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Cree School Board
Commission scolaire crie

Education

Presented at the Cree Nation Government Annual General Assembly

