a full implementation and pedagogical training for Secondary 1 and 2 teachers. Secondary three (Cycle 2, Year 1) was written and will be delivered to teachers in August. The Elementary Science GVC for Cycles 1, 2, and 3, and the Secondary Cree language GVC for Cycle 1 was initiated.

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#### From the Department of Student Services 6

Among the many responsibilities under the Department of Student Services, parental engagement was given more attention this year and a survey was developed and introduced in our communities. Data is being collected and will be shared in the fall.

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#### From the Department of Professional Development 8

The Department of Professional Development has completed the implementation of the Certificate in Teaching Cree Culture and Language and was in the process of giving the 2<sup>nd</sup> course of the Certificate before June 30, 2015. It was also a goal to offer courses to the students in the Regular B.Ed Certificate Teaching program by the end of May 2015. The course for the B.Ed program was completed in March and two summer programs have been planned. Recruitment of candidates for the Certificate in Aboriginal Literacy was done this year. One course was completed in the Certificate in Aboriginal Literacy: CREE and the 2<sup>nd</sup> course is planned for early fall. We have completed the 2<sup>nd</sup> course in the Students/Teachers/Educators Certificate in Inclusive Education and we also added another course for those who already had the 2<sup>nd</sup> course offered.

9

#### From the Department of Special Education 10

The Department of Special Education has been working to put things in place in our schools to respond to students' needs. Areas of focus for the coming years will be to implement relevant pathways for students, to implement the Response-To-Intervention (RTI) model in our schools, and to respond to students who have additional needs.

11

#### From the Department of School Improvement 12

We have made huge strides towards becoming experts in the areas of best practices, including *Classroom Instruction That Works* and *Success in Sight*. We will be taking on more and more responsibilities in this area in the coming years. Also, student engagement is at the foundation of the department's effort to survey students and use the data to make our schools better places to be for our students.

13

#### From the Department of Cree Programs 14

The Department of Cree Programs has worked hard again at making sure we continue to produce Cree resources for our students. We were happy to see that a number of the famous Robert Munsch books were translated into Cree for our students. We will continue to make the production of Cree resources a priority in the coming year.

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I'm looking forward to an exciting 2015–2016 school year.

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**Serge Bélieau, Deputy Director General 17**



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Ե Շ"Ր Հ"ՐԱԲ.ՃԸ Ե ԱՐԱՀԱԿԱՆԻ 2  
ՃԼՈՒՅ.ՃԸՆՅ ՇՈՒՅ.ՃԸ  
ԿԱ ՎՃ

3. 2015–2020 ደንብ ስምበትና እና  
ዶ-ኤሌክትሮርስና (SAP) 10

- የ >ያ"ርዕስ-ል° ስ ፈላጊሁንርዕስ-ል°, የነ" ፈቃድ  
በ ዳም"ል-ፍላጊሁን ስ የ >ያ"ርዕስ-ል° ፈቃድ ስ ሰም  
ገዢእለ"ርዕስ-ል° የ ሌገለሁ"ርዕስ-ል° ሰምና የኅብዕ዗  
ፈ ማርቃልዋሮስ-ል° ምርመራ የኅብዕ዗ ፈቃድ ስ  
በ ዳም"ል-ፍላጊሁን ስ የ ጥቅእለ"ርዕስ-ል° ተ ሰምና  
ፈ ሌገለሁ"ርዕስ-ል° ስ ሰምና ሌገለሁንርዕስ-ል° ምርመራ  
ፈ ሌገለሁንርዕስ-ል° የ ሰምና ሌገለሁንርዕስ-ል° ምርመራ  
በ ዝቅዕሮ"ኩ" ተ ሰምና ሌገለሁንርዕስ-ል° የነ" ሰምና  
የኅብዕ዗ የኅብዕ዗ የኅብዕ዗ የኅብዕ዗ የኅብዕ዗

4. ፊ. ዓ. ዓ. ስ. ዓ. ሰ. ዓ. ሰ. ዓ. ሰ. ዓ. ሰ. 12  
የ. ዓ. ዓ.



5. ተ የ ስራ አለበት የ ስራ አለበት የ ስራ አለበት የ ስራ አለበት የ ስራ አለበት






o ◇ ՀՆ-ՀԾ-Ծ-Ը "ՁՔՐԴԱՐԾՎԵՌԵՑ Հ ԻՆԳՈԼԴՐԾԵԾ-Ը" 5  
 (ՁՂԴ): ◇▷<sup>d</sup> Հ◁<sup>d</sup> Հ՝<sup>r</sup> ՊՊԾ-Ծ-Խ  
 o ◇ ԴԼ"ՀԾ ԲԿՐՄԴԾ-Ը, Հ ԼՆ-ՀԾ-Ը, ՀՐԸ Հ Ծ-Ը Ծ-Ը Ե-Ը, ԲՆ" ՃՐԳՅՈ  
 ԱՐՄԾ-Ը Հ ԾԵՐՄԱՆ"ՀԾ-Ը Ե-Ը, ԲՆ" ՃՐԳՅՈ  
 ԱՐՄԾ-Ը Հ ԾԵՐՄԱՆ"ՀԾ-Ը Ե-Ը, ԲՆ" ՃՐԳՅՈ

6. ፊርማዎች የሚከተሉትን የፊልም ስነዎች በመሆኑ የሚከተሉት ሰነድ ይፈጸማል (GVC) 6

Յ Ե ԱՇՀՅ Ե ՃՆ<ՀՐ> ԻՎԲՈՒՆՆՐԳՐՄ Ք  
ԻՄՀՇՊԾԱՋ Ա Ե ԱՄ ՏՐ-ՁԼՂԱՑՀՇՊԾԱԽ Կ Կ  
ՐՊ ԻՎԱԲ Ա Դ ԱՇՀՅՈՒՆՈՒՊԾԱՅ ԱՐՄՀԿԱ Ա  
ԱԲՄՊՊԾԱԽ Կ Կ Ի ԻՄՀՇՊԾԱՋ ԱՌԾԱ Ե  
ԱՄԺՄՍ ԻՐԱ Ա ԻՎԲՈՒՆՆՆԾԱՅ Ն-ԵԱ Կ Կ  
ԻՄՀՆՈՒՊԾԱՋ Ա ՃԱՎԺՋՀՇՊԾԱՅ ԻՐԾԱ ՃԲԱ  
ԲՆ Ա Ի ԻՐԾԱ ՃՆԱԲՐ ԻՎԲՈՒՆՆՆԾԱՅ Ն ԼՈՍ-ԱՌԾԱՅ:



«ԳՎԸ ՇՐ ԱԾՔ Յ Ե ԱՌՀՆԵ Ե ՃԱՌՀՆԵ  
ՐԿԸՈԼԾՐԳԺՄ ՐՊ ԱՐԱԲՆՅՑԲԸԾ-ՃԸ ՇՐԱՌՀՆԵ  
2015, «Լ ՃՆԱԲՐՆՅՑԲԸԾ-ՃԸ Ն-ԵԿ, ՐՄԸԾ-ՃԸԾ ԲՆ-  
Հ ՐԿԸՈԼԾ-ՃԸԾ ՐԿԸՈԼԾՆԾ ՐՊ ՀՆՔԸԾ-ՃԸԾ  
ԱԾՔ 4 ԲՆ- 5 Ե ԱՌՀՆԵ Ե ՃԱՌՀՆԵ ՐԿԸՈԼԾՐԳԺՄ  
ՐՊ ՐՄԸԾ-ՃԸԾ Ի ԱՐԱԲՆՅՑ Հ ՀՐԴ ԱԵՐ Հ  
ՐԿԸՈԼԾՆԾ-ՃԸԾ»

▷ "የ ፊዜና የሚጠች ስርዓት እና የሚያስፈልግ ደንብ ነው" 2

Ե ԵՐՄ"ԱՔԾ-ՃԱ ԲԼ" Ե ԵՐՄ"ՀՔԾ-ՃԱ Շ ՃԾ Ի ՃԾ  
ՐԿԸՆՈԼՆԾ-ՃԱ ՋՔԲՉ ՐԿԸՆՈԼՆԾ-ՃԱ Շ, ՇՃԾ Շ Ե  
ԲՄ"ԵՆՐՄ"ՀՃՄ Հ ՆԵՐԱԾԵՐՄ"ՀՃՄ Հ Մ"ՃԱՂՅՆ Հ  
ՐԿԸՆՈԼՆԾ-ՃԱ (GVC), Շ <՛> Ե ԳԼՈՒՅՆԾ-ՃԾ-ՃԱ,  
ՇՃԾ ՏԿԸՆՏ Ե ՃԾ ԱՄ"ԵԾ-ԾԾ-ՃԱ: Ժ"ՀՄ" ՃԾ-Ն  
Ե ՐԿԸՆ-ԱՔԾ-ՃԱ ՋՔԲՉ-ՃԱ, Ա-ԿՐԿԸՆԺ-ՃԱ-ՃԱ  
ԲԼ" ՇԱԿՆԵՆԺ-ՃԱ GVC Ե ԱՄ"ՈՐՄ"ԱՔԾ-ՃԱ,  
Հ ՐԿԾ-ՆԼ"ՀՔԾ-ՃԱ ՎԾ-Ն Ե ՃԾ Ճ"ՊՄ"  
ՐԿԸՆՆԵՐԾ Հ Ր ԿՐԿԾ-Ն ՃԵՐԿՆԵՐՄ"ՃԲԱ" ԲԼ"  
Ե ՄԾԿԱԽՈՐԾ-ՃԱ ՐԿԸՆՆԵՐՄ" Ե Մ"ՐԱՂՄ"ՀՔԾ-ՃԱ  
GVCx ՇՃԾ ՐԿ-Ճ Ե Ր"ՐԱՂՄ"ՀՔԾ-ՃԱ ԲԼ" Ր  
ՐԿԸՆ-ԱՔԾ-ՃԱ ՎԾ-Ր ՐԿԸՆՆԵՐԾ Հ ՃԾ ՐԿԸՆՆԵ  
ՎԾ-Ն" Ե ՃԱ-Ն Ե ՐԿԸՆ-ԱՔԾ-ՃԱ 1 ԲԼ" 2 Ե  
Ճ"ՀԿ" ՎԾ-Ր ՄԾ-Ն Ե Ճ"ՀԿ" Ե ՃԱ-Ն (Հ ԱՐԱՂՅ  
2, Հ Ա> 1) ՇՃԾ Ե ՐԿՄ"ՃԱ-ՃԱ ԲԼ" ՇՃԾ Ն  
ՇՆՔԾ-ՃԱ ՐԿԸՆՆԵՐԾ Շ"ԱՄ"ՃԱՐՄ ՎՃՐՄ"Ե<sub>Խ</sub> ՎՃ Ժ"ՀԿ" Ա  
Հ ՐԿԸՆՆԾ-ՃԱ Հ Մ"ՐԿՆՆՄ"ՀՔԾ-ՃԱ Ն-Ե Ա GVC Շ"Ր  
ՎԾ-Ն"Ճ Հ ԱՐԱՂՅ 1, 2, ԲԼ" 3, ԲԼ" ՎՃ Ե ՃԱ-Ն  
Ճ"ՀԿ" Ե ՋՔԲՉ/ՃԲ ՎՃ-ՃԱ GVC Շ"Ր ՎՃ Հ ԱՐԱՂՅ  
1 ՇՃԾ Շ ՎՃ Ե Ր"ՐԱՂՄ"ՀՔԾ-ՃԱ

▷ "גַּדְעָן-בְּנֵי-יִשְׂרָאֵל" אֶת-הַמִּזְבֵּחַ וְאֶת-הַמִּזְבֵּחַ

▷ "የ ፈጋድና እና ማያዣቸው የሚያስፈልግ ነው 6  
ልተለበሩን የሸፍት የሚያስፈልግ ነው"

8 የፌዴራል አስተዳደር ማኅበር ተቋማ

▷ "רַ אֶסְכִּי" אֵד▷ "רַ אֲסָדָה" צְבָאָה וְעַלְמָה 10  
אֶסְכִּי

▷ "የ ልማር እና የ ስራውን መሆኑ ደረሰኝ የ ስራውን ደርማ እና 12

σΛΔΪՀՅՇՀԱ և յՐՆԵՐԾՈՒԹԵ Ի ԱՐԱԲՆ ՀՐԴԱՅ 14  
Հ ՐԱՋՈԼՆԾԱԾ 2015–2016:

ԿՇԱ ՎՀԵ՛, Ե՛Շ ՇՐՋԱԲԴԸ Ե՛ ԱՐԱՀԵ՛ՀԱՆԻ 15  
ՏԱՂՈՒՄԱԾՀՆՅ



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## MESSAGE DU DIRECTEUR GÉNÉRAL ADJOINT

Serge Béliveau 3

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Au nom de l'équipe du secteur des jeunes, c'est pour moi un honneur de vous présenter le rapport annuel 2014-2015. Il est important de préciser que les données présentées dans le présent rapport concernent l'année scolaire 2014-2015. Ce rapport annuel nous permet de revenir sur nos objectifs dans le cadre du Plan d'action stratégique (PAS) 2010-2015 de la CSC. Le PAS n'est rien de moins que le « plan de match » de la commission scolaire pour l'établissement d'objectifs visant à assurer la réussite des étudiants. Nous déployons tous les efforts nécessaires pour veiller à ce que cette dernière demeure une priorité toute l'année.

En tant que nouveau directeur général adjoint, 5 il était important de déterminer mes priorités pour l'année scolaire 2014-2015 dès le début de mon mandat, soit le 4 août 2014. Les voici :

### 1. Tournée des communautés 7

Dans le cadre de la tournée des communautés, j'ai tenu à rappeler à tous les intéressés la mission, la vision et les valeurs de la CSC. Il est essentiel pour l'organisation que nous continuions à les défendre, à les respecter et à les prôner.

La tournée des communautés a également permis de recueillir les commentaires des écoles et des membres de la communauté à l'égard des préoccupations et des domaines d'intervention. Ces commentaires nous ont été d'une grande utilité dans le cadre de notre travail relatif au Plan stratégique de la CSC pour 2015-2020. Dans toutes les communautés que nous avons visitées, il en est ressorti très nettement que l'engagement parental et communautaire devait être au premier plan de nos réflexions et de nos interventions.

### 2. Responsabilité accrue 10

- Des plans ministériels ont été élaborés, et j'ai demandé à ce que des examens mensuels soient

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présentés dans le cadre des efforts déployés pour donner suite à nos priorités.

- Harmonisation entre les résultats des examens et de référence et les mesures proposées par les Plans locaux d'amélioration scolaires (LSIP; en anglais) au sein des écoles. Il s'agit de la seule façon pour nous de savoir si nos étudiants apprennent ce qu'ils doivent apprendre et, lorsque ce n'est pas le cas, pour déterminer les mesures que les équipes-écoles peuvent prendre, par l'entremise de leur LSIP, pour régler ce problème.
- J'ai rencontré l'équipe des Services de l'éducation ainsi que le personnel de soutien de Chisasibi à plusieurs reprises afin de garder le contact, d'assurer le suivi relatif aux plans et d'offrir du soutien à l'équipe.

### 3. Plan d'action stratégique (PAS) 2015-2020 de la CSC 12

- 13
- Des séances de travail ont été prévues, et ont contribué à la détermination des domaines d'intervention. Des séances d'une journée avec tous les directeurs d'école ont également eu lieu. Ces dernières ont d'ailleurs également contribué à l'identification des principaux domaines d'intervention pour le nouveau PAS. De plus, les résultats de ces séances ont été présentés à l'équipe de gestion pédagogique ainsi qu'à l'équipe des Services de l'éducation afin de recueillir leurs commentaires.

### 4. Révision de la structure du secteur des jeunes 14

- 15
- Une révision de la structure du secteur des jeunes a été proposée en janvier. Cette révision était fondée sur certaines modifications suggérées à la suite de la lecture du rapport du CAFSI, qui soulignait principalement les défis occasionnés par la séparation géographique entre les

Services de l'éducation et le siège social de la CSC. Comme de nombreuses modifications ont été proposées pour la structure du secteur des jeunes, plus de temps sera nécessaire à des fins de planification et de mise en œuvre. Je collaborerai personnellement avec les services de Ressources humaines et des Finances pour assurer la progression de ce dossier.

### 5. Surplus budgétaire destiné à un projet spécial 2 visant l'engagement accru des élèves

- Intégration de la technologie : La CSC a mis sur pied un projet pilote visant l'implantation d'iPad Minis dans deux établissements, soit l'école Luke Mettaweskum et l'école James Bay Eeyou. Nous avons également pu compter sur la collaboration du Dr Thierry Karsenti de l'Université de Montréal, qui a constaté une incidence positive sur la motivation des élèves. Le rapport final est attendu cet automne.
- Développement des ressources cries : Nous travaillons actuellement avec Minority Media pour mettre en œuvre une concentration en production de films et de jeux vidéo à Oujé-Bougoumou l'automne prochain. Cette communauté a été choisie stratégiquement dans le but d'accroître la rétention des étudiants. Nous prévoyons également que cette concentration contribuera à ramener les étudiants qui avaient d'abord choisi Chapais ou Chibougamau.
- Approche axée sur le développement/développement du cerveau : Nous collaborons actuellement avec les Drs Alex et Lindsay Thornton, ainsi que leurs collègues, pour poursuivre l'étude sur l'incidence du sommeil, de l'alimentation et de l'activité physique sur le développement du cerveau et le rendement scolaire des étudiants. Au cours de la prochaine année scolaire, au moins une ou deux

- 1      communautés ou écoles y prendront part.  
 Étude sur le décrochage du personnel (phases 1 et 2) : La phase 1, soit la phase quantitative, est maintenant terminée. Les résultats ont été communiqués et la phase 2, soit la phase qualitative, est maintenant en cours. Les données sont actuellement recueillies et le rapport est attendu à l'automne.
- 2      Élaboration de programmes de concentration visant à stimuler l'engagement et la rétention des étudiants :

- 3      o     Le Programme jeunes entrepreneurs autochtones (PJEA) sera lancé cet automne à Mistissini.  
 o     Le programme de concentration en arts sera offert à compter de l'automne à Mistissini.  
 o     La concentration Hockey devrait également être offerte à Mistissini, dès l'automne.  
 o     Nous travaillons encore à l'élaboration de la concentration Hockey/Ballon balai (Eastmain).  
 o     Les concentrations Arts, Sports, Science et Culture crie seront proposées dès l'automne à Whapmagoostui.

### 6. Curriculum garanti et viable (CGV) 7

Tout s'est déroulé comme prévu en ce qui concerne les unités de troisième secondaire. La traduction du matériel de mathématiques est en cours, tout comme l'élaboration des mini leçons ciblées. Certains documents font également l'objet de formatage et d'impression. Résultat visé : Le CGV à l'intention des élèves de secondaire 3 sera mis en œuvre en août 2015. Les documents et les reliures seront remis aux enseignants, qui à leur tour suivront la formation connexe. Nous nous attaquerons au curriculum à l'intention des élèves de secondaire 4 et 5 dès la prochaine année scolaire.

### 4. Du Bureau des services pédagogiques 9

Lors de l'élaboration et de la rédaction du curriculum de la Commission scolaire crie, le Curriculum garanti et viable (CGV) est l'un des piliers fondamentaux de l'amélioration scolaire. Le travail de cette année se divise en trois parties : le cri au primaire, l'anglais et le français. Les révisions du CGV sont fondées sur les commentaires des enseignants recueillis au moyen de sondages et sur les visites de mise en œuvre du CGV dans les écoles. Le programme de secondaires 1 et 2 a fait l'objet d'une mise en œuvre complète et les enseignants concernés ont suivi une formation pédagogique. Quant au programme de secondaire 3 (première année du deuxième cycle), il a été rédigé et sera présenté aux enseignants en août. Le CGV pour l'enseignement de la science au niveau primaire, le CGV à l'intention des élèves du 1er, 2e et 3e cycles, ainsi que le CGV pour l'enseignement de la langue crie au secondaire (premier cycle) ont été mis en œuvre.

### 5. Du Bureau des services aux étudiants 11

Parmi les nombreuses responsabilités qui incombent au Bureau des services aux étudiants, l'engagement des parents était au cœur des préoccupations cette année et, à ce sujet, un sondage a été créé et présenté aux communautés. Les données sont en cours de compilation et les résultats seront communiqués à l'automne.

### 8. Du Service de perfectionnement professionnel 13

Le Service du perfectionnement professionnel a terminé la mise en œuvre du certificat en enseignement de la langue et de la culture cries (Certificate in Teaching Cree Culture and Language) et le deuxième cours pour l'obtention du certificat s'est donné avant le 30 juin 2015. Nous avions également pour objectif d'offrir des cours aux étudiants inscrits au baccalauréat en éducation



(B.Ed.) régulier d'ici la fin mai 2015. Le cours pour le B.Ed. a été terminé en mars et deux programmes d'été ont été prévus. Le recrutement des candidats pour le certificat en alphabétisation des autochtones a été effectué cette année. Un cours, soit Langue cri, a été offert et le deuxième est prévu au début de l'automne. Nous avons terminé le deuxième cours à l'intention des étudiants, des enseignants et des éducateurs du certificat en intégration scolaire et nous avons ajouté un deuxième cours pour ceux qui l'offrent déjà.

### Du Service d'adaptation scolaire 2

Le Service d'adaptation scolaire a travaillé à la mise en place de ressources dans nos écoles pour répondre aux besoins des étudiants. Au cours des années à venir, nous mettrons l'accent sur l'élaboration de

1 cheminements pertinents pour les étudiants, la mise 4 en œuvre d'un modèle de réponse à l'intervention dans nos écoles et la prise en charge des étudiants ayant des besoins supplémentaires.

### Du Service de l'amélioration scolaire 5

6 Nous avons fait beaucoup de progrès dans l'atteinte de notre objectif qui consiste à devenir des spécialistes dans le domaine des pratiques exemplaires, notamment *Classroom Instruction That Works* et *Success in Sight*. Dans les années à venir, nous assumerons toujours davantage de responsabilités dans ce domaine. De plus, l'engagement des étudiants est la pierre angulaire du travail de notre service qui consiste à interroger les étudiants et à utiliser les données pour rendre nos écoles meilleures.

### Du Service des programmes cris 7

8 Le Service des programmes cris a encore cette année déployé de nombreux efforts pour assurer la production de ressources cries à l'intention de nos étudiants. Nous sommes heureux de constater que de nombreux livres du célèbre Robert Munsch ont été traduits en cri pour nos étudiants. En outre, nous continuerons de veiller à ce que la production de ressources cries demeure une priorité pour l'année à venir.

9 Je suis déjà enthousiaste à l'idée d'entamer l'année scolaire 2015-2016.

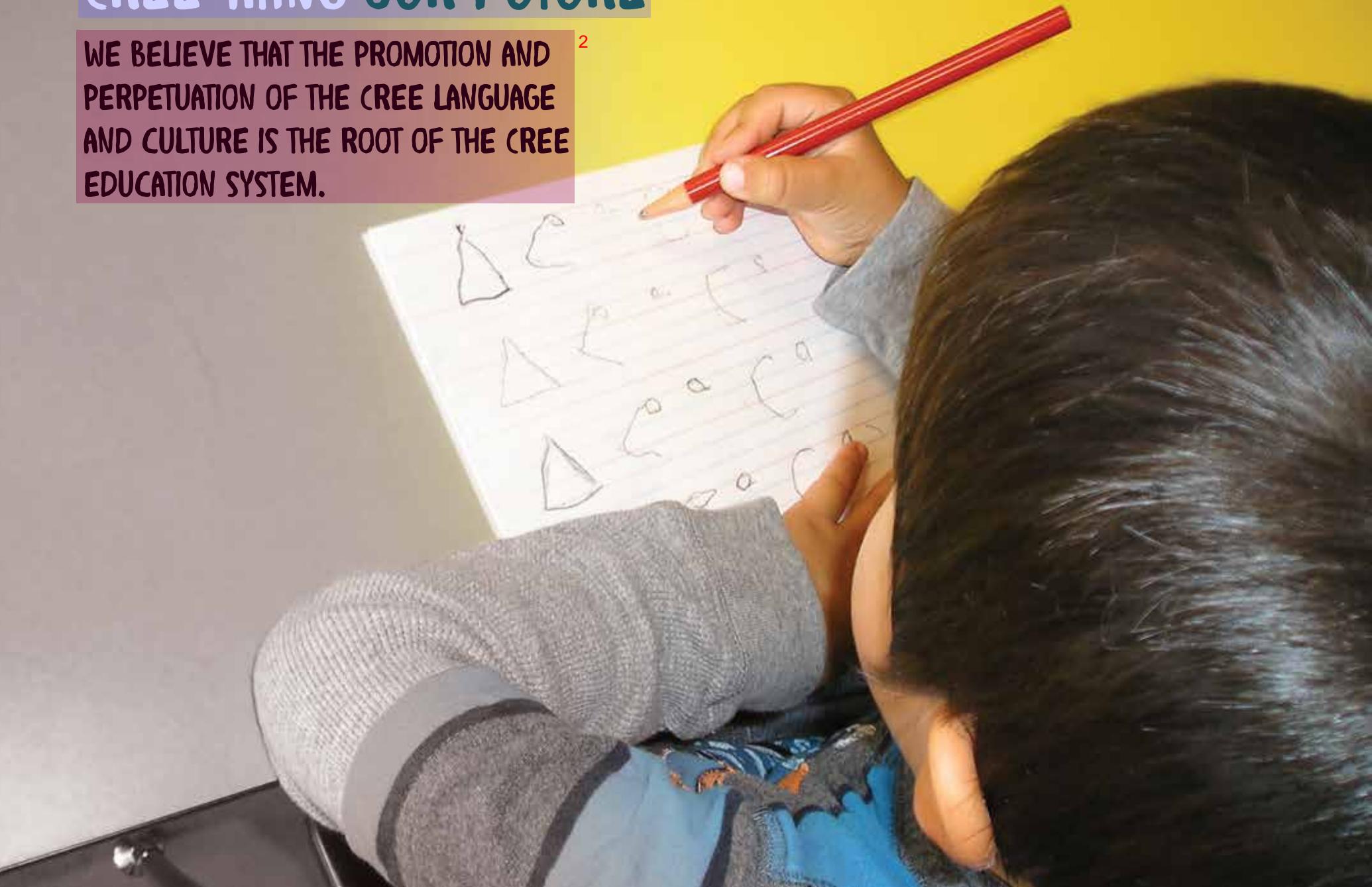
10 **Serge Bélieau, Directeur général adjoint**



# CREE-ATING OUR FUTURE<sup>1</sup>

WE BELIEVE THAT THE PROMOTION AND PERPETUATION OF THE CREE LANGUAGE AND CULTURE IS THE ROOT OF THE CREE EDUCATION SYSTEM.

<sup>2</sup>





2

## MESSAGE FROM THE DIRECTOR OF SCHOOL OPERATIONS

Kimberly Quinn 6

As we have come to the end of our five year Strategic Action Plan (SAP) and are transitioning into a new one, it brings much reflection on what we have done these past five years to achieve the goals we set for ourselves. What we continue to strive for is increased student success and that each student reaches their highest potential. Among the first steps made following the CAFSI Report (2008) and our SAP (2010) is that we focused more on the areas that would impact student achievement, such as: creating a strong curriculum across all levels, building the capacity of teachers in best practices and Professional Learning Communities (PLCs), and developing balanced school leaders in the areas of continuous improvement, instructional supervision, and overall management in our schools.

Today, our school leaders are more focused on their Local School Improvement Plans (LSIPs), taking action with their school-based teams to work toward common goals and those that impact student learning in their schools. While the Department of School

5

Here are some highlights of this year: 10

- Continued onsite support from McREL coaches (three to five times per school) to further develop school leadership teams in the areas of continuous school improvement, PLCs, and to coach school leadership;
- Building capacity of the Coordinators of School Operations and School Improvement as they accompanied McREL to schools and supported them otherwise onsite;
- Training and implementation of Power Walkthrough Training with all Principals and Vice-Principals, allowing them to record walkthroughs electronically and generate reports easily from a database;
- Principals took part in developing the new SAP (2015-2020), allowing them to take ownership from the start for the next five years;
- Visiting Whapmagoostui, further building our Principal team into a PLC where best practices were shared in various settings: in the school, on the land, in our meeting room, and at dinners cooked for one another.

9

Hardy Audate, Coordinator of School Operations, has built the capacity of several teams through leading training sessions with each in an effort to build strong PLCs within and across each team:

"Management is doing things right; leadership is doing the right things." 1

Peter F. Drucker

Operations has continued to contribute toward the SAP in all areas, we have primarily focused on the action area aligned with our mandate to supervise and support school leadership:

A-3 School leaders who are empowered and trained on balanced leadership for continual school improvement. 4

3

- Vice-Principals in the areas of: Guaranteed & Viable Curriculum (GVC), Continuous Improvement, and effective management tools;
- Guidance Team, consisting of Guidance Counsellors, Readaptation Officers, and Student Affairs Technicians, to better align services and support to our students; and
- Teacher teams in the areas of History, Science, and Mathematics in Secondary.

11

In collaboration with the Coordinator of School Data Management, Christiane Laplante, and Coordinator of Student Services, Nellie Pachanos, Summer School is another program managed by Hardy, where their efforts contributed toward a much improved program in the summer of 2014. Offered in more communities, with smaller class sizes, fewer students required to leave home for the summer, and more of our own teachers staying to work with students, we had the best result we have had in any year with thirty-three (33) graduates out of the seventy-nine (79) total for 2013-2014. Offered in five communities this summer, we look forward to seeing final results as we stand at fifty-nine (59) graduates for 2014-2015 following January and June exams.

12

Within her role, Christiane Laplante continues to improve the accuracy of student clientele data she manages with her team and schools each year. For the last few years, we have a reported rate of 99.3 % accuracy, completing all aspects of student declaration earlier and for the first time in April this year. Much of this has been accomplished through continued training, support, follow up, and improved control mechanisms. In terms of improvements, they have implemented online registration for students in four communities, have succeeded in ensuring more

8

13

14

schools directly enter student attendance, and will soon be introducing eduSphere, a portal for parents and students that will improve communication between them and the schools. With her continued responsibility in the area of Sanction des études with MELS, we have data and reports on student success in a timely manner at both the regional and school level, which allows us to make more data driven decisions within our schools.

Much like the past, we are collectively persistent as the Youth Sector Services in our efforts to improve literacy rates of our students, as research states that children who do not read at grade level by the end of Grade 3 are highly unlikely to graduate. Five years ago, we did not have much data to tell us the levels at which our students were reading. However, today, all schools regularly assess students in reading in

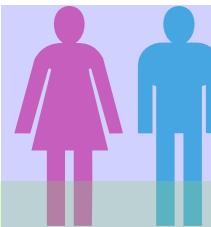
1 elementary, and some in secondary, to better inform instruction, professional development, and to align resources to implement the best literacy practices. When school is out for the summer, our partnership with Frontier College for the last three years has allowed for us to offer free literacy camps to about 450+ elementary students in our communities for four weeks. This is in an effort to reduce summer reading loss and give students opportunities to engage more with literacy in a positive way throughout the year.

In the following school reports, each School 2 Principal has shared their LSIPs, progress toward their goals, and results in the areas of Canadian Achievement Tests (CAT), literacy, attendance, retention rates, and success rates in required Secondary subject areas.

3 We want to thank each of our school leaders, their teachers, and school teams for their continued dedication in making our schools a better place for our students to be, and for acting as the main contributors to our students' learning. Many have become leaders of effective change in our schools and we are seeing this more and more in the results they share. We look forward to continuing this journey of school improvement with them as we implement new programs, better practices, and work toward increasing student success together.

5 Kimberly Quinn, Director of School Operations 6





**4267  
STUDENTS**

**2375  
ENGLISH** 1296 Elementary  
**1161  
FRENCH** 1079 Secondary  
754 Elementary  
407 Secondary

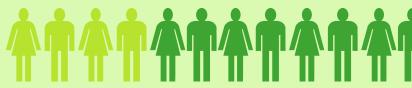
**1  
731** Pre-K and Kindergarten  
**152** special needs

#### GRADUATION RATE

**9.9%**  


A 1% decrease over the previous year

#### RETENTION RATE

**64.6%**  


Students in Secondary I in 2010-11 who entered Secondary V in 2014-15

#### ABSENTEEISM

**24.6%**

Secondary  27.6%

Elementary  18.7%

#### MELS SUCCESS RATE



**52%**  
English Language Arts



**41%**  
Enriched English 2<sup>nd</sup> Language



**25%**  
Mathematics



**32%**  
Science & Technology



**27%**  
Enriched French

MELS Exam Pass Rate

#### SECONDARY V GRADUATION

**42.0%**

  
**of Secondary V  
Students  
Graduated**

**196** Total Dropouts  
for 2014-15



**2375**  
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**1161**  
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1296 ማርያም አዲስ  
1079 ልጂልግዥ አዲስ  
754 ማርያም አዲስ  
407 ልጂልግዥ አዲስ



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# 9.9%



# 64.4%

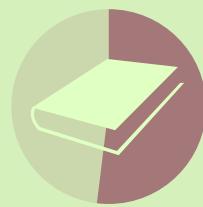


# 24.6%



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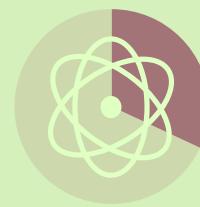
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MELS እና ልጂልግዥ አዲስ ችግር

# 42.0%

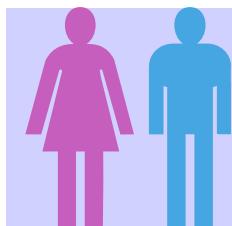


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**196** እና ችግር እና ልጂልግዥ  
የሚከተሉት ልጂልግዥ 2014-15



# 4267 ÉLÈVES



# 4267 ÉLÈVES

**2375**  
ANGLOPHONES  
**1161**  
FRANCOPHONES

1296 Primaire  
1079 Secondaire  
754 Primaire  
407 Secondaire

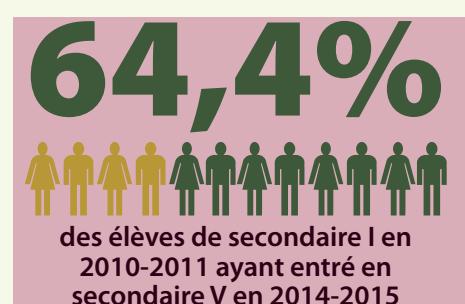
<sup>1</sup>  
**731**  
Pré-maternelle  
et maternelle

**152**  
besoins spéciaux

## TAUX D'OBTENTION DE DIPLÔME



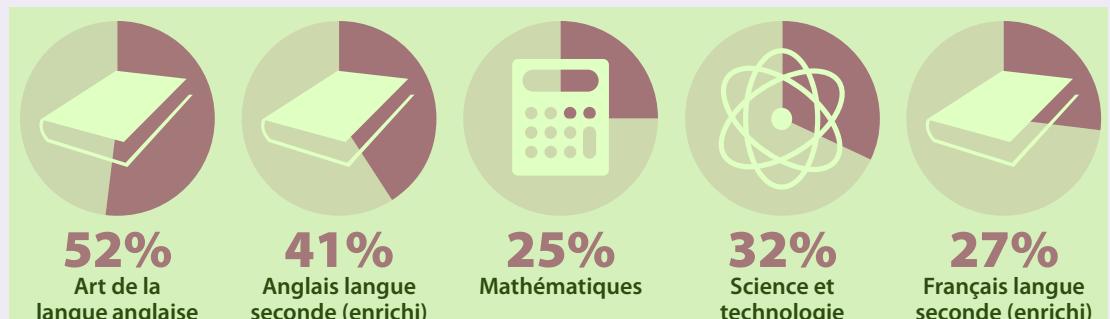
## TAUX DE RÉTENTION<sup>2</sup>



## ABSENTÉISME



## TAUX DE RÉUSSITE (MELS)<sup>6</sup>



Taux de réussite aux examens du MELS<sup>8</sup>

## DIPLÔMÉS DE SECONDAIRE V



**196** ont abandonné l'école<sup>11</sup>  
en 2014-15



# EEYOU SCHOOLS

# ÈÈΥΟΥ ΣΧΟΛΕΙΑ

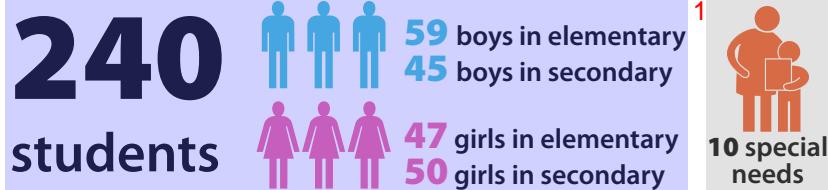
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## BADABIN EEYOU SCHOOL

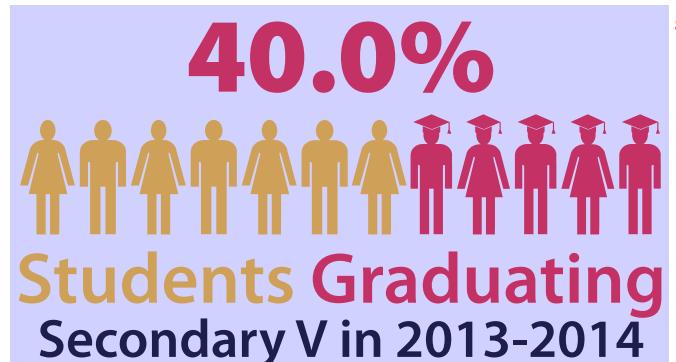
Principal: Joey Charland  
Vice-Principal: Maggie George



The 2014-2015 school year was the year of growth within our Local <sup>2</sup> School Improvement Plan. Throughout the year, our focus was to implement our plan with quality and fidelity. This process lead us to modify our initiatives into expected professional behaviors in the classrooms, where improvement initiatives will be clear and standardized in each classroom to monitor and adjust according to student progress. During the school year, we have built capacity in different areas to become an effective school such as using Research Based Practices, Data Use, Purposeful Community, Continuous Improvement and Shared Leadership. This year was a step closer to accomplishing our school mission: *to create a positive learning environment that promotes and fosters student achievement, parental involvement and professional development while instilling the Cree identity.*

### School Governance & Shared Leadership <sup>3</sup>

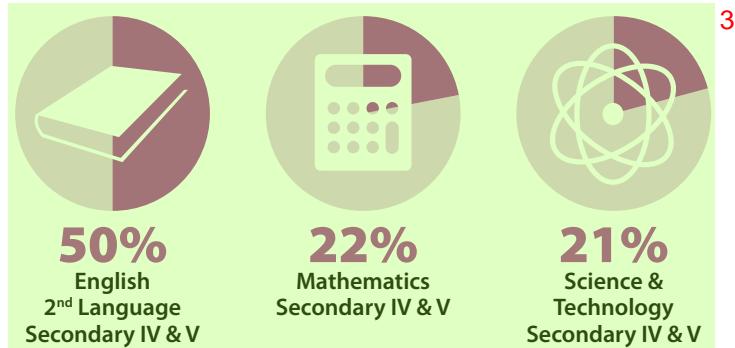
Leading a school in becoming an effective learning community is not a “one man job”. First of all, Maggie George, Vice-Principal, lead the Cree Language and Cree Culture team in setting improvement objectives and monitoring students’ progress. Second, Badabin Eeyou School Improvement Team (BESIT) participated actively in monitoring the implementation of our LSIP and emphasized their dialogues on students’ achievements during PLC meetings. Focus Teams, which are made up of all Badabin teachers, were active in implementing best practices and collecting data on students’ progress. This network of teams shared the leadership in our efforts to help students succeed. Great support to our efforts came from our newly elected Parent Committee. Badabin Eeyou School Parent Committee met on a regular basis to provide constructive advice and shared their input on school improvement.



CAT TEST SCORES <sup>6</sup>					
		2011- 2012	2012- 2013	2013- 2014	2014- 2015
Grade 6	Reading	6%	0%	11%	<b>6%</b>
	Vocabulary	6%	14%	10%	<b>17%</b>
	Writing Conventions	6%	0%	10%	<b>17%</b>
	Spelling	35%	71%	60%	<b>53%</b>
	Mathematics	6%	11%	30%	<b>26%</b>
	Computation & Estimation	24%	44%	40%	<b>32%</b>
Secondary III	Reading	18%	9%	9%	<b>7%</b>
	Vocabulary	10%	9%	5%	<b>7%</b>
	Writing Conventions	17%	27%	23%	<b>13%</b>
	Spelling	30%	45%	55%	<b>40%</b>
	Mathematics	9%	18%	9%	<b>0%</b>
	Computation & Estimation	9%	27%	9%	<b>7%</b>

## BADABIN EYOU SCHOOL<sup>1</sup>

### MELS 2014 EXAM SUCCESS RATES<sup>2</sup>



### Local School Improvement Plan (LSIP)<sup>5</sup>

In the efforts to improve student performance in language and mathematics, Badabin Eeyou School implemented certain research based teaching strategies. To improve reading and writing, teachers used effective strategies such as guided reading & writing, reading buddies and interactive notebooks. In mathematics, some teachers used manipulatives, but many used word walls and fractals to focus on specific math components. To monitor students' progress, we used the PM Benchmark reading assessment at each term and CAMS & STAMS to assess students' math levels. On the 2015 CAT scores, some improvement has been seen at the grade 6 level, especially in writing as we have achieved our LSIP goal of 15% at Stanine 4 or above with a 17% success rate. On the other hand, we will closely monitor the needs of the secondary 3 students as little to no improvements have been seen on the CAT scores.

6



### Guaranteed and Viable Curriculum (GVC)<sup>7</sup>

As teachers are adapting and getting used to the GVC format, most teachers were able to implement and follow the GVC requirements. Through classroom walkthroughs, it was observed that the content taught generally reflected GVC's outline and high expectations. The main challenge of the GVC is the time to cover all concepts. Some successes have been noted through steady improvement on PM Benchmark scores for lower grades, as well as improvement on 2015 CAT scores: Grade 2 Computation 42% at Stanine 4 & above, Grade 4 Reading +21% improvement, Grade 4 Writing +14% improvement, Grade 4 Math +43% (64% at Stanine 4 & above) and Grade 5 Math +32% (56% at Stanine 4 & above).

8

### Professional Learning Community (PLC)<sup>9</sup>

Badabin Eeyou School has adopted a Professional Learning Community (PLC) approach for a few years now. The Leadership Team, the cycle teams and the Focus Groups more and more focus their discussions on student success. From sharing effective teaching strategies to looking at student work, Badabin Eeyou School teachers have been focusing on the right solutions. Year after year, the PLC approach is becoming part of the school culture. As we are building capacity in collective efficacy, Badabin Eeyou School teachers have been exemplary in the openness to continuous improvement with the clear mission of *providing the students a safe learning environment with high quality teaching that is innovative, holistic and authentic; and providing each student with the opportunity to reach their full potential and to become responsible community members.*

10

## BADABIN EYOU SCHOOL<sup>1</sup>

### ABSENTEEISM<sup>2</sup>

<sup>3</sup>

**4% decrease**  
over the previous year

<sup>4</sup>

### Student Engagement<sup>5</sup>

To increase student engagement, students were invited to participate in CSB events. With the support and encouragement from the teachers, Badabin Eeyou School students stood out in regional events finishing in the top 3 at the Science Fair, Public Speaking Contest and at the Art Exhibition. Throughout the school year, Youth Fusion coordinators organized a wide range of activities from sports to cooking classes. Youth Fusion also guided and supported the student council. For another year, Elephant Thoughts educators have come to support and help prepare our students for the final exams. Our students have been putting in the extra hours and effort to succeed. We are all very proud of our students!

<sup>6</sup>

### Safe School Policy<sup>7</sup>

Part of Badabin Eeyou School's mission is to provide a positive and safe learning environment to all students. In this day and age where bullying takes many shapes, Badabin Eeyou School is working hard to establish a sense of unity and respect among students. On top of implementing the CSB safe school policy and the code of conduct, the SNAP program was delivered by the Cree Justice Department to students from grade 1 to grade 6. This program enables students to use a proper and common way to deal with conflict and bullying. Badabin Eeyou Safe School Focus Team and teachers held anti-bullying activities in the classrooms, communicated regularly to students and stakeholders through monthly newsletter and daily positive intercom messages of respect. A monthly incentive program was in place to recognize acts of kindness and respect demonstrated by students.

<sup>8</sup>

Bullying is a real issue and is taken seriously by all members of Badabin Eeyou School. With the collaboration of Whapmagoostui leaders, Badabin Eeyou School will implement a program of Restorative Practices to provide the students and adults with conflict resolution skills.

<sup>9</sup>

### Student Attendance<sup>10</sup>

During the 2014-2015 school year Badabin Eeyou School and the Attendance Focus Team implemented a breakfast program. The program gradually increased from once a week to five days a week. Other initiatives were to contact homes regularly and implement a termly attendance incentive program. We have seen notable improvements in students' attendance throughout the year. The monthly average of elementary attendance rate increased by 4.9% and secondary attendance rate by 11.1% compared to the 2013-2014 school year. These increases are results of multiple factors such as the attendance initiatives, teachers providing effective classroom instruction, parental support and safe school policies.

<sup>11</sup>

**2.2%** Dropout Rate  
for 2014-15

The dropout rate for 2013-14 was 7.5%

<sup>12</sup>

## <sup>1</sup> VOYAGEUR MEMORIAL SCHOOL<sup>2</sup> Elementary and High School

Principal: Roxanne Joly (sec.) and Rose-Marie Farago (elem.)<sup>3</sup>  
Vice-Principal: Natasha Erickson (sec.)

**883**  
students



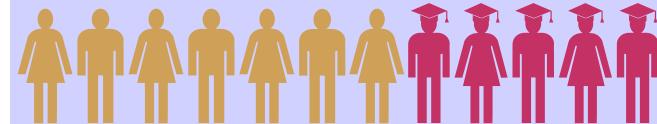
245 boys in elementary  
139 boys in secondary



238 girls in elementary  
137 girls in secondary



**42.3%**



**Students Graduating  
Secondary V in 2013-2014**



<sup>5</sup>

This year at Voyageur Memorial School was one where we used the structures put in place during the last school year to create a positive image of the school and a sense of belonging amongst the school educative community. We have opened our doors to the community, families and stakeholders to contribute to the school improvement journey. Our vision, to provide knowledge that respects our past, helps us deal with today and prepares us for tomorrow expresses a clear understanding of our role as a school within the Cree nation. As a leader of the school, I committed myself to really look at the practices present at the school and facilitate a reflection on the results these practices are producing. Holding ourselves accountable for student achievement by high standards and expectations was at the foundation of my decision making process. Having instilled that in the team, I believe we will see bigger successes as a school in the years to come.

<sup>6</sup>

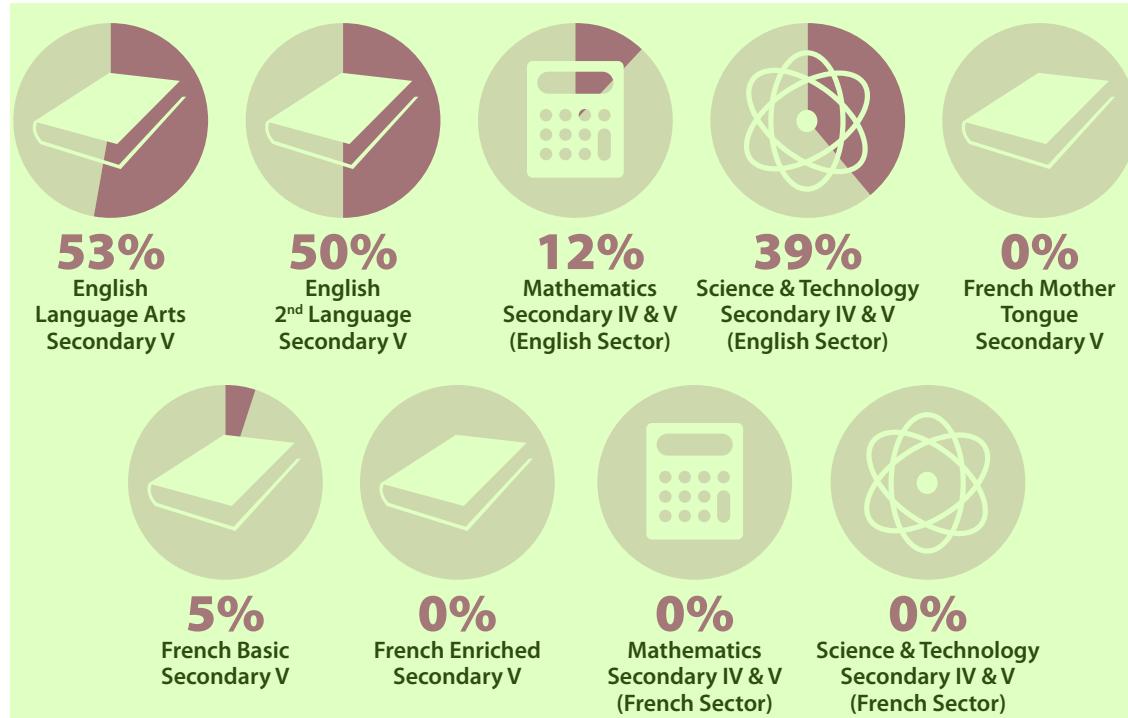
### CAT TEST SCORES<sup>7</sup>

		2011- 2012	2012- 2013	2013- 2014	2014- 2015
Grade 6	Reading	15%	30%	15%	<b>28%</b>
	Vocabulary	12%	22%	6%	<b>26%</b>
	Writing Conventions	18%	44%	23%	<b>36%</b>
	Spelling	37%	67%	63%	<b>67%</b>
	Mathematics	7%	33%	21%	<b>39%</b>
	Computation & Estimation	14%	56%	50%	<b>54%</b>
Secondary III	Reading	23%	9%	5%	<b>6%</b>
	Vocabulary	10%	9%	8%	<b>7%</b>
	Writing Conventions	28%	24%	13%	<b>15%</b>
	Spelling	56%	50%	41%	<b>46%</b>
	Mathematics	17%	11%	16%	<b>15%</b>
	Computation & Estimation	36%	13%	16%	<b>16%</b>

<sup>8</sup>

# VOYAGEUR MEMORIAL SCHOOL<sup>1</sup>

## MELS 2014 EXAM SUCCESS RATES<sup>3</sup>



## School Governance &<sup>2</sup> Shared Leadership

At Voyageur Memorial School, we are very fortunate to have a very dedicated and supportive School committee. They have participated in regular meetings with the administration and school commissioner, Mr. Clifford Loon. Together, we have met with the band council to resolve issues such as safety around the schools, the building of two Cree culture centers, parental involvement, attendance and lateness. The school committee has also funded school activities such as the yearly ski activity at Mont-Chalco with students and parents and the graduation ceremonies. Lastly, the president of the school committee, Mrs. Beverly Quinn, has actively participated in 90% of the teacher's interviews for the next school year, which allowed VMS to complete hiring by June 19<sup>th</sup>, 2015.

The leadership team at VMS is also very active<sup>7</sup> and carries the LSIP goals and actions through the schools. At the elementary level, they have contributed to writing monthly goals, created and participated in committees to implement the actions identified in the LSIP, reviewed the LSIP and built a plan that is aligned with instructional strategies that increase student learning. At the high school, the LT met regularly to organize activities in which teachers and staff were invited to provide feedback on the LSIP. The team members were also demonstrating leadership skills by leading their PLC groups. Finally, the high school LT developed a shared vision of the school improvement journey and their role in the journey.

One of the highlights of the schools this past winter was also to reunite once a month to work together to share best practices and to identify school wide strategies that will contribute to higher achievement.

## Local School Improvement Plan (LSIP)<sup>8</sup>

Our students were presented with reading programs such as Success For All and Accelerated Readers to increase achievement in reading. Some of the results we can see are that in June 2015, 1 500 000 words were read by elementary students and grade ones have increased their reading score from 3% above the baseline to 32% and the grade one in the French sector are at 82% at reading level according to GB+ testing. At the high school level, students were provided with tutoring to help them prepare for the January retake and June exam sessions. In reading, we started the year at 19% of our students at reading level to reach 39% after the second term according to the Gates test.

## 2 VOYAGEUR MEMORIAL SCHOOL<sup>1</sup>

### ABSENTEEISM<sup>3</sup>

Secondary 2013-2014  22.9%<sup>4</sup>

Elementary 2013-2014  19.3%

Secondary 2013-2014  22.9%

Elementary 2013-2014  16.5%

### Student Attendance<sup>5</sup>

Attendance is still an issue at our school. Although parents inform the school more on their children's absences, we find that our absence and attendance rates are still too high to be able to increase our achievement. In order to increase attendance, we have celebrated on a monthly basis students with high attendance, we have posted on our Facebook page the students with best attendance and we have celebrated parents whose children have good attendance by drawing a small prize and posting on Facebook the parent's name. At the end of year, the administration has also encouraged the teachers to work together in creating learning centers during the weeks for students who are less motivated to come to school. We see that these initiatives increase motivation to be in school as well as foster a positive image of the school, but that it does not increase the attendance rate.<sup>6</sup>

### Guaranteed and Viable Curriculum (GVC)<sup>7</sup>

During our walkthroughs, the administration was able to see that students<sup>8</sup> were involved in planned activities including the GVC indicators in most of the classes. We can see that teachers are using their teaching style to plan lessons rather than the targeted mini-lessons. In these activities, more students talk than teachers, as well, engaging activities contributed to increased understanding and mastery of concepts.

### Professional Learning Community (PLC)<sup>9</sup>

The PLCs in our schools are structured and the processes are followed. At the elementary, the math teams build common assessments and the French team has done immense work to create and build tools to assess the students. The French sector team has also developed a PD plan that aligns their needs with workshops to increase their capacity to improve students learning in the identified area. At the high school, the math team has implemented at all levels two strategies to help students develop their skills in problem solving such as CUBES.<sup>10</sup>

### Safe School Policy<sup>11</sup>

The school has worked with the School Committee on a policy to make our schools safe, the Miyuu Washiyu policy. This was reinforced and parents were involved in the consequences given to students. Many meetings were conducted with parents of students involved in bullying incidents. The staff also received training on Crisis Intervention. Our partnership with the Justice Department also continued and we were able to offer the SNAP program again this year. At the High school, Dymond Girls workshops were also offered to students. The elementary school was also very proactive by creating a committee for safe schools. One of their initiatives was to have students involved in bullying dynamics animate recess activities.<sup>12</sup>



1



2

### Student Engagement <sup>3</sup>

Our schools were very active this year. We participated in every regional event and we hosted a local science fair. Over 40 booths were set up at the elementary and 6 at the high school. Our students that won at the elementary level went to Eastmain for the regional competition. Miranda Blacksmith also participated in the Regional public speaking contest in Nemaska. It was also the second year that the Elementary students participated in the PGL dictation.

Again this year, Youth Fusion has been conducting activities in our schools. Our main focus was to increase science activities and tie Youth Fusion contribution to our LSIP. Therefore, a Robotics program, science activities and workshops were offered to students. Healthy cooking, girls club and talent shows were also part of the activities organized by Youth Fusion. Finally, Elephant Thoughts was very involved in helping our students achieve their academic goals and in preparation of the January retake and the June exam session. They were present during Goose Break as well to avoid instructional loss.

4

**11%** Dropout Rate <sup>7</sup>  
for 2014-15

The dropout rate for 2013-14 was 13.0% <sup>8</sup>

CREE-ATING OUR FUTURE

### Parental Involvement <sup>5</sup>



6

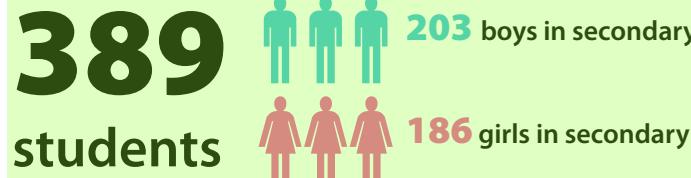
All year long, we had organized events that encouraged parents, families and community members to be active contributors of the school but also to give them positive feedback on their role as parents. For example, during our monthly Second Cup of Coffee event, we acknowledged at least 100 parents that brought their child to school on time. We also gave the Super Parent Award to one parent of each class at the elementary during the end of year Awards ceremony. We also hosted the High School Christmas potluck with over 100 parents and family members attending. The Grand Parents Day was also a huge success and it was impressive to see that some community members have over 10 grandkids in our school. To increase partnership with community entities, we also organized the end of year activities with the company Stornoway for all students and parents. Finally, the Community Consultation took place during the winter involving many Cree leaders. They were able to provide feedback on our LSIP and the journey for the school to improve.



# CHI-SASIBI

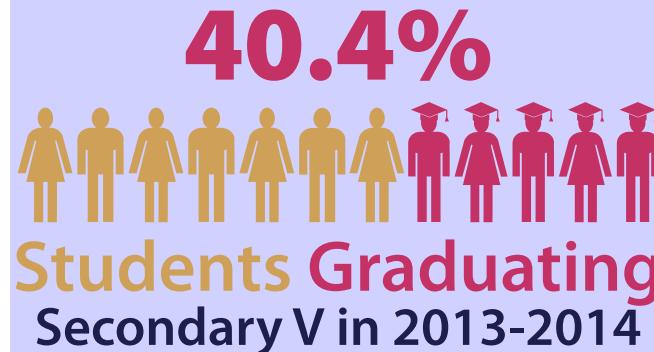
## 3 JAMES BAY EYOU SCHOOL<sup>1</sup>

Principal: Judy Washipabano<sup>2</sup>  
Vice-Principal: Judy Deschênes



The 2014-15 school year was one of collaboration at JBES. Administration, teachers, staff, as well as community partners came together, putting student learning, engagement and safety at the forefront. The administration, along with the School Improvement Team and teachers made school improvement and the LSIP a top priority this year. We treated our LSIP as a living working document, narrowing the focus to make it a more accessible document for all to use. We are very proud to have implemented an Elder's Program this year. We hired Elders to come into the Cree Culture Classrooms and share their knowledge. Through this program students were able to expand their repertoire of traditional skills. At the root of our improvement journey was **our school Vision based on the Cree saying: "If you believe with your heart, you will succeed!"**

**10.9%** Dropout Rate<sup>7</sup> for 2014-15  
The dropout rate for 2013-14 was 8.8%



5

## 6 School Governance & Shared Leadership<sup>8</sup>

Working together, the administration and the School Improvement Team insured that the LSIP was implemented in our school. The LSIP was always at the center of our school wide and departmental improvement goals. During the course of the year the Leadership Team changed its focus to become The School Improvement Team. They felt this helped to clarify their role and mandate within the school. They continued to help implement the LSIP, facilitate PLCs, as well as model good practices. In the second half of the year they realized the importance of data, and how it is essential to collect and analyze it in order to inform our school direction and improvement. As a part of this initiative the Special Education Department collected baseline literacy data for 90% of students at our school using PM Benchmarks. As part of our collaborative effort, Elephant Thoughts has also provided us with baseline data in math and science for our secondary 4 and 5 students.

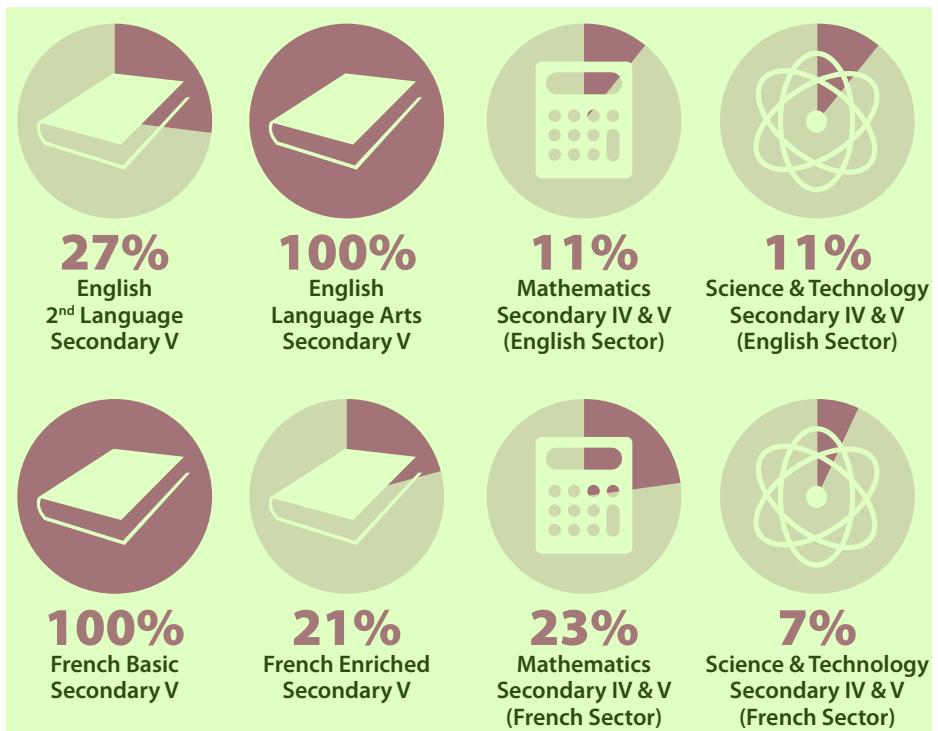
9

<b>CAT TEST SCORES</b>					
		2011-	2012-	2013-	2014-
		2012	2013	2014	2015
Secondary III	Reading	41%	10%	14%	<b>6%</b>
	Vocabulary	8%	10%	14%	<b>6%</b>
	Writing Conventions	13%	27%	19%	<b>13%</b>
	Spelling	54%	62%	58%	<b>25%</b>
	Mathematics	32%	11%	12%	<b>12%</b>
	Computation & Estimation	55%	31%	21%	<b>24%</b>

10

# JAMES BAY EEUOU SCHOOL<sup>1</sup>

## MELS 2014 EXAM SUCCESS RATES<sup>2</sup>



## Local School Improvement Plan (LSIP)<sup>4</sup>

Having the majority of students assessed for reading levels, we were able to collect <sup>5</sup> the data needed to focus our improvement strategies in Language Arts. Teachers continued to use systemic vocabulary instruction as well as differentiation to help raise achievement. As a pilot school we successfully implemented Empower Reading, an effective tool that will now be opened up board wide. The Empower Read program helped 11 Secondary 1 students improve their reading by one or two grade levels. Through PLCs, teachers are developing a variety of strategies to improve student achievement in higher level thinking and applied learning situations which is a key component of the MELS examinations.

## Guaranteed and Viable Curriculum (GVC)<sup>6</sup>

The GVC is now in place for Language Arts (French/English), and Math for Secondary 1 and 2. Through walkthroughs and discussions with teachers, it was observed that students need to improve on their basic skills in both language and math in order to meet the expectations of the GVC. Through the support of the Collaborative School Improvement Teams, a scaffolding approach to the essentials skills was adopted. This is also reflected in our upcoming LSIP.<sup>7</sup>

## Professional Learning Community (PLC)<sup>8</sup>

PLCs are the main catalyst for improvement in our school. The PLCs meet as departmental groups to cover common subject matter and ensure linear collaboration is taking place. These professional conversations help to ensure that essential skills are being reinforced at all levels. A strategy that was implemented at the PLCs was the focus on applied knowledge for student learning. This again, helped to address the students' struggle with MELS examinations.<sup>9</sup>

## Safe School Policy<sup>10</sup>

One of the components of our LSIP was a Safe School Action Plan. Its improvement strategies included: establishing a Code of Conduct, with clear structures and rules, and the implantation of bully proof strategies. Our Code of Conduct was aligned with existing policies of the CSB to ensure order and a safe environment for our students. An Anti-Bullying Committee was formed and awareness raised through posters and an Anti-Bullying Week. Teachers and members of the Guidance Department received human rights training through Equitas, which provided hands on training and activities for the students. We also established a locked door and visitor policy, with a log book at the main entrance. This along with the use of security cameras has given us greater control over our school.<sup>11</sup>

## 4 JAMES BAY EYOU SCHOOL <sup>1</sup>

### ABSENTEEISM <sup>2</sup>



### Student Attendance <sup>6</sup>

Attendance continues to be one of our main challenges at our school. Although we have not seen a decrease in our absenteeism rate, we have seen individual increases with 41 students having 90% plus attendance. We now have a consistent monitoring system using GPI and Lumix, with a monthly report of attendance being shared with the parents. This year we established a new school wide policy on attendance and lateness. It was shared during parent's night, through social media and postings throughout the community. Through the use of tracking, road sheets, and the Local Problem Solving Committee (LPSC) meetings, we have seen an increase in attendance for certain students.



### Parental Involvement <sup>8</sup>

Parents were invited for intervention and information meetings throughout the <sup>9</sup> year. These meetings were initiated by individual teachers, administration, as well as the Special Education and Guidance Departments. Individual teachers held monthly sessions and also launched a successful website [ilovemyschool.ca](http://ilovemyschool.ca), where students and parents can interact with teachers and get updates on homework and classroom events. Beginning in March, students were given a Media Arts Workshop. This successful workshop reinforced the Language Art curriculum and helped with our Anti-bullying campaign, as the final media projects had the theme of bullying. Once again the school found social media sites, such as Facebook, to be an effective tool to engage the parents and community members.



### Student Engagement <sup>10</sup>

A big emphasis was placed on student engagement this year through continued partnerships with Elephant Thoughts and Youth Fusion. Elephant Thoughts has been working at James Bay Eeyou School since mid-November, providing valuable support for the January rewrite exams and again in March to provide academic support to secondary 4 and 5 students as they prepared for their MELS math and science exams. As a result, 11 students passed the January MELS exams or course in math and science and numerous more students are expected to pass the June, 2015 exams. Elephant Thoughts has worked in collaboration with our School Improvement Team to help reach our collective goal of student academic achievement and has been an invaluable support to both our students and teachers. Their creative ideas and energetic presence have increased student attendance significantly and students have accumulated over 2800 hours of tutoring time as a result of ET programming.

Youth Fusion's highlights include: <sup>12</sup>

1. There was a continued high rate of participation in weekly lunch cooking clubs, where students were able to eat and learn to cook a varied and healthy diet.
2. Student council members organized and animated a very successful school winter formal that attracted nearly half of the school population.
3. After school fitness club participants saw a gradual improvement in their capacity to play sports after the workout.
4. Student council members organized a cinema night on the big screen and prepared snacks for sale in order to fund their leadership camp trip contribution.
5. Weekly open gym and yoga sessions allowed students to improve their fitness levels and positively interact with their peers outside of the classroom and make new friends.
6. A weeklong event dedicated to the anti-bullying effort provided students with an information session, fun games and challenges, and a "Thank You" mural created by students and staff.
7. Every day, a portion of the public announcements was dedicated to wishing a happy birthday to students on their special day.
8. Along with the student council, Youth Fusion organized a fun evening and sleepover for Leadership camp participants from Whapmagoostui. 6 students were able to attend the Waswanipi student leadership camp this year.
9. Two students accompanied the elementary student council students at the Eastmain Leadership conference as co-animators.

# WAAPINICHIKUSH ELEMENTARY SCHOOL<sup>1</sup>

Principal: Michel Cloutier

Vice-Principal: Elizabeth Pashagumskum and Charles Roy

2

**725** students



**284** boys in elementary



**247** girls in elementary



3

The WESIT is doing its part and will guide us into the PLC era in <sup>4</sup> the next school year. It's a long term process, especially for a staff of 62, but things are being put into place.

Our LSIP is also going through the next phase considering <sup>5</sup> the different input we received over the last months and the recent PLC visit made to Ottawa.

We are making some major improvements, we selected <sup>9</sup> specific resources to help us achieve our goals and make us more efficient right off the bat in August . We also targeted our required trainings that were expressed from our staff's needs. We are very happy to include the daily 5's and the 5 aux quotidien, the grammar in 3D approach, raconte-moi les sons, and using the continuum approach from the MELS. In the math department, we also experimented with different material and we will be able to have and develop more tools to reach the curriculum objectives.



10

## School Governance & Shared Leadership <sup>6</sup>

Our WESIT team revised the LSIP and will be focusing on 5 points: Reading, writing, math, special ed. and student well-being. It was also decided that the involvement from the staff would be done in a more open way, with the creation of pedagogical committees, where the different members would take over the different aspects of the LSIP. This was a format shared by other schools at Principals' meetings, so we will be incorporating this successful strategy in our school. In addition, each part of the LSIP would include their own professional development and technological goals.

7

<b>CAT TEST SCORES</b>					
		2011-	2012-	2013-	<b>2014-</b>
		2012	2013	2014	<b>2015</b>
Secondary III	Reading	0%	9%	10%	<b>13%</b>
	Vocabulary	6%	8%	20%	<b>15%</b>
	Writing Conventions	33%	9%	17%	<b>8%</b>
	Spelling	41%	41%	54%	<b>65%</b>
	Mathematics	13%	28%	15%	<b>23%</b>
	Computation & Estimation	23%	63%	26%	<b>55%</b>

11

## 2 WAAPINICHIKUSH ELEMENTARY SCHOOL<sup>1</sup>

### Local School Improvement Plan (LSIP) <sup>3</sup>

The current administration invested over 20 000\$ this year into GB+ and PM <sup>4</sup>  
Benchmarks reading materials, but we also acquired the Strong Nations series  
and the Keylinks to allow our students to get more relevant and interesting  
subjects even in cycle 2 and 3 and at a lower reading level.

Another breakthrough this year was to use data to bring the team back <sup>5</sup>  
together and share our success rates in all our Languages of instruction. Our  
school went through so many staff and program changes over the last 5 years  
that it was nice to stop and look at how each cohort has been doing since.  
Also, the entire school community is now aware of the real picture of our 748  
students and the challenges of Cree Language success.

Last, but not least, the Cycle 1, 2 and 3 teachers started experimenting <sup>6</sup>  
the Daily 5 / au quotidien approach in order to develop an autonomous  
reading routine with their students. Some teachers used the approach for  
the entire year, both in French and English classrooms, and by the end of the  
school year it became apparent that we would implement this routine at the  
school level. One last important point to consider: This approach can also be  
used in Cree Language!



### Professional Learning Community (PLC) <sup>7</sup>

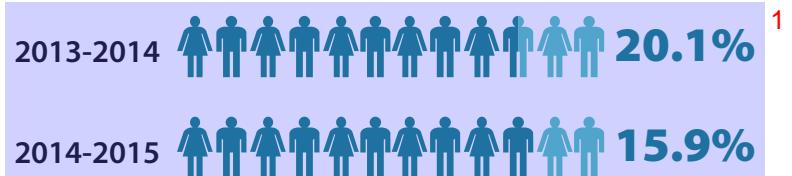
Sharing reading data brought enthusiasm to our team and we noted an <sup>8</sup>  
important increase on the teachers' participation to our reading program.  
The reading skills are improving at all levels, but especially for the average  
and more advanced readers. Our lower level readers, who generally have an  
attendance rate under 70%, are of course progressing slower.

We are starting to see interesting things, like a Grade 1 English student <sup>9</sup>  
who reached level 20 or one of a Grade 6 student reading novels and  
developing her 3rd language skills in French to a point where she reached  
the provincial level at the PGL tournament. The current progress wave of our  
clientele will have a major impact at the High School level within the next 3  
years, so we decided to share our stats with the remedial department at JBES  
to help them get prepared for the inevitable upgrade they will have to do to  
follow our students' needs.

### Guaranteed and Viable Curriculum (GVC) <sup>11</sup>

As for the walkthroughs data, combined with an analysis of classroom and <sup>12</sup>  
evaluation practicums of our teachers, it allows us to see exactly what's going  
on in our school and where we need to put our support. This year, we were  
trained in Power Walkthroughs to conduct Walkthroughs more efficiently,  
allowing us to also generate reports more easily to share with staff and inform  
professional development needs. We observed that the GVC is still in the early  
stages of implementation, so more guidance and support are needed in the  
coming years for it to be more widely and effectively used. We are optimistic  
that with our strategies for 2015-2016, we will see much more implementation.

## ABSENTEEISM



## Student Attendance <sup>2</sup>

Thanks to the support given to our administration by the Schools Operations department and the GRICS, we are now fully in charge of our data. On the attendance level, not only can we manage our attendance rates internally with up-to-the-minute graphs, including specifically made reports on lateness, but we can also compare ourselves with the other communities and monitor how we are dealing with attendance.

<sup>3</sup>

Reports were made in the local newspapers and on the weekly radio show to put emphasis on our good attendance rate, combined with the local sports efforts to help us. We were #2 in February, but April was bad for us and we finished 3rd at the Board level. Taking our radio spot back after 3 years became a really good and powerful tool that helps us communicate with our community and share a common goal towards success.

<sup>4</sup>

83.7% is quite an achievement and our Grade 6 students are much needed when we realize that our attendance rate represents the double of the one at the High School level.

<sup>5</sup>

## Safe School Policy <sup>6</sup>

We continually try to find ways to improve safety for our students <sup>7</sup> in the school. We are still finding challenges at recess so we will incorporate new measures in 2015-2016 and measure the effectiveness of these.



## Student Engagement <sup>10</sup>

For the last several years, our students in the French sector have participated in PGL. As mentioned above, this year, one of our students made it to the provincial level, demonstrating our students are starting to achieve proficiency in French that compare to the provincial norm.

<sup>11</sup>



## Parental Involvement <sup>13</sup>

This year, we have launched a new school website, have an active school website and are communicating on the radio again. These communication measures have increased our engagement with the community and families of our students. The impact has been significant on our attendance rates, which improved with our consistent focus and follow up.

<sup>14</sup>

We are looking forward to the 2015-16 school year as we become a stronger team and more focused school in the areas that will most impact student success!

<sup>15</sup>



## MAQUATUA EYOU SCHOOL<sup>1</sup>

Principal: Christi Lancaster<sup>2</sup>  
Vice-Principal: Shauna Simpson

**386**  
students



81 boys in elementary  
72 boys in secondary  
86 girls in elementary  
66 girls in secondary



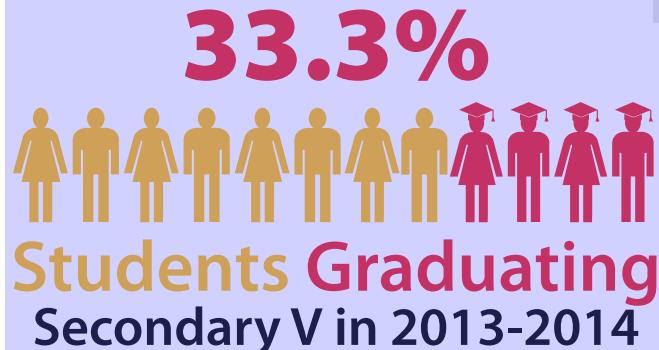
The 2014-2015 school year at M.E.S. was one of revitalising existing priorities and continuing improvement. Our staff took the initiative to rework our Mission and Vision so as to have a more clear focus for our team.

**Vision:** To provide a culturally relevant education that is the unique foundation upon which youth can attain any goal.

**Mission:** To provide sound curriculum, emotional and social support and a rich traditional environment which fosters pride and a love for learning in all students

### School Governance & Shared Leadership<sup>8</sup>

Given all of the changing initiatives, we wanted to focus on maintaining a positive culture within our school. Teachers were recognized in various ways as they implement change on a daily basis. Gifts were ordered as a holiday token, all teachers have name plates on their doors, personalized notes of appreciation were distributed, our "What Went Right" message board showcases individual staff members' professional successes with students and a professional reading board was created for staff to share interesting reading material.

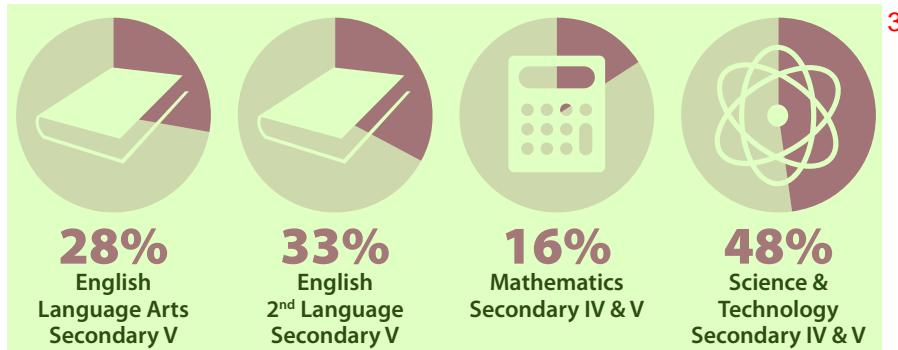


### CAT TEST SCORES<sup>10</sup>

	2011- 2012	2012- 2013	2013- 2014	2014- <b>2015</b>
Grade 6	Reading	12%	17%	10% <b>4%</b>
	Vocabulary	12%	14%	18% <b>12%</b>
	Writing Conventions	27%	28%	18% <b>28%</b>
	Spelling	38%	62%	54% <b>44%</b>
	Mathematics	8%	34%	18% <b>12%</b>
	Computation & Estimation	23%	34%	43% <b>52%</b>
Secondary III	Reading	6%	21%	0% <b>14%</b>
	Vocabulary	0%	14%	9% <b>18%</b>
	Writing Conventions	12%	21%	23% <b>18%</b>
	Spelling	29%	63%	55% <b>82%</b>
	Mathematics	8%	14%	19% <b>26%</b>
	Computation & Estimation	23%	15%	14% <b>9%</b>

# MAQUATUA EEYOU SCHOOL<sup>1</sup>

## MELS 2014 EXAM SUCCESS RATES<sup>2</sup>



## Local School Improvement Plan (LSIP)<sup>4</sup>

We were elated about the tremendous success with our January MELS exam retakes. 75% of students passed the Secondary 4 Math, 86% of students passed Secondary 4 Science, 100% passed Secondary 5 ESL exam. This is in large part due to the consistency and dedication shown by math teacher Brandi Taylor, science teacher Shelby Isaac, and English teacher Alex Kempenaar who gave many of their own hours helping the students prepare. We also had phenomenal results on some of our CAT4 assessments with the math sections showing 43% (mathematics) and 77% (computation and estimation) at stanine 4 in grade 2 and 56% (mathematics) and 75% (computation and estimation) at stanine 4 in secondary 1, a huge improvement from last year!



3

## Guaranteed and Viable Curriculum (GVC)<sup>7</sup>

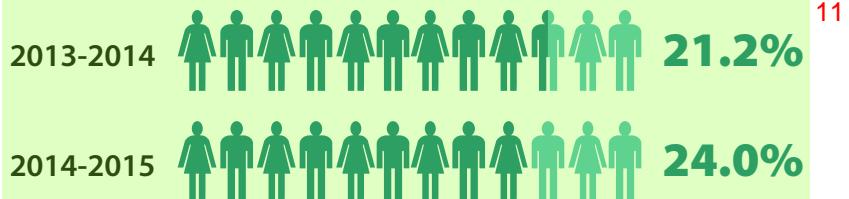
This year saw the induction of the daily guided reading program in tandem with learning centers in all elementary classrooms. We also experimented with new teaching methods, continuing team teaching in secondary, building study hall periods into senior students' schedules and having teachers implement fluid ability groupings which change according to the needs of students identified by data.

Cree Language teachers, Jeremiah Mistacheesick, Betsy Asquabaneskum, Dinah Asquabaneskum and Brigitte Asquabaneskum worked diligently to develop a linear progression for assessments, working backward from the Secondary 5 CSB exam expectations.

8

9

## ABSENTEEISM<sup>10</sup>



11

## Student Attendance<sup>12</sup>

M.E.S. piloted an alternative secondary program for high needs Secondary 1-2 level students. Teacher, Konrad Jurgens, implemented programming which focused on basic literacy and numeracy skills, and hands on, student driven life skills projects. Some of their projects include: construction of benches, Muskoka chairs, dog houses, running a classroom business that sells pizza and cinnamon buns every week, dismantling a donated truck, building a paint ball course, participating in field trips to local job sites, and learning about animal care.

13

## MAQUATUA EYOU SCHOOL<sup>1</sup>

### Professional Learning Community (PLC)<sup>2</sup>

One area we wanted to enhance was how Professional Learning Communities<sup>3</sup> function in our school. Our McRel consultant, Kris Rouleau, worked the entire year with one cycle team to focus in on the DDDM process and understanding how data should be used to improve student results. This cycle team then became a model which we could refer to when working with the rest of the teams and attempting to move to a sustainable level with the PLC process. The Leadership Team also conducted a survey to gauge where our staff was with the PLC process. In response to the survey results, the team provided feedback and Professional Development targeting the needs and questions identified. As a direct result of the survey, administration also started providing feedback for all weekly PLC meeting notes.



4

### Student Engagement<sup>5</sup>

M.E.S. was very fortunate to acquire 90 iPads this year for use by the entire student body. Two teachers went to an intensive iPads training session and many teachers have been utilizing the iPads for novel studies, music lessons, movie and graphic novel making, RazKids and the guided reading program, Prodigy math, student self-data collection and monitoring as well as other enrichment programs. It is so astonishing to walk into a classroom and see students completely engaged in educational programming with these amazing tools!

6

**6.9%** Dropout Rate<sup>9</sup> for 2014-15

The dropout rate for 2013-14 was 6.5%

### Safe School Policy<sup>7</sup>

Next year, we will continue to innovate and promote best teaching practices<sup>8</sup> in our quest for student success. We will focus on student attendance and engagement by continuing to plan spirit and student recognition activities, having a secondary Visual Arts Concentration Program and the introduction of the Entrepreneurship course in secondary 5, which will be responsible for getting a school business up and running by the fall.



11

### Parental Involvement<sup>10</sup>

In November, we held our first annual Local Education Forum which gave school<sup>12</sup> staff and community members a chance to sit down and discuss issues related to education in the community and brainstorm solutions to areas of concern for all stakeholders.



13



## WABANNUTAO EEYOU SCHOOL<sup>1</sup>

Principal: Yvonne Morrison - Interim<sup>2</sup>

Vice-Principal: Trevor Mercer - Interim

**217**  
students



**47** boys in elementary  
**36** boys in secondary

**51** girls in elementary  
**43** girls in secondary



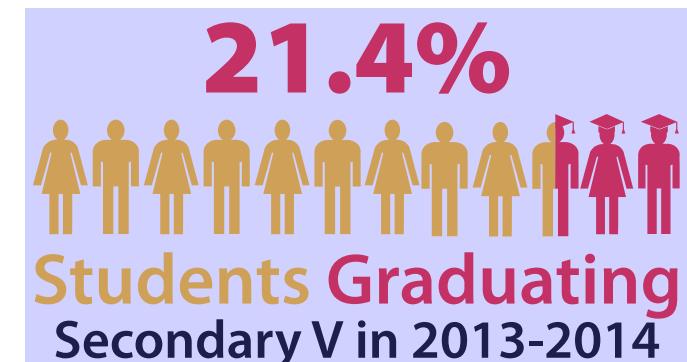
**6** special  
needs

Our school vision at Wabannutao Eeyou School is to provide 'the opportunity for each child to succeed'. This year was transitional with new leadership and changes with staffing. Coming in as the Interim Principal I was very humbled by the tremendous support and informal leadership from staff carried over from past years. Along with the Interim Vice-Principal we concentrated our efforts on providing organizational and coordination support so teachers could focus on classroom and pedagogical areas. I believe teams met more often and conversations became aligned with and on student achievement efforts. Our work was guided by a committed leadership team that afforded time for all staff to re-engage and take ownership of our school improvement goals this year and planning into the upcoming year. This was supported by increasing and emphasizing our communication at all levels with regular week at a glance newsletters and meetings.

Tribes training occurred for all staff in the fall and was planned from the previous year. The timing was opportune as new staff participated and the sessions were an excellent beginning to build the school community. Creative ideas contributed for some teachers were implemented in their own classrooms. The training also fed into the leadership team plans of implementing monthly school assemblies to celebrate and recognize students exemplifying Cree values in our school. School wide implementation will be discussed going into the new school year.

**1.6%** Dropout Rate<sup>6</sup>  
for 2014-15

The dropout rate for 2013-14 was 1.8%<sup>7</sup>



4

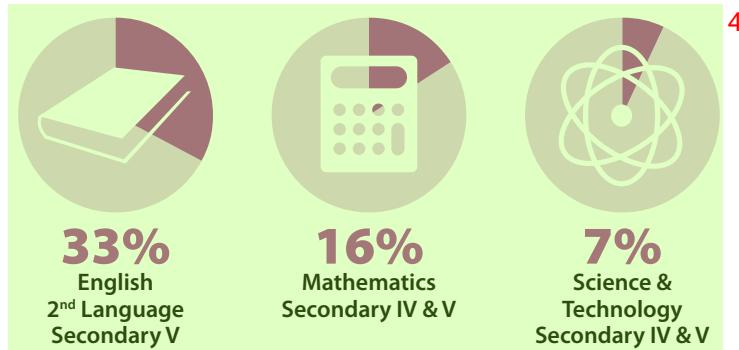
CAT TEST SCORES <sup>9</sup>					
	2011- 2012	2012- 2013	2013- 2014	2014- 2015	
Grade 6	Reading	6%	26%	10%	<b>11%</b>
	Vocabulary	0%	60%	0%	<b>11%</b>
	Writing Conventions	25%	22%	10%	<b>22%</b>
	Spelling	44%	68%	60%	<b>56%</b>
	Mathematics	19%	42%	0%	<b>11%</b>
	Computation & Estimation	13%	63%	40%	<b>33%</b>
Secondary III	Reading	25%	0%	10%	<b>0%</b>
	Vocabulary	8%	0%	10%	<b>0%</b>
	Writing Conventions	29 %	40%	20%	<b>9%</b>
	Spelling	69%	33%	30%	<b>31%</b>
	Mathematics	8%	10%	10%	<b>7%</b>
	Computation & Estimation	21%	25%	9%	<b>8%</b>

10

EASTMAIN

## 2 WABANNUTAO EYOU SCHOOL<sup>1</sup>

### MELS 2014 EXAM SUCCESS RATES<sup>3</sup>



### School Governance & Shared Leadership<sup>5</sup>

Our leadership team guided staff in revisiting and reviewing our local school improvement plan this year and engaged in forward thinking for the 2015 – 2016 LSIP. The team helped to implement communication plans for the school, guide cycle teams in reviewing and creating the new LSIP. The team again was also instrumental in implementing the monthly student assemblies celebrating and recognizing our students practicing Cree Values. Next year, our goal is to focus on standardizing our norms and values throughout our teams along with focusing on key areas in writing and mathematics by sector using data results in an effective way.

### Guaranteed and Viable Curriculum (GVC)<sup>7</sup>

All teachers including our new staff were provided with support and guidance on the implementation of the GVC in our school from board consultants and internal staff. The new administrative team developed a walkthrough schedule and were trained on the computer application tool for walkthroughs. The focus going forward will be to support clear expectations, monitor through regular walkthroughs, document results and align feedback that is related and responsive to the Local School Improvement Plan (LSIP).

### Local School Improvement Plan (LSIP)<sup>9</sup>

As in the past year, direct approaches with mathematics tutoring and resource help<sup>10</sup> were supported both by community funding and board programs for Secondary and this year at the Cycle II elementary level. Besides in school resource teams at elementary and secondary levels, these efforts were also done after school and individual teachers were available for students both interested and referred. With extra parental support and involvement this can become more successful. The oral language focus in both sectors was carried over from the previous year and as data results are incorporated more fully we hope to see improvements over this and next year.

In Secondary, teachers were trained in the use of the Comprehension Attitude<sup>11</sup> Strategies Interests (CASI) assessment tool as a replacement to the Diagnostic Reading Assessment (DRA) used in previous years. The CASI assessment is used for students above level 27 on PM Benchmarks. Explorative baseline testing was done this year but is not yet fully implemented. Once implemented the assessment will provide students strengths and learning needs and show their progress as readers. Like all reading assessments, considerations of other assessments by teachers like observation, journals, and class discussions are valuable as well.

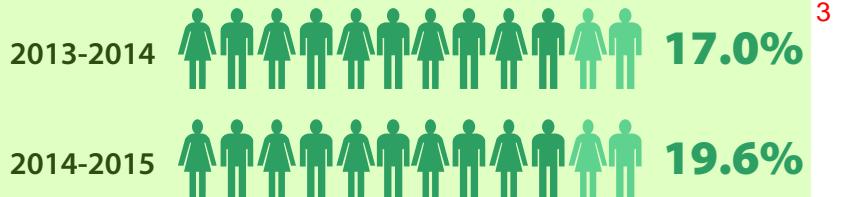
Elementary initiatives included the oral presentations in December by all classes, parent involvement on how to use an online interactive reading Tumble Books application and Bingo for Books evening, increased opportunities for students obtaining and sharing books, along with focused guided reading during literacy times with the Grade Two classes. Pre K and Kindergarten teachers also received training on using an interactive computer Cree stories program.

### Professional Learning Community (PLC)<sup>13</sup>

This year all cycle teams at sector and cycle levels met regularly. As was previously<sup>14</sup> stated, teams spent time refocusing their energies on taking ownership of the LSIP and providing direction for this coming year. Training for new staff on PM benchmarks at the elementary level was completed in the fall and is well-coordinated by the resource staff. Secondary staff also received training on the CASI and will need to review the implementation of this tool. Alignment of PLC work is increasingly the focus of LSIP goals as activities are connected. School wide areas of focus like attendance and safe schools will be incorporated into PLC's on a monthly basis with specific literacy and numeracy goals discussed in cycle teams.

## WABANNUTAO EYOU SCHOOL <sup>1</sup>

### ABSENTEEISM <sup>2</sup>



### Student Attendance <sup>4</sup>

As in the previous year, attendance continues to be a challenge when it comes to sports events outside of the community or differences in school and community calendars. Although a system of early communication from teachers in the morning and afternoon were initiated followed by a phone call home this will have to be consistently and fully implemented next year. Youth Fusion and staff also supported students coming into school on time especially at the secondary level and during exam time. Providing incentives such as healthy snacks and fun activities were made available. Staff also communicated and contacted students directly to help remind them. The leadership team has identified attendance as a key focus area of improvement in the coming school year.

### Safe School Policy <sup>6</sup>

The school continues to have an anti-bullying team which responds to all bullying situations that are reported or referred. Our student services team is available and has intervened with one on one, group, and class sessions. This approach allows both victims and bullies to restore and repair relationships under the guidance of trained staff. The management of student behavior is shared by all staff. The student support center approach for discipline intervention beyond the classroom teacher level was extended to include Cycle III elementary grades to Secondary V this year. The 12-week Stop Now and Plan (SNAP) program was facilitated by a community justice worker providing responsive and alternative skills before acting impulsively when dealing with conflict, bullying and difficult relationships. Youth Fusion also provided sessions on team building in elementary Cycle III along. The leadership team has identified safe schools as one of the key focus groups in the coming year.



### Student Engagement <sup>10</sup>

The elementary sector with help from secondary staff and Youth Fusion had their Annual Christmas presentation, which is a culmination of literacy activities related to LSIP goals in oral language and reading. The school continues to fully embrace the excellent coordination of Youth Fusion initiatives in our school. The supportive programming has contributed greatly to the well-being, positive team and leadership building opportunities mixed with social, physical and expressive opportunities of learning for our students. We were fortunate to receive support again this year for local tutoring and through Elephant Thoughts which also helps to keep students focused. Both the local and regional science fair events were excellently coordinated and organized by a team lead by Christine Carr, Isabelle Doyle, Lisa Oliver, and Katie McCarthy along with support from Jordan Hebert and Cassandre Comtois our Youth Fusion team for the past two years and a multitude of other staff. Both events were well attended and feedback from the regional event was excellent. Great work team!



### Parental Involvement <sup>12</sup>

New Paths funding focusing on school improvement provided the opportunity to have engaging literacy and Cree cultural activities for students and parents this year. At a winter assembly parents were shown how to access Tumble Books, an online reading application and a 'Books for Bingo' fun activity night was held for parents and students in Cycle I & II. Cree cultural traditional activities based on the board program took place in February with the input from WES and the local community cultural camp initiative. The local and regional science fairs were both coordinated by an excellent team and resulted in good attendance and wonderful feedback from participants.

## LUKE METTAWESKUM SCHOOL <sup>1</sup>

Principal: Neo Yaxley <sup>2</sup>  
Vice-Principal: Scott Wilson

**164**  
students



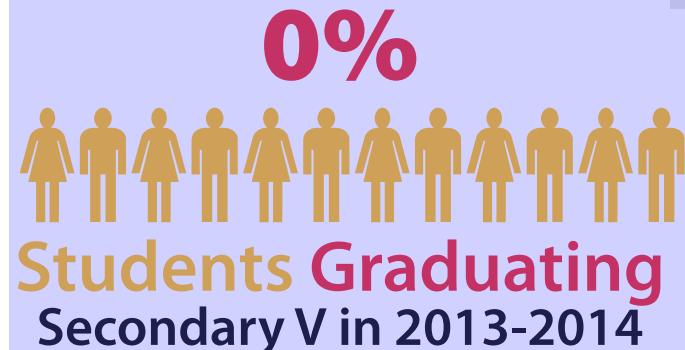
36 boys in elementary  
30 boys in secondary  
31 girls in elementary  
33 girls in secondary



7 special  
needs



8



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

This year, our school community focused on creating a strong foundation where teaching and learning can occur. It was our objective to increase positive behavior in our school and to foster a love for learning within our students. Teachers created dynamic lesson plans and celebrated student achievement by displaying student work, creating award incentives, and giving recognition to students in the community.

### School Governance & Shared Leadership <sup>6</sup>

Our Leadership Team functioned at a strong level this year and implemented significant changes within our Professional Learning Committees. Early in the school year the LT team focused on creating a Code of Conduct for our school, which was reinforced with the community by the Parent Committee. The LT team was dedicated to supporting teachers with the GVC, ensuring a high level of academics was being provided in each classroom. The PC dedicated significant time to ensuring quality teachers were hired for the next school year and that relations between the community and school were positive.

4

5

7

### CAT TEST SCORES <sup>9</sup>

		2011- 2012	2012- 2013	2013- 2014	2014- 2015
Grade 6	Reading	11%	33%	15%	<b>29%</b>
	Vocabulary	13%	33%	9%	<b>14%</b>
	Writing Conventions	43%	33%	17%	<b>43%</b>
	Spelling	71%	33%	73%	<b>43%</b>
	Mathematics	13%	33%	18%	<b>29%</b>
	Computation & Estimation	0%	33%	18%	<b>29%</b>
Secondary III	Reading	17%	17%	0%	<b>30%</b>
	Vocabulary	14%	18%	17%	<b>22%</b>
	Writing Conventions	0%	33%	20%	<b>44%</b>
	Spelling	50%	58%	43%	<b>75%</b>
	Mathematics	29%	9%	0%	<b>11%</b>
	Computation & Estimation	0%	20%	0%	<b>0%</b>

10

# CREE-ATING OUR FUTURE<sup>1</sup>

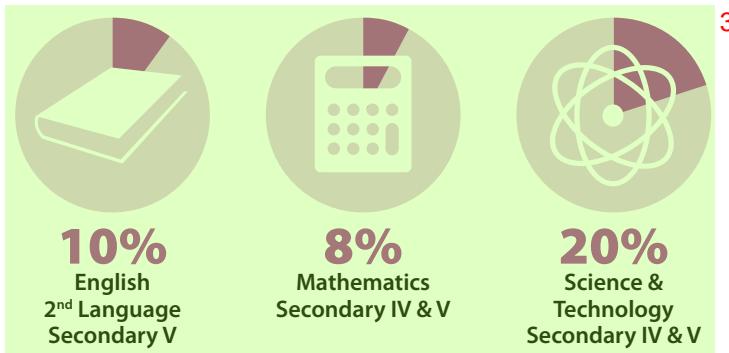
WE BELIEVE THAT THE CREE CHILD IS TO BE  
BROUGHT UP TO BE NON-JUDGMENTAL AND AWARE  
AND BE ABLE TO MEET THE WORLD AND FEEL  
COMFORTABLE WITH HIMSELF AS A CREE PERSON.

<sup>2</sup>



## LUKE METTAWESKUM SCHOOL <sup>1</sup>

### MELS 2014 EXAM SUCCESS RATES <sup>2</sup>



### Local School Improvement Plan (LSIP) <sup>4</sup>

The teachers have made great efforts to improve student performance <sup>5</sup> in language and mathematics. The collaboration amongst staff has been outstanding with each individual committed to school improvement and the success of our students. The team of teachers met once a week in Professional Learning Community (PLC) groups in order to review data such as CASI, PM Bench Marks, CAT Tests and Student Work. Some of our improvement strategies this year were: To determine baseline reading level for all students to support student success in reading; Encourage students to focus on improving sentence structure to aid students in improving their writing skills; Continue to Implement Cree School Board GVC and research-based instructional strategies to all levels.

### Guaranteed and Viable Curriculum (GVC) <sup>7</sup>

Our Leadership Team supported new teachers by helping them to implement the GVC <sup>8</sup> into our classrooms and continued to support returning teachers. Veteran teachers met early in the school year with Novice teachers to support them with the daily practice of the GVC. During walkthroughs, we observed an increase in teachers posting objectives and creating dynamic lessons which were based on the GVC. A major change for the upcoming school year in our elementary sector will be the discontinuation of mixed classes. Teachers will now only be required to implement one GVC curriculum. This change will greatly support our teachers in applying the GVC with fidelity.

### Professional Learning Community (PLC) <sup>9</sup>

Collectively teachers were led by data based discussion, collection and analysis in order to monitor student learning. Common Assessments were used to track and monitor student progress. Teachers practice was led by the Professional Learning Community guiding questions: What do we want each student to learn? How will we know each student has learned it? How will we respond when a student experiences difficulties? An example of our Cycle 2 group was a focus on writing. Cycle 2 teachers focused on writing which involved the improvement of vocabulary, writing conventions, improving reading and focusing on different writing. Teachers were able to see progress first hand of their students through this process and were proud of their students' accomplishments and growth.

# LUKE METTAWESKUM SCHOOL<sup>1</sup>

## ABSENTEEISM<sup>2</sup>

2013-2014



21.4%

2014-2015



26.8%

## Student Attendance<sup>4</sup>

An attendance and retention team were officially created in our school this year. The team was led by our Guidance Counselor, Student Affairs Technician, and Re-adaptation Officer. The team implemented a Plan of Action in which the primary goal would be to increase secondary student attendance. Newsletters were sent home to parents stressing the effects of absences on school progress. In addition an incentive based program, "Count Me In," was introduced which made students eligible to win prizes based on best attendance month to month. Administration also met with students once a month and treated students to a luncheon. It is difficult to assess the success of this initiative after just a short period of time. More time is needed in order to pursue additional efforts to further develop strategies which will ultimately increase attendance.

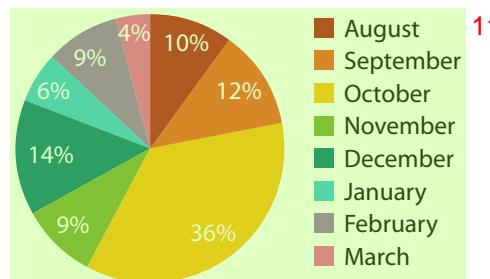


## Student Engagement<sup>7</sup>

Elephant Thoughts and Youth Fusion were both key players in helping support our students to become engaged learners and members of the school community. Elephant Thoughts motivated our students to engage in homework assignments and to prepare for examination. This year ELMS hosted a local Public Speaking Contest as well as the Regional Public Speaking Contest. The theme for the event was "EXPRESS YOUR VOICE, MAKE YOURSELF HEARD." We were honored to see students from all communities speak with poise and heart. Teachers were able to engage students in the writing process as they were excited to showcase their abilities.

## Safe School Policy<sup>9</sup>

A large focus of our school community at the start of the school year was to create a code of conduct for our teachers and students. All teachers came together to ensure our school had a strong and clear code of conduct. The Code of Conduct guided our teachers in reducing the amount of bullying issues which we had in our school, especially those in regards to violence. Teachers also addressed issues of bullying and violence within their individual classrooms. Below is a chart demonstrating and celebrating our decrease in negative behavior in our school.



11



## Parental Involvement<sup>12</sup>

Our school leadership aimed to build relations with the community. In order to support us on this journey we invited The Recovery Foundation to host a workshop for our teachers, students and members of the community. The aim of the workshop was to bring together adults, elders and youth in order to establish healthier communication and mutual respect for one another. The Recovery Foundation also hosted a meeting for parents, with the objective of creating a safe forum for parents and members of the school community to be better able to support one another through collaboration.

13

**5.0%** Dropout Rate  
for 2014-15

The dropout rate for 2013-14 was 4.3%

CREE-ATING OUR FUTURE

## WIINIBEKUU SCHOOL AND ANNIE WHISKEYCHAN SCHOOL

Principal: Lisa Shallhorn

Vice-Principal: Nick Scopis (sec.) and Jacinthe Bélanger  
(interim elem.)

**573**  
students



141 boys in elementary  
101 boys in secondary  
126 girls in elementary  
100 girls in secondary



**Our school's vision statement is "Learn Now, Build a Nation".**

We never lose sight of the fact that our students today will be the future leaders of The Waskaganish First Nation. Everything we do is for the sake of the children's future and the future of the community. This year I have led the staff through their Local School Improvement Plan committees in order to ensure our L.S.I.P. is a living document that is on the forefront of everything we do, and we have reformatted our cycle meetings to allow teachers to function more as Professional Learning Communities.

### School Governance & Shared Leadership

Our school council is very active and meets regularly to consult and collaborate with teachers on professional development and pedagogical planning. Our L.S.I.P. committees, made up of classroom teachers, organize and coordinate most of our school improvement initiatives and projects. We are fortunate to have a truly committed and caring Parent Committee who meet regularly with the school administration to ensure the success of the schools. Our school Leadership Team has been renamed the School Engagement Team as improved student engagement and student attendance is our priority in the Waskaganish Schools.



**46.9%**

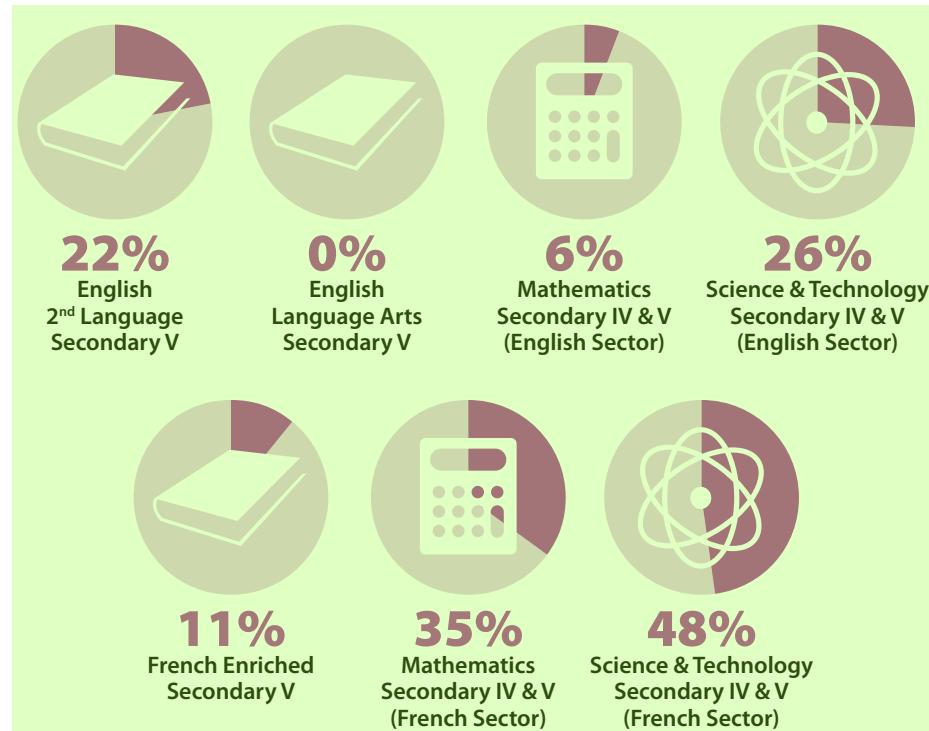
**Students Graduating Secondary V in 2013-2014**

<b>CAT TEST SCORES</b>					
	2011- 2012	2012- 2013	2013- 2014	2014- 2015	
Grade 6	Reading	30%	9%	38%	<b>0%</b>
	Vocabulary	9%	9%	31%	<b>0%</b>
	Writing Conventions	30%	14%	27%	<b>17%</b>
	Spelling	45%	22%	67%	<b>61%</b>
	Mathematics	0%	9%	25%	<b>5%</b>
	Computation & Estimation	50%	47%	53%	<b>39%</b>
Secondary III	Reading	13%	4%	0%	<b>0%</b>
	Vocabulary	0%	4%	0%	<b>0%</b>
	Writing Conventions	17%	4%	0%	<b>8%</b>
	Spelling	36%	42%	50%	<b>40%</b>
	Mathematics	18%	11%	11%	<b>13%</b>
	Computation & Estimation	32%	20%	6%	<b>0%</b>

# WIINIBEKUU SCHOOL AND ANNIE WHISKEYCHAN SCHOOL

1

## MELS 2014 EXAM SUCCESS RATES 2



3

## Local School Improvement Plan (LSIP) 7

Homeroom teachers are continuing to evaluate the reading levels of their students three times per term and are collecting and monitoring those results in order to track student learning in literacy. This school year we have asked teachers to examine these results more closely in order to know how to best meet the needs of their students.

8

Another improvement we have seen this year is the use of technology in the classroom. With the addition of several new interactive white boards in our school, the teachers have received extensive professional development with this technology. This professional development has allowed teachers and their students to use this technology to its full extent ion the classroom.

9

We were also fortunate enough to have tutoring provided afterschool and weekends for our secondary four and five students in an effort to increase success in our MELS exams.

10

## Professional Learning Community (PLC) 4

Literacy results and classroom assessments were both topics regularly discussed at our cycle team meetings as one of our L.S.I.P. goals was to have the cycle team meetings function more as Professional Learning Communities. During these meetings discussions are centered on learning strategies, assessments, student results, and competencies from the curriculum.

5

Common assessments and action plans were created in each cycle team to support our vocabulary school improvement project, and next school year all cycle teams will have a common S.M.A.R.T. goal they will work together to achieve.

6

## Guaranteed and Viable Curriculum (GVC) 11

It is wonderful to see the effort teachers are making to follow the curriculum (both the G.V.C. and the MELS curriculum). The curriculum and its competencies are now on the forefront of teacher lesson planning. I see the evidence during our administrative walkthroughs as teachers are regularly using objectives and competencies from the G.V.C. and the MELS curriculum in their lesson plans and in their posted learning objectives in their classrooms.

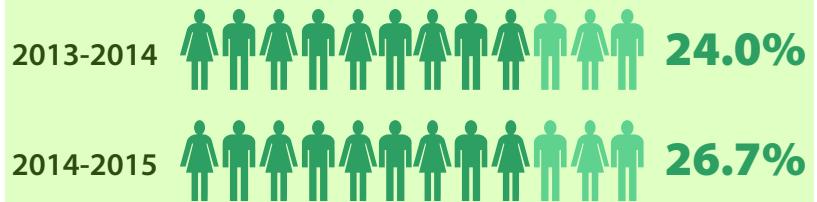
12

Unfortunately we are still facing learning gaps in our students that require much scaffolding, but we are looking at new ways to meet the needs of our struggling students, and have already made much progress in the support and resources we provide to our special-needs students.

13

## WIINIBEKUU SCHOOL AND ANNIE WHISKEYCHAN SCHOOL 1

### ABSENTEEISM 2



### Student Attendance and Parental Involvement 4

This school year the student services team of both schools made daily phone calls to parents and contacted and met with parents of students that were facing attendance challenges. We also had a student attendance improvement L.S.I.P. committee that developed and distributed a parental survey on student attendance. 5

Our parental engagement L.S.I.P. committee worked hard to strengthen the relationship between home and school. This committee hosted a parental assembly at the beginning of the year where we distributed our parental handbook, and the committee also hosted a parent and student success potluck in March where teachers, and our student services team presented to students and parents about parental involvement, healthy living, homework support, and student attendance. 6

We have tracked our attendance rates through the LUMIX software and despite our increased efforts we have not significantly reduced our student absences. We are going to use the data from our parental attendance survey to create a new student attendance S.M.A.R.T. goal for the 2015/2016 school year. 7

**4.4%** Dropout Rate for 2014-15

The dropout rate for 2013-14 was 5.2%

### Safe School Policy 8

Our anti-bullying L.S.I.P. committee organized different activities and events for students to increase awareness about bullying. Elders were also asked to speak to students about respect for others. We also developed a new student disciplinary system in order to help maintain a safe and secure environment in our schools. 9



### Student Engagement 11

As usual our schools held various events and activities to enrich our school life. Some of these events were the Terry Fox Run, Fall Festival, Haunted Hallway, First Snowshoe Walk for our cycle 1 students, Annie Whiskeychan Memorial Day, Sports Day, and Multi-Cultural Day. 12

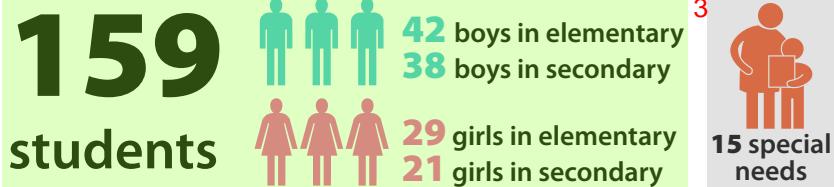
We also hosted an elementary science fair and a secondary science fair as well as an elementary public speaking contest and a secondary public speaking contest. Our participation for the elementary science fair and local public speaking contest doubled from last school year, and it was amazing to see the enthusiasm and engagement the elementary students had for these events. 13





## WAAPIHTIIWEWAN SCHOOL <sup>1</sup>

Principal: Wojtek Czermak (interim) <sup>2</sup>  
Vice-Principal: Sarah MacNeil (interim)



As with previous years, the staff at Waapihtiiwewan School has worked tirelessly to better understand the needs of our students. We are a data driven school community, and we have collected assessment statistics around literacy levels, numeracy levels, and school safety perception data from students and parents. We use this information to tailor instruction for our students while also focusing on meeting the needs of the whole child from a socio-emotional, and mental health and well-being perspective. This commitment to the youth of Ouje-Bougoumou is the driving force behind our improvement efforts and initiatives.

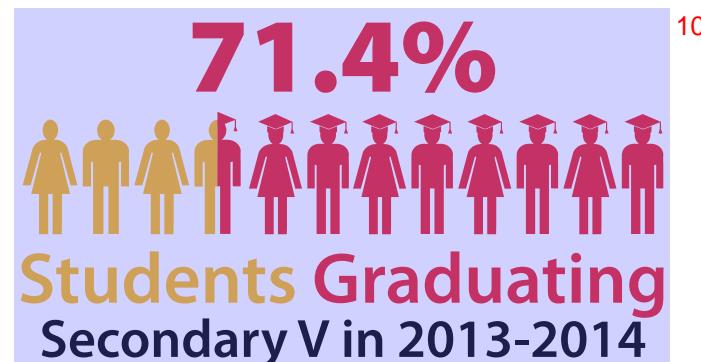
### Waapihtiiwewan School Vision <sup>5</sup>

Our goal is to provide and foster a community dedicated to student <sup>6</sup> success. As teachers and staff, we will:

- Work to foster a safe and inclusive learning environment in which <sup>7</sup> students are excited to be involved.
- Develop and improve literacy and numeracy in order to give our students the tools they need to succeed in life beyond the learning community.

### School Governance & Shared Leadership <sup>8</sup>

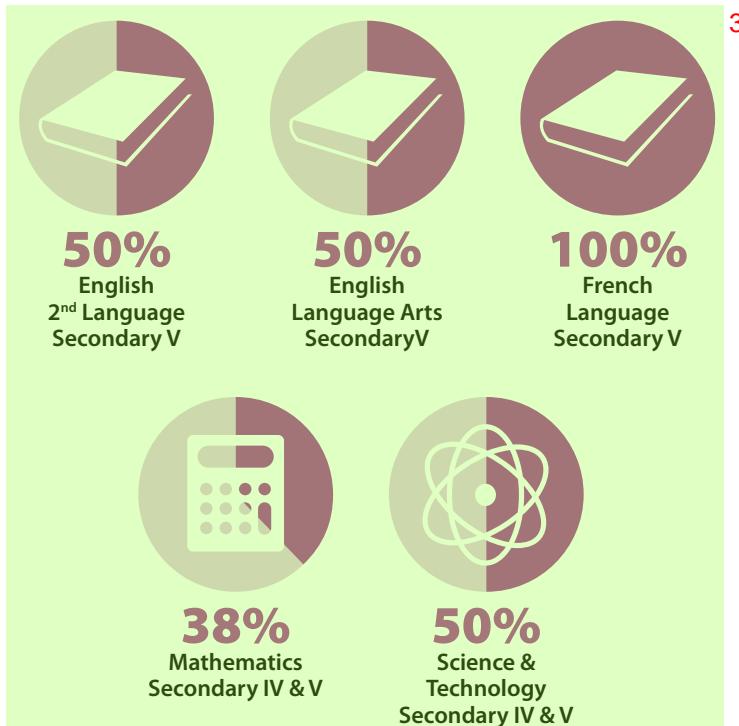
As a school community, Waapihtiiwewan School and its staff work hard to build capacity from within in order to enhance our professional practice. Teachers and staff routinely head cycle meetings, clubs, committees and are actively involved in the decision making process when discussing student achievement and engagement. Our Local School Improvement Plan (LSIP) has been edited, developed, and written by the teachers in the best interest of the students. Furthermore, our improvement team (WASIT) was central throughout this process while collaborating with staff to determine our professional development needs.



CAT TEST SCORES <sup>11</sup>					
	2011- 2012	2012- 2013	2013- 2014	2014- 2015	
Grade 6	Reading	14%	40%	28%	<b>38%</b>
	Vocabulary	11%	10%	11%	<b>38%</b>
	Writing Conventions	32%	100%	6%	<b>38%</b>
	Spelling	44%	56%	61%	<b>63%</b>
	Mathematics	14%	89%	24%	<b>63%</b>
	Computation & Estimation	25%	50%	47%	<b>75%</b>
Secondary III	Reading	11%	0%	8%	<b>29%</b>
	Vocabulary	5%	0%	25%	<b>14%</b>
	Writing Conventions	10%	43%	17%	<b>43%</b>
	Spelling	21%	71%	67%	<b>86%</b>
	Mathematics	13%	43%	75%	<b>29%</b>
	Computation & Estimation	16%	29%	50%	<b>14%</b>

## WAAPIHTIIWEWAN SCHOOL<sup>1</sup>

### MELS 2014 EXAM SUCCESS RATES<sup>2</sup>



4

### Guaranteed and Viable Curriculum (GVC)<sup>5</sup>

The GVC is embedded within the instructional foundation at Waapihtiiwewan School. The framework of the GVC provided our teachers with a strong central focus. Teachers are consistently posting learning objectives for their lessons while utilizing other "Classroom Instruction That Works" strategies. Knowledge of the GVC has also provided capacity building opportunities for our teachers as they have counselled one another on best practices while also sharing successful strategies for learning benchmark achievement.

6

### Local School Improvement Plan (LSIP)<sup>7</sup>

At Waapihtiiwewan School, we have used the LSIP as a guiding force behind the work we do for our students. We have placed a great deal of emphasis on building literacy and numeracy levels, and our LSIP has provided a framework within which we operate. By implementing a tiered response to meet our students' needs, we have been able to work with at-risk youth in one-on-one settings. We are beginning to see an upward trend in our student literacy levels. Additionally, through one-on-one support, and a dedication to continuously improving professional practice, we are proud to report a 39% improvement in our grade 6 math score on the Canadian Achievement Test.

8

### Professional Learning Community (PLC)<sup>9</sup>

Waapihtiiwewan School utilizes a Professional Learning Community approach to education. Our PLCs are focused solely on student achievement and engagement. Topics of discussion for these meetings range from the GVC to CAT test scores to student celebrations and assessment data. Utilizing this approach, our teachers have developed initiatives to improve literacy skills by focusing on student writing. Our PLC groups also played a crucial role in the revamping of the LSIP.

10

# WAAPIHTIIWEWAN SCHOOL<sup>1</sup>

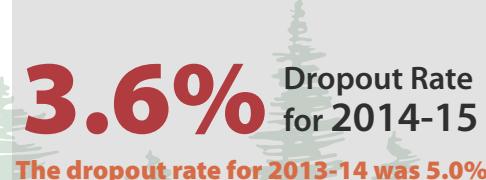


## Student Attendance<sup>5</sup>

Attendance is a critical component of student success. At Waapihtiiwewan School, we are continuously looking for ways to improve attendance rates. This year, we focused on reporting attendance rates to parents. To assist with this, a 1-page breakdown of the CSB attendance policy was distributed to all staff, and our Academic Counsellor (Dusty McBrine) made frequent contact with parents and students encouraging them to regularly come to school. As such, we saw our Term 3 absenteeism rate from 2014 improve from 26.5% to 21.3% in 2015. Additionally, we provided attendance incentives and recognition during monthly assemblies. We look forward to 2015-2016 when we receive training on taking student attendance electronically.

## Safe School Policy<sup>7</sup>

Student safety and well-being are tenets that we, as professional educators, base our practice on. This year, we surveyed both students and parents to better understand their perception of school safety and our anti-bullying initiatives. We also celebrated "Kindness Week" in February, a week long anti-bullying awareness initiative that culminated in our 'Pink Shirt Day' march through Ouje-Bougoumou.



## Student Engagement<sup>9</sup>

In response to the results of the 2013 CSB Student Engagement Survey, our school has increased the number of special events in order to support relationship building between teachers and students. Regular student assemblies are held, in which certificates of recognition for student of the month are awarded in each grade. This ceremony is followed by teacher vs. student activities, including dodgeball, volleyball, soccer, and basketball. "The interaction between the teachers and students was very positive. At times parents and other community members participated in the event as spectators." –Dusty McBrine, Academic Counsellor. To better understand the needs of our students, Mr. McBrine also carried out the CSB Student Engagement Survey, achieving an 88% completion rate. Our staff makes it a priority to greet students warmly as they arrive in the morning so that each student feels a sense of belonging in our school. The entire school was particularly absorbed in student learning during the annual Science Fair. The projects were displayed in the agora, providing the opportunity for students to present their authentic learning and inquiry to the entire school as well as participating community members. One of the year's main attractions was the fundraiser for Miss Waapihtiiwewan, in which our Principal, Wojtek Czermak, was taped to the wall of the gymnasium by numerous community members, students, and staff. Other events included cultural food tastings, music club, track and field days, a ski trip to Mont Chalco, a trip to the Wildlife Zoo in St. Felicien, and a trip to Ottawa to visit Parliament Hill.



## Parental Involvement<sup>11</sup>

To increase parental involvement this year, we have focused on community outreach. Our Facebook page has been used extensively to connect with parents. Through this outreach along with letters home, our parent night was a huge success with 95% parent attendance. Parents are regularly encouraged to visit the school and their children's classes. We also keep in continuous contact with parents through student agendas, an effort that has contributed significantly to improving relationships between the school and parents.



## WILLIE J. HAPPYJACK MEMORIAL SCHOOL AND RAINBOW ELEMENTARY SCHOOL

Principal: Natacha Bouchard

Vice-Principal: Josée Lalumière (sec.) and Michel Branchaud (elem.)

**531**  
students



140 boys in elementary  
96 boys in secondary



120 girls in elementary  
90 girls in secondary



The challenges of the three Waswanipi schools are great! Several structures and committees are in place, which must all be consolidated at the beginning of the year. We can affirm that the LT is taking its place in the school and using its voice which allows for better communication with Team Cycles. We are on track, but much remains to be done in the coming years. The invaluable help of our McRel consultant allowed us to clarify the structures and processes and make a concrete work with teachers.

### School Governance & Shared Leadership

LT structures and processes are in place and the decision making. Communication is two way with school council, LT and cycle team. More and more decisions are made based on data, and everyone understands the importance of the data. The strong administrative team provides a solid basis for school improvement. The LT is a strong team this year and are learning to keep focus on student achievement.

Collaboration with the parents' committee has allowed 11 students from high school to participate in an educational trip to Toronto which will be held shortly. In addition, our collaboration has enabled the start of Breakfast Club of Canada's activities which will continue next year to provide 200 breakfasts during school days. Also in collaboration with the parents we encouraged school attendance with an emulation system for deserving students who will receive a driving course during the summer. Moreover, we have a point in our meeting agendas where we share information of activities taking place in the community.

1

2

5

**75.0%**  
**Students Graduating  
Secondary V in 2013-2014**

6

8

9

6

### CAT TEST SCORES

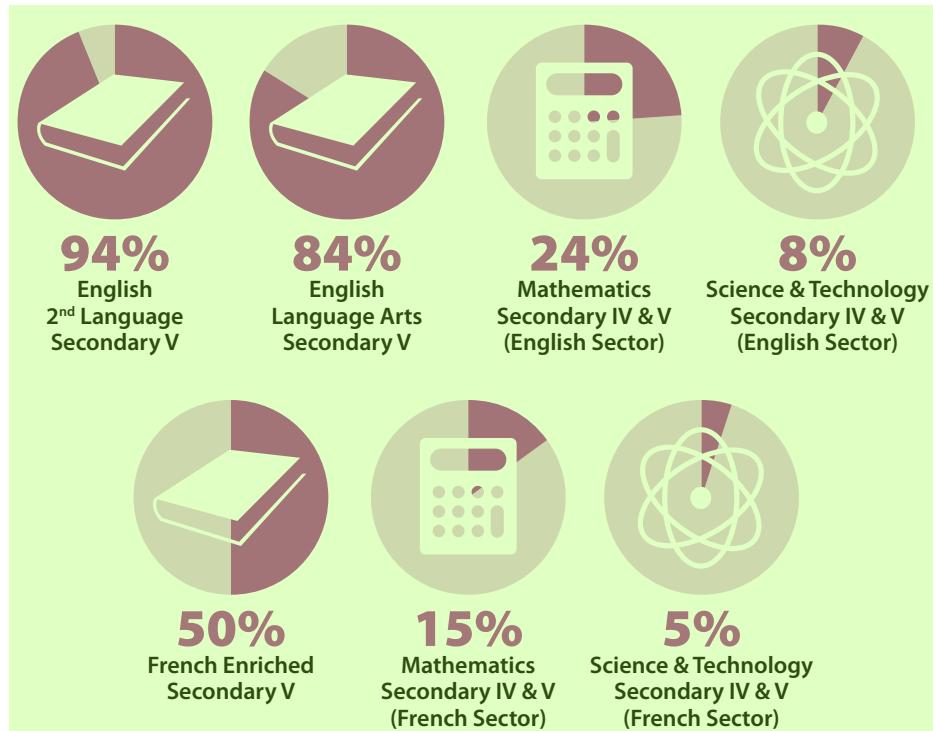
	2011- 2012	2012- 2013	2013- 2014	2014- 2015
--	---------------	---------------	---------------	---------------

	CAT TEST SCORES			
	2011- 2012	2012- 2013	2013- 2014	2014- 2015
Grade 6	Reading	13%	10%	11% <b>12%</b>
	Vocabulary	17%	5%	11% <b>12%</b>
	Writing Conventions	50%	25%	15% <b>16%</b>
	Spelling	44%	30%	19% <b>35%</b>
	Mathematics	28%	40%	4% <b>15%</b>
	Computation & Estimation	38%	35%	59% <b>34%</b>
Secondary III	Reading	43%	6%	3% <b>12%</b>
	Vocabulary	21%	10%	8% <b>15%</b>
	Writing Conventions	55%	23%	18% <b>19%</b>
	Spelling	42%	32%	57% <b>59%</b>
	Mathematics	29%	24%	21% <b>16%</b>
	Computation & Estimation	38%	27%	27% <b>12%</b>

11

# WILLIE J. HAPPYJACK MEMORIAL SCHOOL AND RAINBOW ELEMENTARY SCHOOL

## MELS 2014 EXAM SUCCESS RATES <sup>2</sup>



## Local School Improvement Plan (LSIP) <sup>4</sup>

In the 1st cycle (elementary), learning in language is more difficult than in mathematics. Our resource teachers' support enables better learning of vocabulary and grammar. Next year, the main focus at elementary level is to focus on the implementation of the GVC.

Also, we have implemented a tool to obtain statistics on incidents in our schools.<sup>6</sup> The tool will allow us to better monitor interventions with students.

Finally, to improve the results of the MELS examinations, we have established <sup>7</sup> remedial activities, study sessions, review periods and exam simulations with our resources, teachers, facilitators along with Elephant Thoughts and Youth Fusion.



8

WASWANIPI

13

## Guaranteed and Viable Curriculum (GVC) <sup>9</sup>

More and more teachers are motivated to work with the GVC, although much more work remains to be done. At the elementary level, Cycle 1 teachers use the GVC during their cycle team meetings. In high school, the GVC is implemented in the first cycle of the English sector, while the implementation in the French sector is progressing. The academic delay causes significant problems for the use of the GVC. Teachers must make educational differentiation which can make use of GVC difficult. We presented to the LT the way our data from Walkthroughs will be used and shared with the cycle teams.

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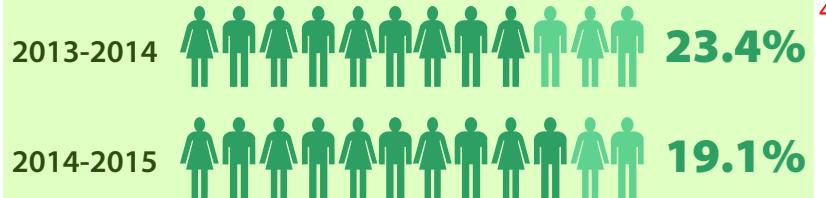
## Professional Learning Community (PLC) <sup>11</sup>

All teachers know and understand the PLC. At present moment, the cycle 1 in elementary work as well as a PLC. This year, essentially, we've been working in cycle teams, but we are currently in migration phase to this new approach. Until spring the focus was not always on pedagogy. However, since then the PLC has been presented and explained to the teachers and they have begun to gradually and systematically look and analyse the data to better understand the strengths and weaknesses of the various proposed approaches. Our PLC are increasingly working in dialogue with each other (vertical and horizontal management)! Next year we will work and progress with this approach.

12

## WILLIE J. HAPPYJACK MEMORIAL SCHOOL AND RAINBOW ELEMENTARY SCHOOL <sup>1</sup>

### ABSENTEEISM <sup>2</sup>



### Student Attendance <sup>5</sup>

This year, the CBS policy was followed. We experienced some gaps and we must plan strategies for the year to come. We have implemented an emulation system for children who are present in elementary and high school. For example, at the elementary level, we've celebrated over 50 students during our weekly and monthly student of the month (and of the week). At high school, we've celebrated a student per level during similar activities. Work remains to be done at the high school level to reduce absenteeism and increase the sense of belonging at school.

### Safe School Policy <sup>8</sup>

At the primary and secondary levels, a procedure was in place. The high schools' procedure was adjusted somewhat, in order to suit that environment. The person responsible for these strategies along with management made sure that these procedures were followed in accordance with the situations that have arisen during the year. Also, sensitization is done with students and staff members. Furthermore, an anti-bullying march occurred last spring, at which all present proudly wore pink. Finally, we planned workshops for all staff as part of professional development.

**4.5%** Dropout Rate for 2014-15

The dropout rate for 2013-14 was 2.8%



### Student Engagement <sup>6</sup>

We were fortunate to have Elephant Thoughts and Youth Fusion both at elementary and high school levels. Activities included participating in a movie festival in Montreal, a science fair, a public speaking contest, art exhibits during the parents' meeting in March, Cree cultural activities, soccer, hockey cosom, origami, square dancing, role playing, video creation, etc. In March 2015 the Breakfast Club Canada arrived and since then we've served over 150 lunches on average during the school days for students of the 3 schools. Also, thanks to their teachers, students took part in the regional exhibition organized by Ouje-Bougoumou. That said, we recognize that much remains to be developed in the area of extracurricular activities and during dinner time, especially at high school.



### Parental Involvement <sup>11</sup>

Several activities took place in Waswanipi schools: community dinners (potluck), parent evenings (3), Annie Whiskeychan Day (parent volunteers), Christmas dinner organization at school (secondary), etc. Virtually every time an activity or event is organized for the parents of students involved as volunteers in the organization and the entire community Parents are always invited when it comes to dinner organized for students. Next year, with the collaboration of the parents committee, we want to invite parents in workshops with various themes on assistance to duty, adolescence, etc. Everything would be organized after school, as well as occasional extracurricular activities.





## SCHOOL LEADERSHIP TEAMS <sup>1</sup>

### Community Education <sup>2</sup> Administrators



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

## SCHOOL LEADERSHIP TEAMS <sup>1</sup>

### School Principals <sup>2</sup> and Vice-Principals



Left to Right

Judy Deschênes, Shauna Simpson, Elizabeth Pashagumskum, Natacha Bouchard, Charles Roy,  
Michel Cloutier, Maggie George, Sarah MacNeil, Yvonne Morrison, Wojtek Czermak, Josée Lalumière,  
Nick Scopis, Roxane Joly, Christie Lancaster, Judy Washipabano, Joey Charland

Missing from the picture:

Natasha Erickson, Lisa Shallhorn, Neo Yaxley



# ADULT SECTOR

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## SABTUAN ADULT EDUCATION SERVICES 1

Pierre Desjardins, Director 2

On behalf of the Sabtuan Adult Education Services team, I am delighted to submit the 2014-2015 Annual Report which, once again, highlights the numerous projects at Sabtuan Adult Education Services (SAES). Years go by but they are not alike. Indeed, over the past year, we participated in the development of the 2015-2020 Cree School Board Strategic Action Plan. Among other activities, we deepened our business relation with our Cree communities, namely Oujé-Bougoumou and Mistissini, along with our partner CHRD and other CSB departments. As a result, there is an enhanced understanding of our strengths and defining areas where we collaboratively contribute to improve adult education services. This year, we are aiming to build a solid foundation for quality education which the future will most certainly reveal.

### SAES General Education 4

This year, many improvements took place in general 5 education for the adult sector:

- In Waswanipi, a first socio-vocational teacher was 6 hired.

- In Oujé-Bougoumou, a first work-study program was started in which students are paid to attend classes, and a new adult education centre is on its way.
- In Waskaganish, Cree as a Second Language course was given.
- In Wemindji, a new adult training center opened.
- In Waskaganish, Eastmain and Wemindji, the new *Ee-es-kwee-dow* (Let's Get Ready) project was implemented, aiming at helping students to have a program more suitable to their needs.
- In all the communities, training sessions on the new neuro-linguistic approach to second language teaching were given to the teachers, helping them to focus more on the oral and comprehensive skills of their students.
- In all the communities, SARCA was presented.
- Four learning objectives were created especially for our teachers and students: one learning situation in English and three learning situations in French; the situations, in line with the new neuro-linguistic approach to second language teaching, were presented to the teachers, who greatly appreciated them.

Table 1 below provides the number of SAES General Education sector graduates and Table 2 on the next page provides an overview of the course registrations. As you will notice, there are no graduates

7 listed for the year 2014-2015 in Chisasibi and Whapmagoostui, but it is expected that there will be 9 graduates for the year 2015-2016.

Pierre Demers, Coordinator of SAES 10



Eastmain Graduates 12  
2014-2015

TABLE 1: Number of Graduates 2014-2015 13

Chisasibi	Eastmain	Mistissini	Nemaska	Ouje-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui	Total	<span style="float: right;">14</span>
4	2	4	4	4	4	4	3		21	

**TABLE 2: Number of Registered Students 2014-2015**

	Chisasibi	Eastmain	Mistissini	Nemaska	Ouje-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui	1
<b>From August 2014 to April 2015</b>										
Cree Upgrading							59			
English Upgrading							10			
French Upgrading							0			
English Sector			82							
French Sector			15							
Evening classes: Math, English, Pre-Sec, Science			42							
<b>From May 20<sup>th</sup> to June 16<sup>th</sup> 2015</b>										
Spring Session: English, Math			30							
<b>From August 2014 to April 2015</b>										
Day Classes English Sector				21						
Day Classes French Sector				6						
<b>From April 21st to June 26th 2015</b>										
Spring Session: English, Math				7						
<b>Upgrading</b>										
English – Part-Time			15							
English /Cree Full-Time			3							
<b>Upgrading</b>										
English and Cree (Part-Time)				30						
English and Cree (Full-Time)				13						
English and Cree (Drop Out)				65						
French (Drop Out)				5						
English Upgrading Cycles 1 & 2						15				
French and Math upgrading Cycles 1 & 2							8			

### Integration of Technology into Teaching Practice 1 for the General and Vocational Adult Education Sectors

The development of Information and Communication Technology competencies for a 21st Century ready workforce is essential. This is why Sabtuan Adult Education Services (SAES) is putting a great deal of emphasis on integrating technology into teaching practice in a seamless way. Indeed, this year, at the request of the Coordinator of General Education, Mr. Pierre Demers, some material that accomplishes this has been developed for the teachers.

We at SAES, aim to develop technological literacy; that is, the ability to use a computer and other technologies to improve learning, productivity, and performance.

We have equipped our classrooms with desktops and with portables for the teachers and the learners for both the General Education and the Vocational sectors.

Many of our classrooms have Smart Boards where 5 teachers were provided with training to use this equipment.

A number of our teachers use licensed software, such as Rosetta Stone for language skill improvement and Mathhelp.com for math improvement, to name a few.

This year we have an ongoing project in two communities, namely Chisasibi and Wemindji, where we introduced e-tablets to provide e-readers, e-dictionaries, e-encyclopaedias and other online resources. SAES is also focusing on digital literacy to develop, in our learners, the ability to communicate in an ever-expanding global, social network environment, which requires a new set of skills and demands an understanding of ethical issues (copyright, respectful exchanges, etc.).

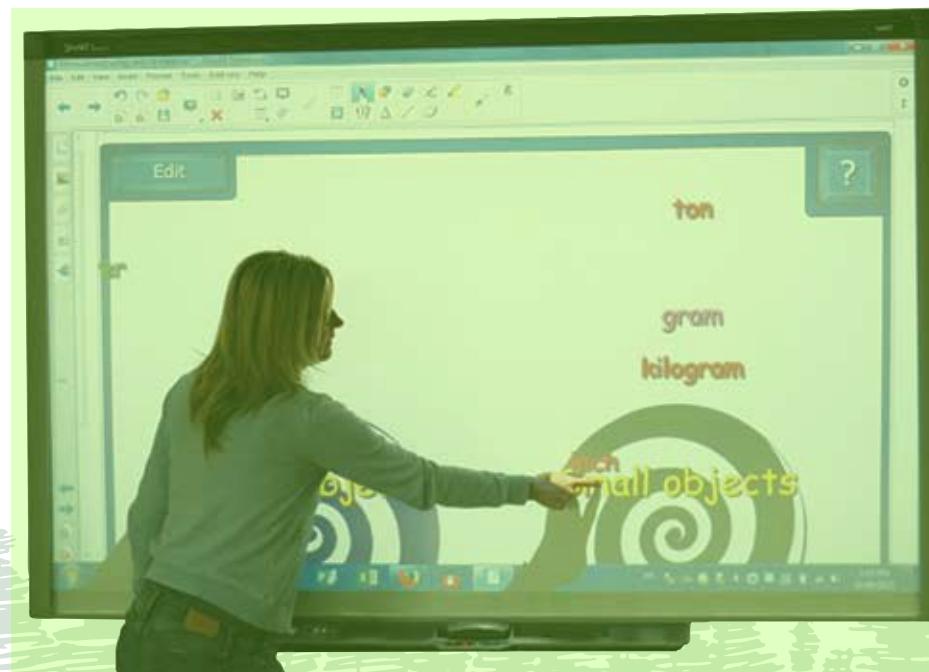
SAES has continued the past practice of lending 8 laptops to the CSB community for training purposes.

This service is always well appreciated by all. 9

Last but not least, as the ICT consultant for SAES, I have developed an ICT Profile which identifies the ICT competencies that our learners ought to have acquired while they have been studying at Sabtuan. This will provide a blueprint for the teachers who will be able to use this profile as a guide to find pedagogical ways to integrate technology into their teaching practice. From this ICT Profile, tools will be developed for the learners to use, for example, an ICT Portfolio that will demonstrate the ICT competencies they have acquired throughout their program of study.

I am looking forward to the year 2015-2016 11 to implement these new tools for our learners and teachers at SAES.

**France Pelletier, ICT Consultant (SAES) 12**



13

Teacher, Ms. Janice Callahan  
(SRVTC) using the Smart Board

## Sabtuan Regional Vocational Training Centre (SRVTC)

### The Mission of the SRVTC is to:

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

### Vocational

With this mission in mind, the following vocational programs and services were offered at SRVTC during the 2014-2015 school year:

- Carpentry
- HEO
- NBM
- Day Care
- Home Care Assistance
- Mining Mobile Mechanics
- Computing Support
- Ore Extraction (in partnership)
- Professional Cooking
- Food and Beverage
- Truck Driving (in partnership)

SRVTC believes that offering quality programs and services must be an ongoing and collaborative initiative in order to continually meet the ever-changing needs and demands of the Eeyou Istchee region as well as its students. SRVTC prides itself on having worked in collaboration with both organizations and individuals alike within and outside the region to ensure a continuation of quality programming this past year.

Thirty-five (35) students graduated during the 2014-2015 school year and will move on to successfully integrate and contribute to the development of their region.

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### Congratulations to the following 2014-2015 graduates:

#### School Daycare Educator Program (3 graduates)

- Peyton Charles-Sharl (Waswanipi)
- Cetianna Mapachee (Mistissini)
- Debbie Wabanonik (Lac Simon)

#### Carpentry (3 graduates)

- Lyndon Hughboy (Waswanipi)
- Kyle Mianscum (Ouje-Bougoumou)
- Stephane Trapper (Nemaska)

#### Northern Building Maintenance (7 graduates)

- Jeremy Dixon (Waswanipi)
- James George Jolly (Mistissini)
- Pelle Loon (Waswanipi)
- John Napash (Waswanipi)
- John Ottereyes (Mistissini)
- Marcel Rupert (Nemaska)
- Nelson Wapachee (Nemaska)

15

#### Professional Cooking Program (6 graduates)

- Joel Blacksmith (Mistissini)
- Sarah Blacksmith (Waswanipi)
- Maggie Etapp (Waswanipi)
- Pauline Neeposh (Nemaska)
- Jerry Shanush (Eastmain)
- Elijah Wapachee (Nemaska)

17



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Thank you to the following CSB Commissioners who were able to attend one of the March 25<sup>th</sup> graduation ceremonies where the Professional Cooking class, in collaboration with the renowned Parisian chef, Jean-Paul Grappe, prepared a seven-course meal for our 100-plus guests.

Kathleen Whoooton  
Emily Mianscum  
Roger Sandy  
Daisy Shecapio  
Bella Mianscum

Abraham Jolly  
Erica Linklater  
Gordon Blueboy  
Clifford Loon  
Janice Moore

Serge Beliveau  
Mabel Bearskin  
Teddy Wapachee  
Annie M. Salt  
Emma Mianscum

20

**Home Care Assistance (5 graduates) 1**

- Whasdeskun Brien (Mistissini) 2
- Claudette Happyjack (Waswanipi)
- Harriette Ottereyes (Waswanipi)
- Christina Pachano (Chisasibi)
- Eleanor Stephen (Waskaganish)

**Computing Support (2 graduates) 3**

- Thomas Moore (Ouje-Bougoumou)
- Kelly Wapachee (Ouje-Bougoumou)

**Food & Beverage Services (7 graduates) 4**

- Amy Cowboy-Blacksmith (Nemaska) 5
- Alice Gilpin (Eastmain)
- Matthew Happyjack (Waswanipi)
- Gladys Herodier (Chisasibi)
- Georgina Hester (Waswanipi)
- Juanita Mianscum (Ouje-Bougoumou)
- John Saganash (Waswanipi)

**Adult Education (4 graduates) 6**

- Alice Gilpin (Eastmain) 7
- Lewis Gord-Sharl (Waswanipi)
- Ian Saganash (Waswanipi)
- Sammy Salt-Blacksmith (Waswanipi)

Also noteworthy this past year was the two recent Professional Cooking graduates (Sarah Blacksmith and Maggie Etapp) who were hired to cater the banquet with the help of former Professional Cooking graduate Mandy Trapper and former Professional Cooking student Chantal Stephens.

**Adult General Education 9**

The Adult General Education program finished the 2014-2015 school year with four (4) students obtaining their Secondary 5 diploma.

Extensive efforts were made this past year to accommodate our students' busy schedules. Our General Education teacher customized his classes to meet the changing needs of his students to include

day, evening and weekend classes to ensure optimized opportunities for success.

**Concomitance 13**

Special mention to graduate Alice Gilpin who obtained two diplomas simultaneously this past year through hard work, dedication and commitment.

**Socio-Vocational Integration (SVI) 15**

In efforts to increase and contribute to the overall success and achievement of our students, SRVTC has added a complementary component to its programming. SVI courses and individualized supportive services were offered in order to assist students in their quest to gain and maintain gainful employment.

**Social Aid Technician (S.A.T) 17**

In order to support and encompass every aspect of our students' physical, social and cultural being as well as to increase their opportunity for success, additional intervention and prevention measures as well as extra-curricular activities were offered to and for the students throughout the school year.

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

**Essential Skills 20**

SRVTC continues to offer Essential Skills services upon registration to all students in the vocational trades. This program was offered as a complimentary service and was aimed at increasing the chances for success by equipping students with the skills, competencies and knowledge necessary to successfully navigate their vocational program.

**Health and Safety 22**

The vocational training centre recognizes the importance of maintaining a safe and secure environment for all of its staff and students and has implemented many preventative measures, policies as well as trainings over the past year to ensure quality and safe programs and services.

**Group Effort 24**

Finally, a thank you to all of the staff, teachers and community partners who contributed to increasing and benefiting the overall success and achievement of our students and graduates.

**Objectives for SRVTC for 2014-2015 26****Improvement to SRVTC: Base Zero Project 27**

In 2014-15, we began the project of returning SRVTC to its original state. I am happy to report that this objective was met and will continue to be an ongoing process in order to ensure that the Centre remains a safe and clutter-free zone.

Over the past 10 years, a vast variety of material was accumulated and stored. Since this time, most of this equipment and material has become obsolete and or fallen into disarray, making it no longer profitable to keep. With this taken care of, we have been able to concentrate on and accomplish the following priorities:

- Conformation process to CSST: Phase 1 completed 30
- 70% of SRVTC has been painted
- Major clean-up in 2 workshops including the mechanic workshop
- Major update on the Aerotherme fire prevention
- Restructuration of storage space
- Reorganization of the storage room
- Reorganization of all tools available
- All classrooms have been reorganized
- Many apartments have been repainted and repaired

**To Prioritize Health and Safety at SRVTC 1**

A better part of the beginning of the school year was spent observing and evaluating the efficiency and reliability of the current emergency plan. A new emergency plan was made and implemented for the Centre.

**To Develop a Consistent and Attractive Program Offer for 2015-2020 3**

Although 2014-15 was targeted as a transitional year, we were still able to accomplish many objectives. We have now begun to develop a diverse and attractive program for years to come.

Offering quality programs and services is a joint and ongoing initiative. The needs and demands in any given region are ever-changing, and the Eeyou Istchee region is no different. It is for this reason that our focuses this past year included building partnership both within and outside of the region, surveying and evaluating the needs of the region and the employability of the courses offered outside of the area.

With the assistance of many team members from within the SRVTC, Saptuan Adult Education, CHRD as well as other school boards within the region, we are proud to offer the following courses and services as the focus for the next five (5) years. It would be remiss to say, however, that the region is static. It is for this reason that continued effort will be made to ensure that SRVTC continues to grow and change with the needs and employment opportunities of the region.

**Our new programs include: 7**

- Mining Mobile Mechanics
- Surveying and Topography
- Northern Heavy Equipment Operators
- Northern Building Maintenance
- Hotel Reception
- Recreation Leadership

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We believe that not only will these diverse and relevant programs attract more students but they will equally lead to better job market opportunities. It has also given new life to the Centre's teaching staff.

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Equally noteworthy is the increased partnerships on a whole, both outside of and directly within the community. Communication has increased, and joint projects are up for discussion for the betterment of the community.

10

**To Review All Administration Procedures in Place at SRVTC Before the End of the School Year 11**

In progress. We have begun reviewing all related tasks and operations documenting processes. Upon completion, we will review the job descriptions of each staff member to ensure the best services for the Centre.

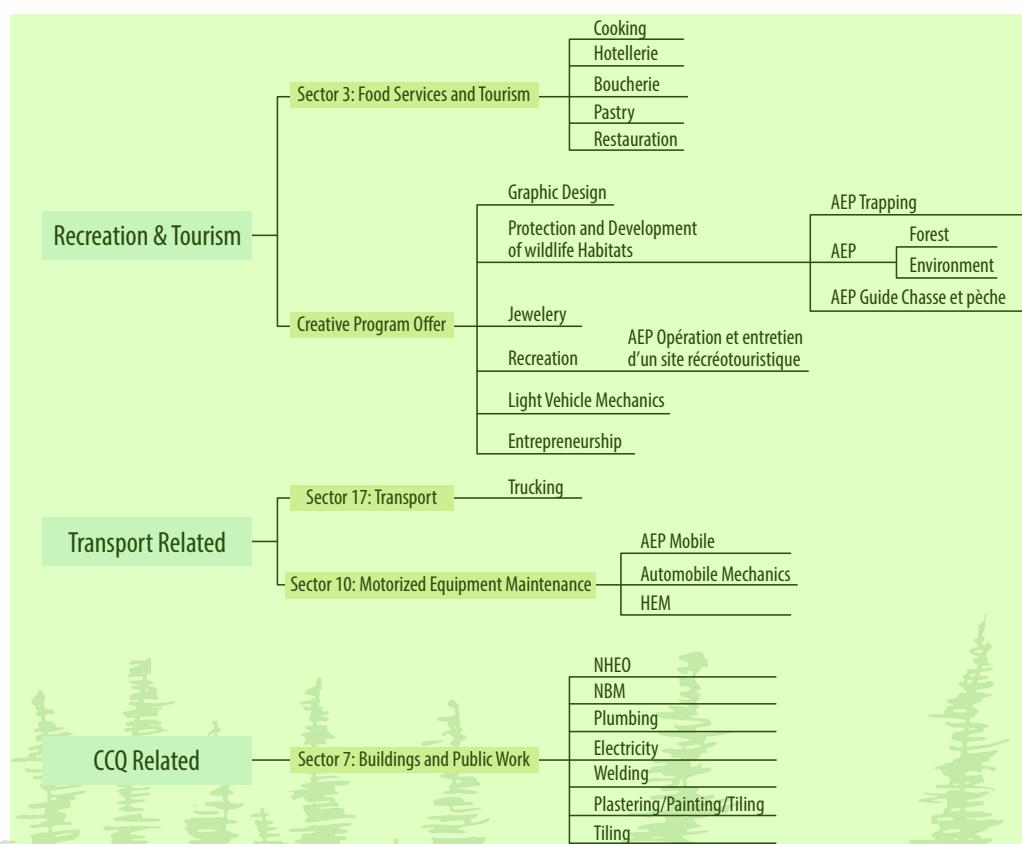
**Réjean Gascon, Director SRVTC 13**

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**Orientation Program SRVTC 2015-2020 14**

## SAES Vocational Adult Education 1

Thirty-eight vocational programs were offered in 2014-2015. Eight of those programs are still 2 ongoing and will end June 30th, and one is scheduled to end on the 12<sup>th</sup> of December, 2015.

**Luc Collette, SAES Coordinator of Vocational Programs 3**

### LIST OF VOCATIONAL PROGRAMS 2014-2015 4

Status	Community	Programs	Hours	Starting Date	Ending Date	Status	Community	Programs	Hours	Starting Date	Ending Date
New	Chisasibi	Carpentry	1 350	13-May-15	TBD	New	Waskaganish	Carpentry	1 350	24-Feb-13	30-Jun-15
Carryover	Chisasibi	Computing Support	1 800	25-Nov-14	30-Jun-15	Completed	Waswanipi	Trucking Class III			
Carryover	Chisasibi	Secretarial studies	1 485	18-Aug-14	30-Jun-15	Completed	Ouje-Bougoumou	Timber Harvesting and Wood Processing	840	20-May-14	1-Nov-14
Carryover	Chisasibi	Accounting	1 350	2-Sep-14	20-Mar-15	Completed	Ouje-Bougoumou	Northern Heavy Equipment Operations	900	18-Aug-14	6-Dec-14
Completed	Chisasibi	Northern Heavy Equipment Operations	900	4-Jun-14	28-Nov-14	Completed	SRVTC	Computing Support	1 800	11-Aug-14	23-Jan-15
New	Whapmagoostui	Construction Business Management	450	14-Jan-15	25-Apr-15	Completed	SRVTC	Carpentry	1 350	11-Aug-14	19-Dec-14
Carryover	Whapmagoostui	N B M	1 320	2-Jul-14	4-Jun-15	Completed	SRVTC	School Daycare Educator	390	11-Aug-14	5-Sep-14
Completed	Eastmain	Bus Driving				Completed	SRVTC	N B M	1 320	11-Aug-14	19-Dec-14
Carryover	Eastmain	Carpentry	1 350	13-Aug-14	19-Jun-15	Carryover	SRVTC	Home Care Assistance	975	11-Aug-14	24-Apr-15
Completed	Wemindji	School Bus Driving	330	TBD	TBD	Carryover	SRVTC	Professional Cooking	1 470	11-Aug-14	16-Apr-15
New?	Wemindji (Center)	HEM		TBD	TBD	New	SRVTC	Food and Beverage Services	960	7-Aug-14	9-Jun-15
New?	Wemindji (Center)	Drilling & Blasting	900	TBD	TBD	New	SRVTC	Northern Heavy Equipment Operations	900	26-May-15	30-Jun-15
New	Wemindji (Center)	General Welding				New	SRVTC	Mining Mobil Mechanics	980	20-May-15	TBD
New	Wemindji (Center)	Accounting	1 485	19-May-15	30-Jun-15	New	SRVTC	N B M	1 320	20-Apr-15	30-Jun-15
Completed	Mistissini	Accounting	1 350	11-Aug-14	5-Dec-14	New	SRVTC	Truck Driving Class I	615	10-Nov-14	3-Apr-15
Carryover	Mistissini	Carpentry	1 350	2-Jul-14	28-May-15	New	SRVTC	Surveying and Topography	1 800	25-Feb-15	30-Jun-15
New	Mistissini	Secretarial studies	1 485	4-Feb-15	30-Jun-15	New	PAI				
Completed	Nemaska	Accounting	1 350	11-Aug-14	27-Feb-15	New	Matagami	Ore extraction	930	25-May-15	12-Dec-15
Completed	Nemaska	Carpentry	1 350	11-Aug-14	20-Feb-15	Completed	Matagami	Ore extraction	930	2-Jun-14	18-Dec-14
Carryover	Nemaska	Starting a Business	330	7-Jan-14	19-Feb-15						
Completed	Waskaganish	Plastering	810	2-Jul-14	26-Nov-14						

New 14 Carryover 9 Completed 15 Total 38



# CREE-ATING OUR FUTURE

WE BELIEVE THAT EVERY CREE CHILD  
IS TO BE PROVIDED THE OPPORTUNITY  
TO FOLLOW ANY LEVEL OF ACADEMIC,  
TECHNICAL, VOCATIONAL AND CREE  
TRADITIONAL EDUCATION.

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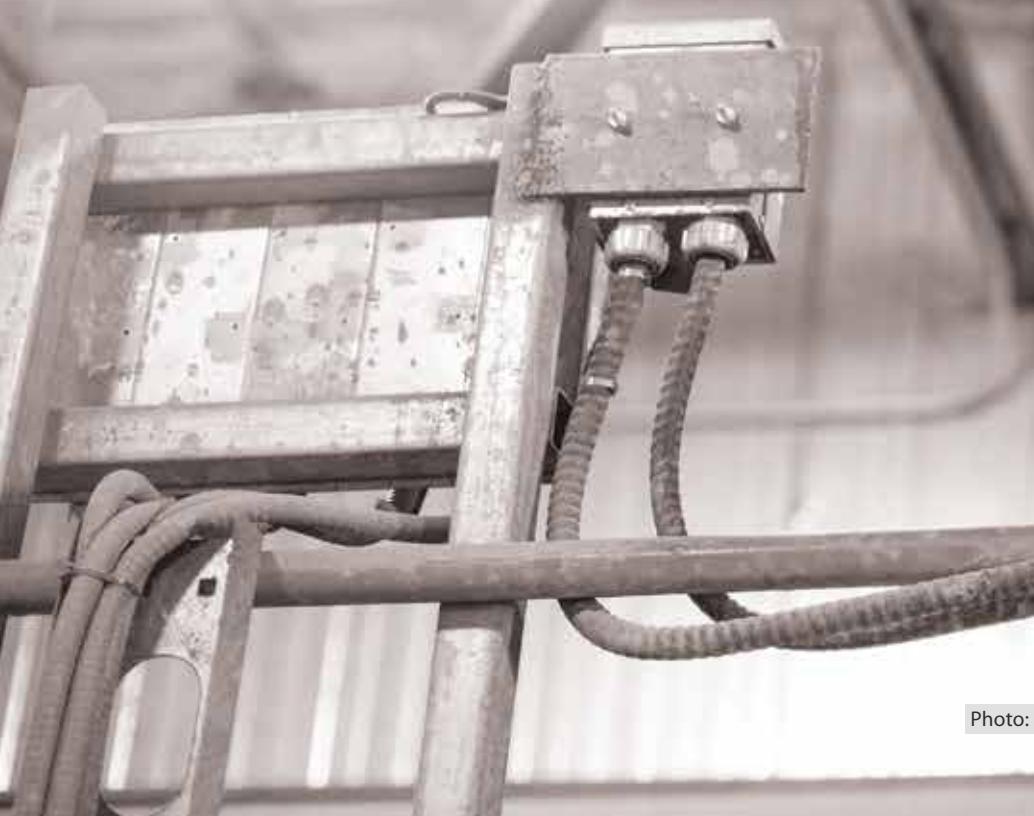


Photo: Geneviève Lagrois



## POST-SECONDARY STUDENT SERVICES 1

Jane L. Blacksmith, Director 2

**The mission of the Post-Secondary Student Services Program** is to deliver the necessary support services for our students to succeed and acquire professional accreditation. Our vision is that all eligible James Bay Northern Québec Agreement (JBQNA) beneficiaries acquire the competencies needed for personal accomplishment, financial autonomy and collective well-being. 3

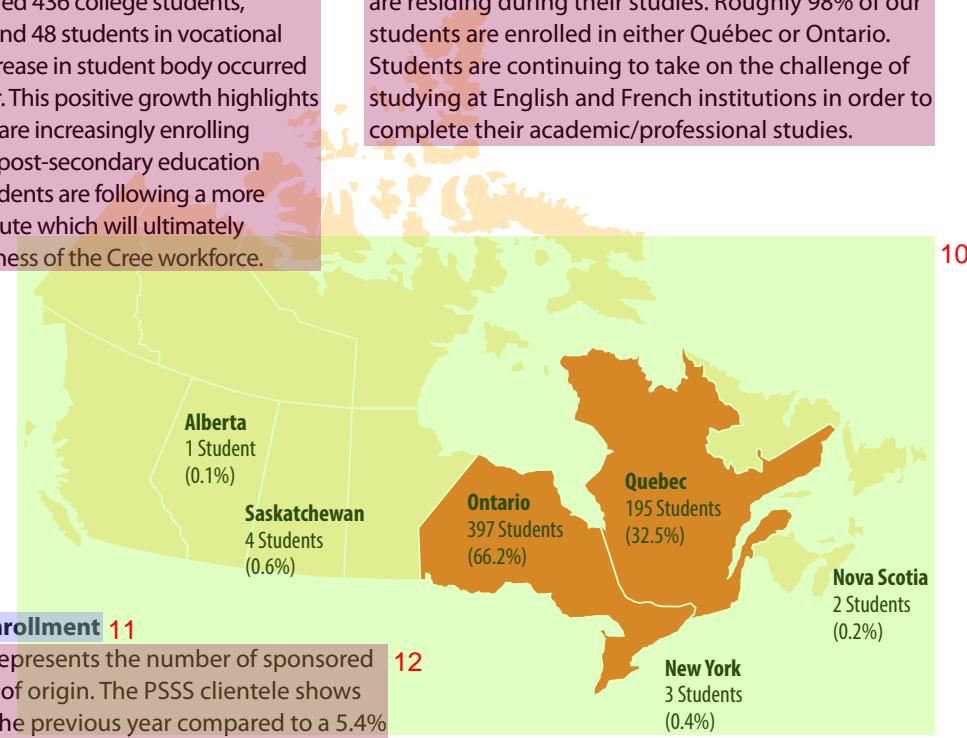
The Post-Secondary Student Services (PSSS) department is currently concluding an organizational review and analysis to better align our role as a support function to our students. We will continue to implement important changes within the department to better support our student body for success in their educational and career goals. 4

In our efforts to improve the effectiveness of the Cree School Board (CSB) administrative support, many changes to student filing processes and procedures have been implemented. One development is that a new administrative position was created to effectively maintain student file management. We believe this position will help ensure improvements are implemented for greater efficiency and communication with our students. The CSB will continue to look towards the future and take necessary steps to assist our students in their academic and professional endeavours. 5

### PSSS Statistical Information 6

The following information highlights certain trends in student enrolment and levels of success in Post-Secondary and Adult Secondary community programs. Following last year's trend, the data reveals significant growth in the Post-Secondary Student Support 7

Programs. During the 2014-15 academic year, Post-Secondary Student Services provided assistance to 600 students. We sponsored 436 college students, 115 university students, and 48 students in vocational programs. 92% of the increase in student body occurred in the college-level sector. This positive growth highlights that JBQNA beneficiaries are increasingly enrolling and obtaining success in post-secondary education at a younger age. Our students are following a more traditional educational route which will ultimately improve the competitiveness of the Cree workforce. 8



### Level of Community Enrollment 11

This comparative table represents the number of sponsored students by community of origin. The PSSS clientele shows an increase of 9% from the previous year compared to a 5.4% increase from the 2013-14 to 2014-15 year. 12

	2013-14	2014-15	Change	Change %
Chisasibi	106	110	4	3.8%
Eastmain	17	17	0	0.0%
Mistissini	108	124	16	14.8%
Nemaska	21	20	-1	-4.8%
Oujé-Bougoumou	43	43	0	0.0%
Waskaganish	120	135	15	12.5%
Waswanipi	70	88	18	25.7%
Wemindji	37	31	-6	-16.2%
Whapmagoostui	28	32	4	14.3%
<b>Total</b>	<b>550</b>	<b>600</b>	<b>50</b>	<b>9.1%</b>

13



### Age Distribution of our Sponsored Students 1

The increase of enrolment among a younger student population continues. There is 2 a substantial increase in our under-20 age group, with a change that represents over 10% of our student body in 2014-15. Students aged 30-34 decreased by 15%, due to this segment's completion of program study and entrance into the workforce.

	2013-14	2014-15	Change	Change %
Under 20	31	63	32	103.2%
20-24	195	209	14	7.2%
25-29	110	123	13	11.8%
30-34	80	68	-12	-15.0%
35-39	58	71	13	22.4%
Over 40	76	66	-10	-13.2%
<b>Total</b>	<b>550</b>	<b>600</b>	<b>50</b>	<b>9.1%</b>

### Enrolment at the University and CEGEP Levels 6

The table below provides the category of institution where students were enrolled and 7 the number of confirmed graduates for this year and the previous year. The number of graduates has not yet been updated for 2014-15. We are excited to see the end-of-year results, as many young students are advancing in their respective programs.

Type of Institution	2013-2014		2014-2015		
	Enrolments	Graduates	Enrolments	Graduates*	Completions*
College	396	64	436	23	12
University	112	13	115	1	1
Vocational	45	2	49	2	n/a
<b>Total</b>	<b>550</b>	<b>79</b>	<b>600</b>	<b>26</b>	<b>13</b>

Note: Graduates signify Bachelor level and above.

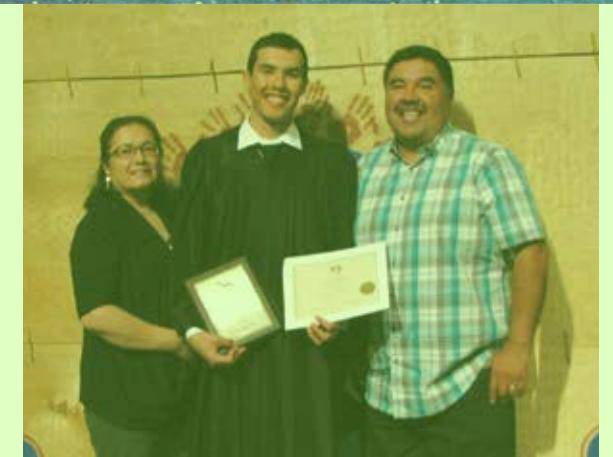
Completions signify certificate and other program types.

10

### Most Popular Programs 2014-2015 3

The table below shows the top 20 most popular academic programs among our 4 students. The most popular program, English for Academic Purposes, demonstrates student's desire to improve English language skills before continuing on into career and university programs. Students enrolled in over 200 programs this year, including competitive university programs.





## Highlights 2

The academic and social support team of PSSS have worked hard to stay connected with students and are implementing strategies to improve retention and student success.

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

Post-Secondary Student Services, through its membership in the Planning Committee of the Roundtable on Capacity Building continued to work with local community planning committees to deliver the Roundtable on Capacity Building to all the Cree communities, including the MoCreebec Council of the Cree Nation in Moose Factory, Ontario. The Roundtable on Capacity Building, along with

local planning committees, showcase the history of each of the Cree communities' historical and recent agreements and provide an opportunity to the Cree Nation to share their vision for the future. The intent is to educate youth and adults in the importance of acquiring professional accreditations and skills for the many opportunities before us.

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

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

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

10 Congratulations to each of you.

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



# DEPARTMENTS AND SERVICES

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## SECRETARY 1 GENERAL

Bella Mianscum 2

Another year has come and gone! How time flies! 3

## School Committees 4

This year, the Office of the Secretary General had the privilege of hosting another School Committee Assembly on March 3, 4, & 5, 2015 in Montreal, Quebec. Our theme this year was "Our Children – Our School – Our Community". We had a total number of 85 participants from all nine communities represented by the School Committee members, the School Commissioners, the CEA's, and some of the School Principals. For the past two assemblies, the Council of Commissioners played an active role by emceeing, presenting, and serving as facilitators – thank you Commissioners for your active engagement with our assembly! The Director General and the Deputy Director General provided strong messages with respect to education and our children – thank you Mr. Director General and Mr. Deputy Director General for your inspiring messages! We also had two great speakers, Hughes Pierre Nagatchou and Dr. Alexander Thornton, on parenting and the importance of good physical health and a good night's sleep for our students! The School Committees participated in a dialogue "You and Your Community" and the following day there was a brainstorming session. The School Committee members left with a clear direction on how to prepare their local action plans for their schools and communities. The whole group was inspired by two communities who started a big project: the Breakfast Program. Waswanipi announced that they fully launched their program this year, and

Whapmagoostui plans to launch theirs next year. This 6 is a great example of how parents, the community, and the school can work together for the benefit of our students. Congratulations Waswanipi and Whapmagoostui!

## Council of Commissioners 7

Within the Council of Commissioners, we have the 8 following members that were elected this past year:

- In Mistissini, Clifford Loon was elected by acclamation
- In Eastmain, Alvin Cheezo was the successor to Daniel Mark Stewart
- In Waswanipi, Emily G. Mianscum continues as the school commissioner

Congratulations to the new Commissioners Clifford and Alvin, and a warm welcome back to Emily!

This year we have elections coming up for the following communities:

- Wemindji 12
- Whapmagoostui
- Waskaganish
- And the elections for the Chairperson

The Council of Commissioners have held five regular meetings this year, in Whapmagoostui, Amos, Mistissini, Waswanipi, and Eastmain.

## Executive Committee 14

The Executive Committee held twenty-three regular meetings this year. Every year the Executive Committee members are appointed by the Council of Commissioners. This year the two members who were appointed are Mabel Bearskin as the Vice Chairperson and Teddy Wapachee as the Third Executive member. Congratulations Mabel and Teddy!

## CSB Archives Project 16

The office of the Secretary General is still in the process of working on our Archives project which entails electronic archiving. This project is led by our Regional Documentation Technician Mrs. Alice W. Mianscum. This year we are planning to have the Regional Documentation Technician train all the Secretaries, Executive Secretaries, and Administrative Technicians on electronic filing.

## CSB Policies 18

We have completed 87% of the review and updating 19 of the CSB operational policies this year with the assistance of the directors and other managers. This year will be the completion of the review of the CSB Operational Policies.

## Our Team 20

Again this year, I have worked with a great team. With their commitment and support for our annual goals and objectives, we were able to accomplish a great deal. Everyone has an important role in the Office of the Secretary General. I thank you all — Stephanie, Emma, and Nadine — for your hard work and dedication with our daily tasks and projects! Alice, Jessica, and Julliette, for your hours of endless work with our important CSB files and archives! To our receptionist Patricia, who is the first voice we hear when we call the office! And last but not least Eddie Coon, for making sure that all our mailbags are delivered to each community on time!

## Bella Mianscum, Secretary General 22



## HUMAN RESOURCES SERVICES

Natalie Petawabano, Director 1

For this past school year, Human Resources Services has focused on 3 key areas in its efforts to improve the support given to schools and departments of the Cree School Board.

In this past school year, in collaboration with the Deputy Director General and the Office of School Operations, our office has worked on conducting a thorough assessment of the turnover, absence and sick leave rates of the pedagogical staff of the schools and to determine the root cause of these instances. Our aim is to understand what contributes to these rates in order to implement changes that will help to stabilize our workforce, thereby providing our students with the consistent services they need to succeed.

We continued our work on the implementation of the Cree School Board Performance Management Program for all CSB Managers. This program is intended to focus the efforts of the Board in its continued work toward student success. While we had some challenges in this first year of implementation, we are confident that as we move ahead with the program we will become more accomplished in it, and consequently in the delivery of services to the schools and departments.

In our own service, we embarked on an assessment of the department of Human Resources to ensure that we are aligned to the mission of the Board, are responsive to the needs of our clientele, and are structured in such a way that will meet the needs of the Board in the future. Many people participated in interviews to determine our strengths, weaknesses, and any obstacles we may have in our pursuit of

improvement. Based on the recommendations of the final report, our service will work toward implementing the changes needed for improvement. We have made great strides in documenting all human resources processes and in mapping them out in an effort to provide clarity and transparency in procedures.

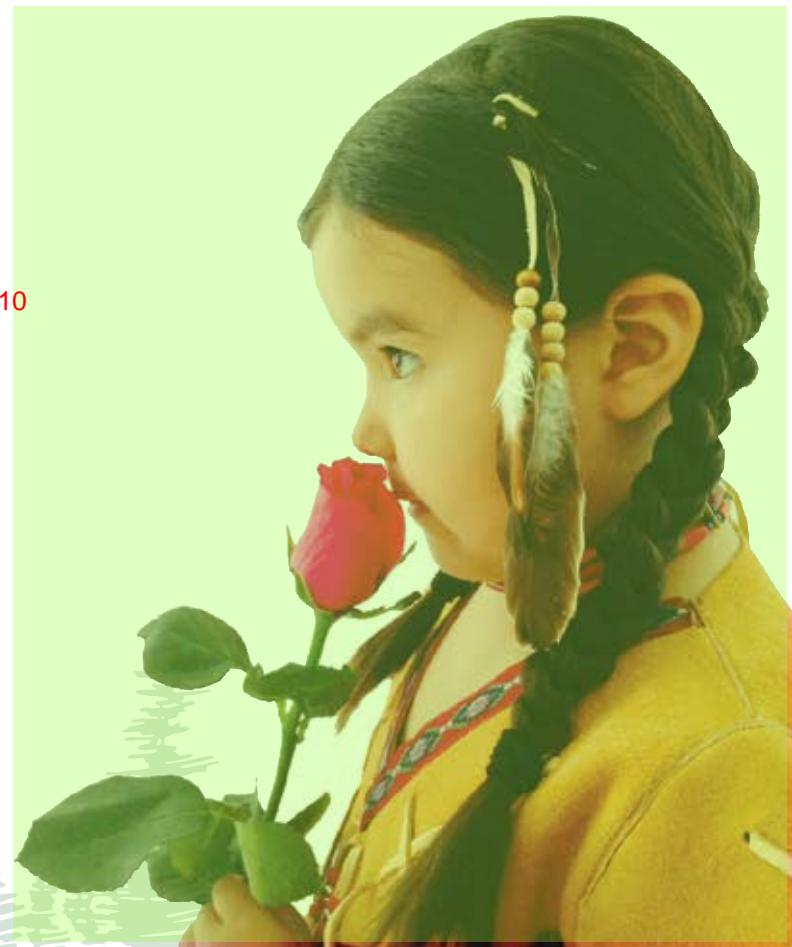
Once again teacher recruitment was a big focus this past year. The human resources advisors, coordinator, and other managers attended 28 career fairs at various universities in Quebec, Ontario and the Maritimes. We had a particular focus on French universities, where we had a shortage of resumes in previous years. Working with the schools and the Department of School Operations, we hired 66% of our teachers before the Spring Goose Break, which was an improvement from the previous year of 40%.

The Cree School Board Human Resources team will continue to strive to improve the services provided to all staff and to partner with other departments and schools in the education of our students.

Natalie Petawabano, Director of Human Resources 10

## CREE-ATING OUR FUTURE 11

WE BELIEVE THAT THE LEARNING OF THE CHILD BEGINS BEFORE AND FROM BIRTH AND THAT IT IS OUR DUTY TO FOSTER THE GROWTH OF THIS INHERENT RIGHT AND ABILITY.



## MATERIAL RESOURCES SERVICES

**David Coonishish, Coordinator** 2

### Our Mission 3

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

### Main Tasks 5

Our main tasks involved 1. Negotiations, 2. Capital Projects, 3. Housing, 4. Major renovations, repairs, upgrades and remodeling, 5. Regular and Preventive Maintenance, 6. Buildings inventory, 7. Moving and Storage, 8. Purchasing, 9. Daily School Transportation, 10. Power Energy Management, 11. Vehicles and 12. General Insurance.

### Achievements 7

#### 1. Negotiations: 8

- Negotiated with the Quebec Ministry of Education, Leisure and Sports (MELS) for new Capital Investment Projects;
- Participated in negotiations for the Cree School Board New Funding Rules 2014-2019;
- Pursued negotiations for the five (5) year Capital Projects Plan submitted to MELS for the following:
  - Reorganization for James Bay Eeyou School in Chisasibi;
  - Mistissini Adult Training Center;
  - Housing needs for each Community for eighteen (18) housing units.

- Obtained approval for:
  - The construction of the new elementary school in Wemindji;
  - The construction of forty (40) housing units in five (5) communities.
- Submitted to MELS the study for the 2015-2016 yearly Supplementary Allocation of major projects (\$3.6 Million).

#### 2. Capital Projects: 11

- Finalized the construction of the Annie Whiskeychan Memorial Elementary School in Waskaganish;
- Finalized the conception and began the construction of the new elementary school in Wemindji;
- Began the construction of the forty (40) housing units in five (5) communities;
- Realized part 1 of the Reorganization of the James Bay Eeyou School:
  - Replacement of the roof;
  - Bringing emergency exits up to norm;
  - Temporary upgrade of controls of the ventilation units.

• Closed most of the finished construction contracts. 13

#### 3. Housing: 14

- Began the construction of forty (40) housing units in five (5) communities and negotiated for eighteen (18) more units for 2015-2016;
- Completed most of the 2014-2015 Supplementary Allocation Housing Projects in seven (7) communities for a total amount of \$1,800,000;
- Regular update and monitoring of the housing occupancy lists for each community.

#### 10 4. Major renovations, repairs, upgrades and remodeling - not limited to the following: 16

- Completed most of the 2014-2015 Supplementary Allocation Institutional Buildings Projects in five (5) communities for a total amount of \$1,150,000;
- Safe schools and safe offices:
  - Material Resources Services, Secretary General, and CEA's have reviewed the CSB Emergency Plan and drafted a new policy and measures plan for the schools and offices;
  - Pilot project: increased security hardware and technology at the three (3) schools in Mistissini.
- Upgraded air conditioning systems at the Voyageur Memorial School (VMS) secondary school in Mistissini;
- Reorganized the CSB warehouse in Mistissini;
- Followed up the maintenance and food catering contracts for the Sabtuau Regional Vocational Training Center (SRVTC) in Waswanipi.

#### 5. Regular and preventive maintenance: 18

- A new Preventive Maintenance Program was launched and implemented in the communities and the regional office. Training of employees is ongoing;
- A schedule for the maintenance, minor renovations, and cleaning of schools and housing was launched to all communities to ensure school readiness for the beginning of the school year;
- Prepared and hosted a symposium on the basic operation of Guide TI software and training in regards to fire protection equipment in our schools.

**6. Buildings Inventory: 1**

- Ongoing implementation and updating MELS-SIMACS system of Cree School Board premises;
- Agreement reached with all communities for the square footage for user fees;
- New premises were added as superficies areas to "Annex C" of the Funding Rules Agreement and for the purpose of the User Fees conciliation with the Bands.

2

- Heavy Machinery Simulators and a Caterpillar excavator for NHEO course at the SRVTC in Waswanipi;
- Five (5) new vehicles for the schools and adult education programs;
- Eighteen (18) tablets and accessories for the preventive maintenance program;
- New residential furniture for twenty-two (22) housing units.

- Purchase of new vehicles including the trade-in of the old ones;
- A new five-year vehicle replacement schedule was finalized for the 2015-2021 period;

**12. Insurance: 15**

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

**7. Moving and Storage: 3**

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

4

**8. Purchasing: 5**

- In alignment with the government legislations, Cree School Board reviewed and amended as needed the CSB Policy regarding the awarding of supply, service and construction contracts;
- A new process of electronic requisitions was implemented;
- Purchase of:
  - new furniture, appliances, computers and smart boards for the extension of Annie Whiskeychan Memorial elementary school;

6

**9. Daily School Transportation: 8**

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

9

**10. Power Energy Management: 10**

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

11

**11. Vehicles: 12**

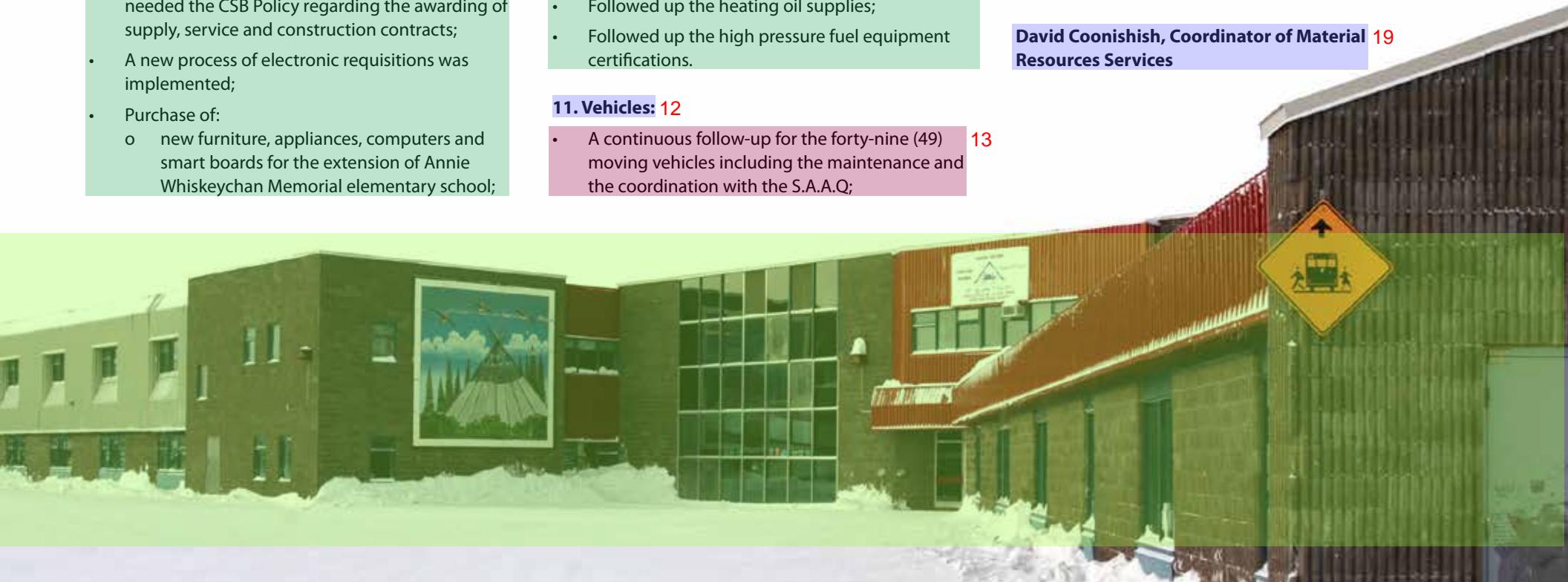
- A continuous follow-up for the forty-nine (49) moving vehicles including the maintenance and the coordination with the S.A.A.Q;

13

**13. MRS Team: 17**

- Engagement of a new Coordinator of Material Resource Services;
- Material Resources Services Department staff regularly attend training sessions as we continue to strive toward building a high performing organization in support of our schools and students.

**David Coonishish, Coordinator of Material Resources Services** 19



## INFORMATION AND TECHNOLOGY SERVICES 1

François "Frank" Turgeon, Director 2

### Our Mission 3

Information and Technologies Services' purpose is to 4 ensure that employees and students have the proper information systems and technological tools and infrastructure to carry out the overall organization's mission.

### Our Vision 5

- Help schools improve the way education is delivered using technological services and resources through teaching and learning. 6
- Provide students with the technological resources to enrich the educational experience.
- Help staff improve productivity with proper technological tools and Information Systems.
- Establish, provide and maintain the necessary technological infrastructure services and resources to support continuous improvement in the CSB's ability to fulfill its main mission.
- Provide leadership and governance to schools and departments in the effective use of technologies.

Although this year, the Information & Technologies (I.T.) Services Department handled more initiatives, projects and activities than can be shared here, we wanted to use this opportunity to share some of the major initiatives conducted in 2014-2015, which were geared towards the Cree School Board 2010-2015 Strategic Action Plan (SAP). The following activities are just a sample, but give a good example 7



of the large range of activities we conducted more specifically towards the schools and ultimately for the benefit of the teachers and students. These initiatives are supplemental to the everyday support and maintenance activities of the I.T. team, which amounts to a few thousand support tickets every year, according to the ticketing service put in place in our department a few years ago. These initiatives, as well as others, have been conducted with extensive human resources and financial efforts. 8

### Other News and Accomplishments 10

During the 2014-2015 school year, with our financial and support assistance, many of our schools have now equipped all of their classrooms with interactive Smart Boards and we are well on the way to completing to equip the other schools with the same interactive 11

technology. We have also participated in the purchase 12 and deployment of almost 200 tablet computers in our schools. Both technologies are tools to which the students respond extremely well to and we wish to continue promoting their use in our schools over the next few years.

We wish to extend our sincere appreciation 13 and gratitude towards all members of the I.T. team as you have shown great dedication, commitment and efficiency in your work during the past year to the benefit of the students and employees who we support. The I.T. attitude within our team is always something to be proud of.

François "Frank" Turgeon, Director of Information 14 & Technologies



## LIST OF I.T. DEPARTMENT'S SAP INITIATIVES FOR 2014-2015

### Strategic priorities 1

#### Support and Improve the automation of processes across CSB 3

- 1.1 Revamp/recode the web-based PSSS student management system
- 1.2. Full implementation of electronic requisitions and purchase orders (MRS). Complete the conversion of POs to laser in schools
- 1.3 Implementation of web-based travel expense claim software for employees
- 1.4 Deployment of electronic travel warrants in all departments
- 1.5 Direct deposit of payments (finance)
- 1.6 CSB website improvements (Phase I: new technology and structure, governance)
- 1.7 Implementation of GPI online student registration with schools (data management)
- 1.8 Implementation of LUMIX data analysis for Adult Ed
- 1.9 Implementation of student/parent web portal (data management)

4

### Current Status 2

- 1.1 In Progress - Phase 1
- 1.2 Completed

- 1.3 Completed
- 1.4 Completed
- 1.5 Completed
- 1.6 Completed
- 1.7 Completed
- 1.8 Completed
- 1.9 In Progress – Ready for start of 2015-2016 school year

5

#### Implement technologies in Schools, Departments & Adult Education

- 2.1 Annual Board-wide acquisition and deployment of technologies for schools and Adult Ed (Smart Boards, computers, etc.)
- 2.2 Implementation of PHASE II of ECN Broadband connectivity Fiber to communities of Waskaganish & Eastmain
- 2.3 Help schools and departments better communicate with each other by implementing new technology tools such as VideoConference, Skype, MS Lync, etc)
- 2.4 Purchase and deployment of new phone systems in schools
- 2.5 Migration of school servers to Windows Server 2012 (more secure and streamlined)
- 2.6 Testing and deployment of WiFi infrastructure throughout the schools (to support mobile technologies)

6

- 2.1 Completed
- 2.2 In Progress for Eastmain
- 2.3 In Progress
- 2.4 All schools are completed
- 2.5 In Progress
- 2.6 In Progress

#### Improving IT support at the local level & Regional level 7

- 3.1 Continue coaching/supporting/communicating with the schools and Adult Education administrative staff in regards to technology acquisitions, use, guidelines, governance & policies
- 3.2 Mentoring, training and supporting local schools' computer technicians to promote teamwork and best attitudes in regards to work accomplishments and responsibilities
- 3.3 Capacity building – training, retention initiatives & consultation services
- 3.4 Optimization of I.T. infrastructure: Server virtualization/security + Network improvement and efficiency
- 3.5 Implementation of centralized data storage and backup solutions infrastructure
- 3.6 Implementation of new corporate email infrastructure (more secure and streamlined)
- 3.7 Implementation of support ticketing service with local IT staff

8

- 3.1 Completed 9
- 3.2 In Progress
- 3.3 Completed
- 3.4 Completed
- 3.5 Completed
- 3.6 Completed
- 3.7 In Progress

# CREE-ATING OUR FUTURE

WE BELIEVE THAT EVERY  
CREE CHILD HAS THE RIGHT  
TO BE PROVIDED WITH THE  
OPPORTUNITY FOR SUPPORT  
AND RESOURCES ACCORDING  
TO HIS/HER NEEDS.





## FINANCE AND ADMINISTRATIVE SERVICES

Matthew RabbitSkin, Director 1

Every five years the Cree School Board undertakes a very significant effort to negotiate a renewal of the budgetary rules applicable to the Cree School Board. The Cree School Board is in the unique position of having the right to negotiate its funding parameters, or budgetary rules as they are known, as a result of the provisions of the James Bay and Northern Quebec Agreement (JBNQA), which provides pursuant to Section 16.0.23 that the funding of the Cree School Board shall be provided in accordance with a formula to be determined by Quebec, Canada and the Crees.

The actual funding of the Cree School Board is provided by both the governments of Canada and Quebec. The Government of Canada provides seventy-five percent (75%) and Quebec provides twenty five percent of the funding determined in accordance with the budgetary rules which, as indicated, require an agreement with the Crees.

In the early years of the operations of the School Board, both levels of government failed to recognize the right of the Board to negotiate the funding levels and rules applicable. Alternatively, they imposed unacceptable funding levels on the Board which led to litigation in the 1990's to ensure that both Canada and Quebec would recognize the obligation to secure an Agreement with the Crees, and that they would provide adequate funding to meet the special obligations in the Treaty. The Québec Superior Court held that a tri-partite agreement was required in accordance with the provisions of the treaty (JBNQA). This was appealed ultimately to the Supreme Court of Canada who failed to hear Canada's appeal.

Since the establishment of the Budgetary Rules 6 in 1993, the Cree School Board finances have been stabilized, and the Board has always managed our resources within the budgetary framework agreed to with both levels of Government.

The Cree School Board and both the Federal and Provincial Governments finalized an agreement on new "Funding Rules for Operations and Investment Grants for the 2014-2015 to 2018-2019 school years" in October of last year, after several months of negotiations. We are pleased to report that the positive collaboration which the Board has established with the Quebec Ministry of Education has allowed for the parties to secure an Agreement, which provides certain additional resources to the Board at times of fiscal restraint and cutbacks in provincial funding to school boards throughout the province. The Board is very appreciative of the efforts of the provincial team in the negotiations as well as the

positive collaboration of Canada in these tripartite 8 negotiations.

The Finance Team also continued our collective efforts and support to the Department of Material Resources to secure the funding to support the five year capital plan of \$125,000,000, thus finally securing all the required approvals to build the new Wemindji elementary school and some urgently required housing for teachers in various communities. Continued efforts to secure all other project approvals were also undertaken.

The Finance Department continues to try to find 10 ways of simplifying our financial processes to ensure that the needs of all departments and all staff as well as our suppliers are addressed in the most efficient and effective way possible. We continue to strive to improve support to the local schools in an effort to bring front line services into each of the schools. The decentralization of certain payroll responsibilities is a



perfect example. Throughout the year Payroll Services provided support and training to all communities and departments to ensure that they are prepared to take on these new challenges.

Payroll Services also continued to reach out to the communities with focus groups, where support staff from the communities gathered in Montreal together with both Payroll Services and Human Resources to exchange on issues, to provide training, and to help support the continued development of a team-approach to addressing important payroll issues.

Payroll and Human Resources have established a closer working relationship to help improve the processing of payroll information and reporting required for a broad range of users. In 2014-2015 Payroll and Human Resources launched the Data Integrity Project, which will considerably change the teamwork relationship between the Head Office and the local schools. The objective is to analyze current CSB practices, processes, and tools and to recommend

improvements which will facilitate a strong and collaborative working foundation among stakeholders and lead to improved data integrity.

Financial Services undertook some internal restructuring through the division of responsibilities within the Department into three different but integrated functions: financial reporting, treasury, and accounts payable. This division of responsibilities allows those assigned these functions to focus more clearly on the objectives of each unit, and ultimately ensures that the department meets its overall

objectives of providing the comprehensive support which all schools and budget supervisors require throughout the year.

Financial Services continues to work closely with the Department of Information & Technologies to develop new customized tools for all information users and to ensure that the department is continually adapting to new technologies. Improvements to payment systems are evolving, and efforts to set

up direct deposits for most of the CSB suppliers continued throughout the year. It is expected that by the 2015 year end that 90% of all suppliers will be set up for direct deposit, a clear need when operating in a remote region.

The Department of Finance and Administrative Services will continue to develop innovative approaches to working with all users of CSB financial information, and will be looking closely at developing and implementing new tools for budget development and management of funds throughout the year.

The following sections of this report are devoted to summarizing our financial position for the year ending June 30, 2014, and to review certain data on student enrollment and the financial allocation of resources within the Board in a very summarized and graphical form.

**Matthew Rabbitskin, Director of Finance and Administration**

## FINANCIAL HIGHLIGHTS

For the year ending June 30, 2014

Total Expenditures of the Board for the year ending June 30, 2014	\$149,501,832
Deficit for the year ending June 30, 2014	(\$2,615,435)
Combined Accumulated Surplus at June 30, 2014	\$26,438,410
Available Surplus at June 30, 2014	\$14,872,091
Tangible Capital Assets at June 30, 2014	\$162,391,673



## CREE SCHOOL BOARD OPERATIONS For the year ending June 30, 2014

1

	Budget \$	2014 \$	2013 \$
<b>Revenues</b>			
Quebec Department of Education, Recreation and Sports	129,769,190	134,192,545	127,654,010
Aboriginal Affairs and Northern Development Canada	1,049,083	1,039,780	891,555
Cree Nation Government - Cree Human Resources Development	121,813	155,925	325,413
Niskamoon Corporation	2,783,000	2,755,972	2,843,599
Amortization of deferred contributions related to tangible capital assets		7,592,309	7,584,478
Other	987,100	1,149,866	1,762,379
<b>Total Revenue</b>	<b>134,710,186</b>	<b>146,886,397</b>	<b>141,061,434</b>
<b>Expenses</b>			
Salaries and benefits	72,639,728	67,354,522	63,306,506
Employer's contributions	7,134,034	7,214,545	6,705,305
Retroactive salary adjustments		91,539	86,528
Travel and accommodation	5,793,971	5,581,529	5,858,732
Stationery, material and supplies	1,435,882	1,081,256	1,280,491
Pedagogical material	2,882,623	1,854,770	1,561,290
Contracts and professional services	16,968,499	15,150,505	12,394,769
Student assistance	11,590,764	12,028,931	11,040,145
Trainees assistance	25,000	68,356	110,587
Transportation	4,514,475	4,277,570	3,910,276
Telecommunications	1,708,310	1,703,638	1,297,827
Heating and electricity	2,490,951	2,633,177	2,453,163
Maintenance and repairs	1,015,966	1,339,497	1,508,937
Users' fees	10,492,129	10,492,129	10,331,511
Building rentals	962,509	1,054,607	586,638
Special projects	3,953,896	3,746,145	4,013,442
Capital projects - expenses not capitalized	1,307,840	1,454,962	723,812
Amortization of tangible capital assets		8,274,314	8,105,381
Other	6,029,807	4,099,840	4,516,970
<b>Total Expenses</b>	<b>150,946,384</b>	<b>149,501,832</b>	<b>139,792,310</b>
<b>Surplus (deficit) for the year</b>	<b>(16,236,198)</b>	<b>(2,615,435)</b>	<b>1,269,124</b>

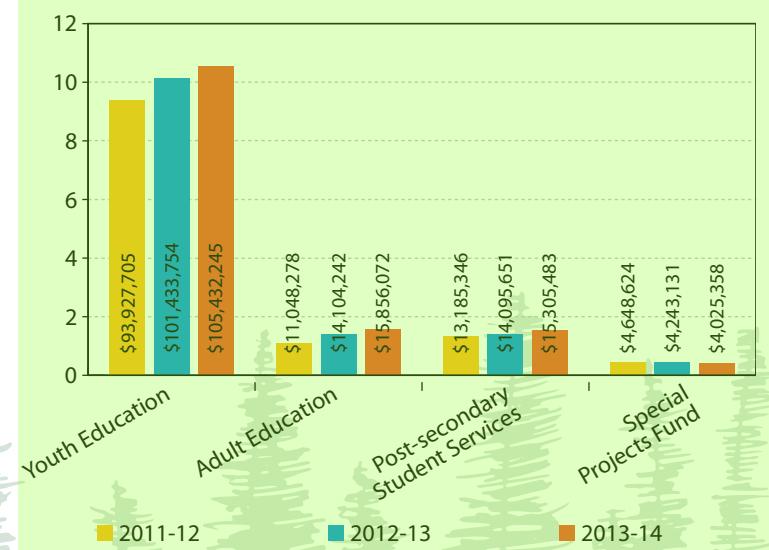
### Evolution of Total Revenue and Expenses <sup>1</sup>

in millions of \$ <sup>2</sup>



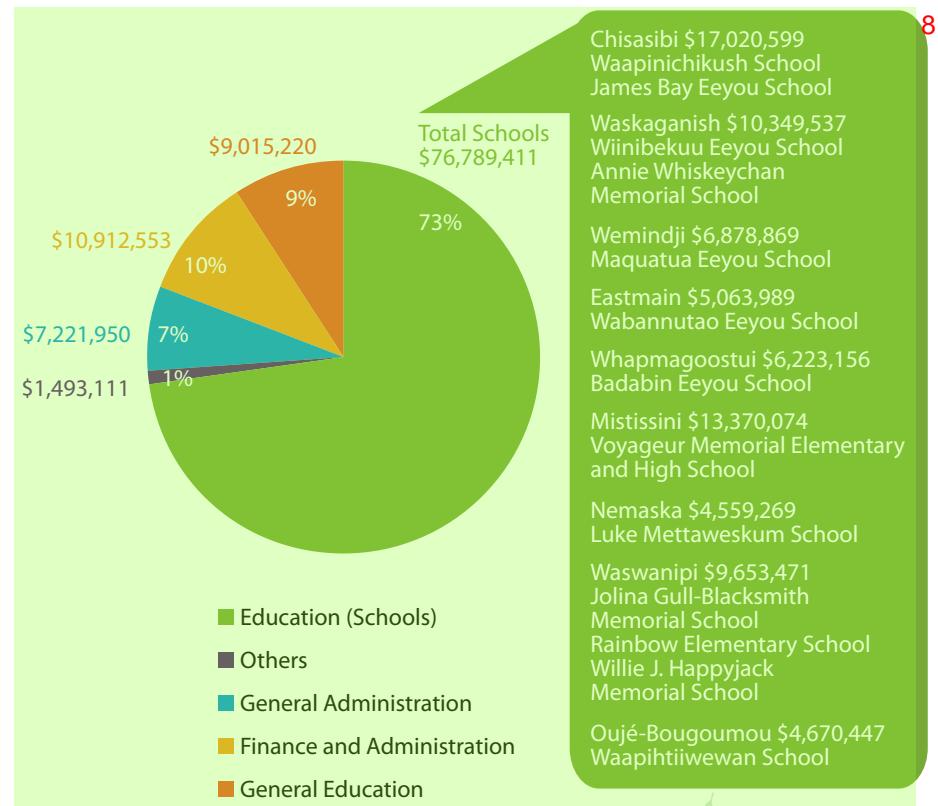
### Evolution of Expenses by Fund and Activity <sup>4</sup>

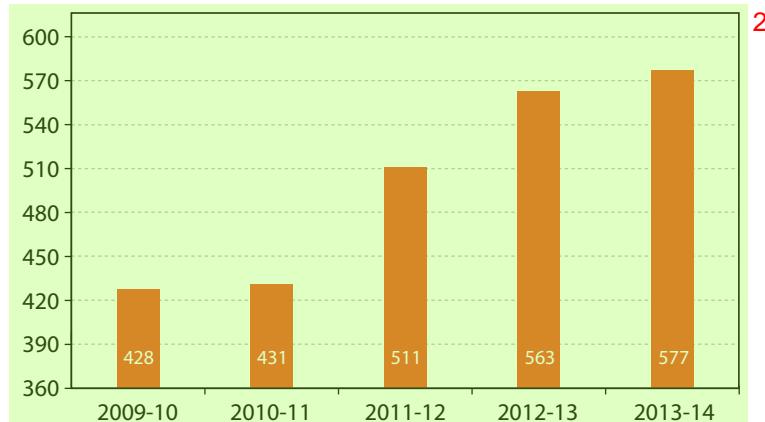
in millions of \$



CREE-AETING OUR FUTURE <sup>6</sup>

### Youth Education - Expenses by Department for 2013-14 <sup>7</sup>



**Post-secondary Student Services - Number of Students 1**

2

**Evolution of Student Clientele - Youth Education 3**

4

A composite image. On the left, a teacher with dark hair tied back and wearing a blue long-sleeved shirt is seen from behind, pointing with their right index finger at a chalkboard. The chalkboard displays several Cree characters written in yellow chalk, including 'n', 'i', 'u', 'a', 'e', 'o', 'Pii', 'puu', and 'paa'. On the right, there is a close-up, slightly blurred, black-and-white photograph of the back of a young person's head with dark hair.

**CREE-ATING OUR FUTURE<sup>5</sup>**

WE BELIEVE THE CREE CHILD TO HAVE THE RIGHT TO LEARN<sup>6</sup> AND BE TAUGHT HIS/HER MOTHER TONGUE.<sup>7</sup>

# CREE-ATING OUR FUTURE

WE BELIEVE THAT THE  
CREE NATION HAS A  
DEFINITE CULTURE,  
LANGUAGE AND TRADITION  
WHICH SETS IT APART AS  
A DISTINCT SOCIETY.





## COUNCIL OF COMMISSIONERS

1



2

Top row (left to right):  
Alvin Cheezo (Eastmain), Teddy Wapachee (Nemaska), Annie Mapachee-Salt (Washaw Sibi Observer Status),  
Gordon Blueboy (Waskaganish), Clifford Loon (Mistissini), Roger Sandy (Whapmagoostui)  
Bottom row (left to right):  
Erica Linklater (Wemindji), Daisy Shecapio (Ouje-Bougoumou), Kathleen J. Wootton (Chairperson),  
Mabel Bearskin (Chisasibi/Vice-Chairperson), Emily Mianscum (Waswanipi)

3

## DIRECTORS



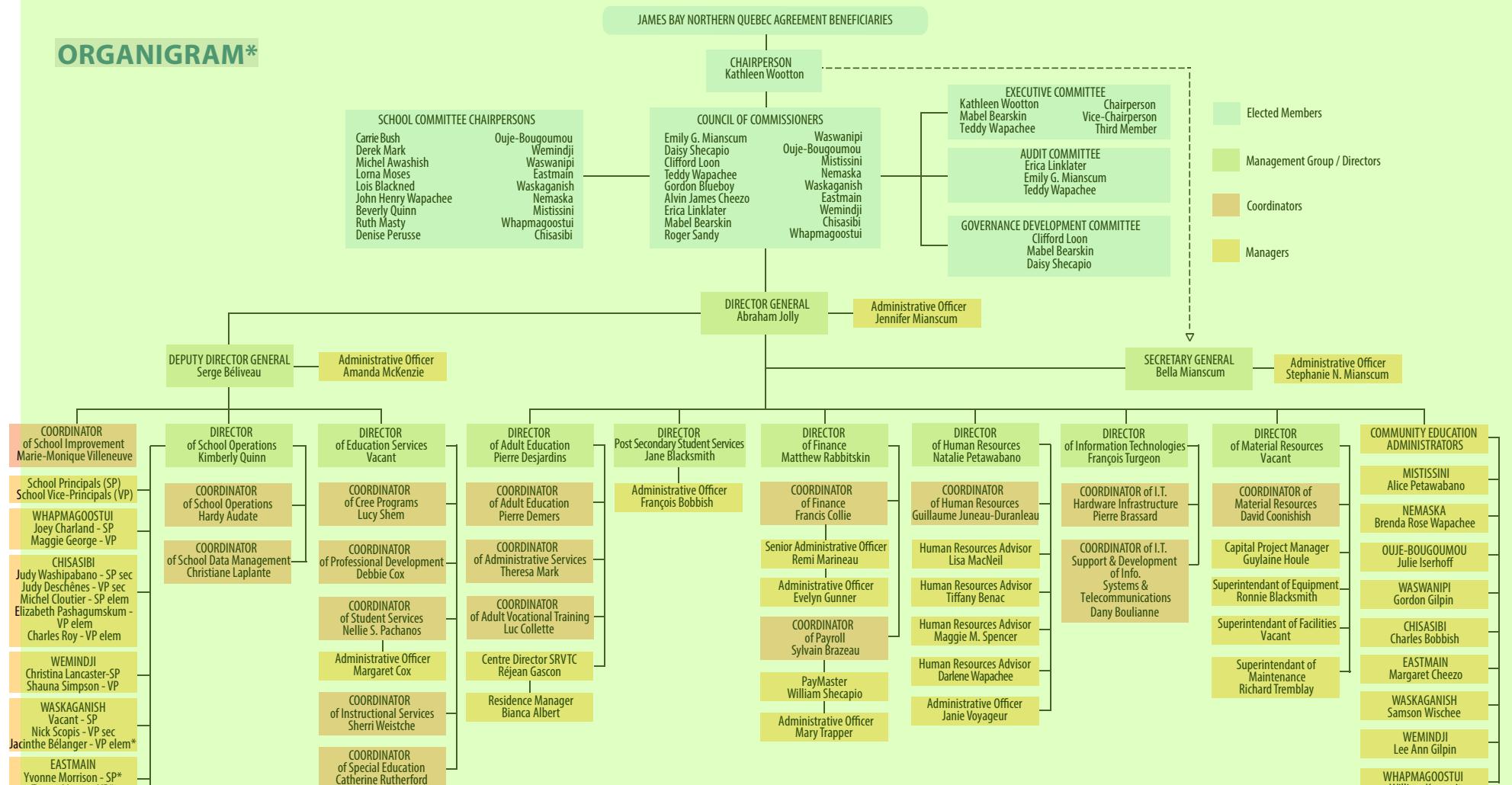
1

Left to right:  
Abraham Jolly, Matthew RabbitSkin, Natalie Petawabano, Pierre Desjardins, Kim Quinn,  
François "Frank" Turgeon, Bella Mianscum, Jane L. Blacksmith, Serge Bélieau

2



## **ORGANIGRAM\***



\*interim appointment  
Updated 2015-07-21

**Cree School Board** 1  
 Administration Office  
 203 Main Street  
 Mistissini, Quebec G0W 1C0  
 Tel: (418) 923-2764  
 Fax: (418) 923-2072  
 Website: [www.cscree.qc.ca](http://www.cscree.qc.ca)

**Education Services** 2  
 Chisasibi, James Bay J0M 1E0  
 Tel: (819) 855-2230  
 Fax: (819) 855-2724

**Post Secondary Student Services** 3  
 1440 St. Catherine St. West, Suite 400  
 Montreal, Quebec H3G 1R8  
 Tel: (514) 846-1155  
 Fax: (514) 846-1266  
 Toll Free: 1 800-463-7402

**Sabtuan Adult Education Services Office** 4  
 203 Main Street  
 Mistissini, Quebec G0W 1C0  
 Tel: (418) 923-3347  
 Fax: (418) 923-2270

Please consult the website ([www.csbaes.ca](http://www.csbaes.ca)) for 5  
 Adult Education Services Offices in each community.

**Sabtuan Regional Vocational Training Center** 6  
 1 Elder David Neeposh  
 Waswanipi, Quebec J0Y 3C0  
 Tel: (819) 753-4040  
 Fax: (418) 753-2640

### Credits 7

#### *Many thanks to the following people:* 8

CSB Chairperson and Council of Commissioners 9  
 CSB Director General, Senior Directors and Management Staff  
 CSB Pedagogical Management Team  
 CSB School Principals and Community Education Administrators  
 CSB Pedagogical and Administrative Staff

#### *Special thanks to the following organizations:* 10

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

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# OUR VISION

WORKING TOGETHER TO BUILD  
A WELL-EDUCATED AND  
SUCCESSFUL CREE NATION  
THROUGH INSPIRED TEACHING AND  
VALUED LEARNING.



Cree School Board  
Commission Scolaire Crie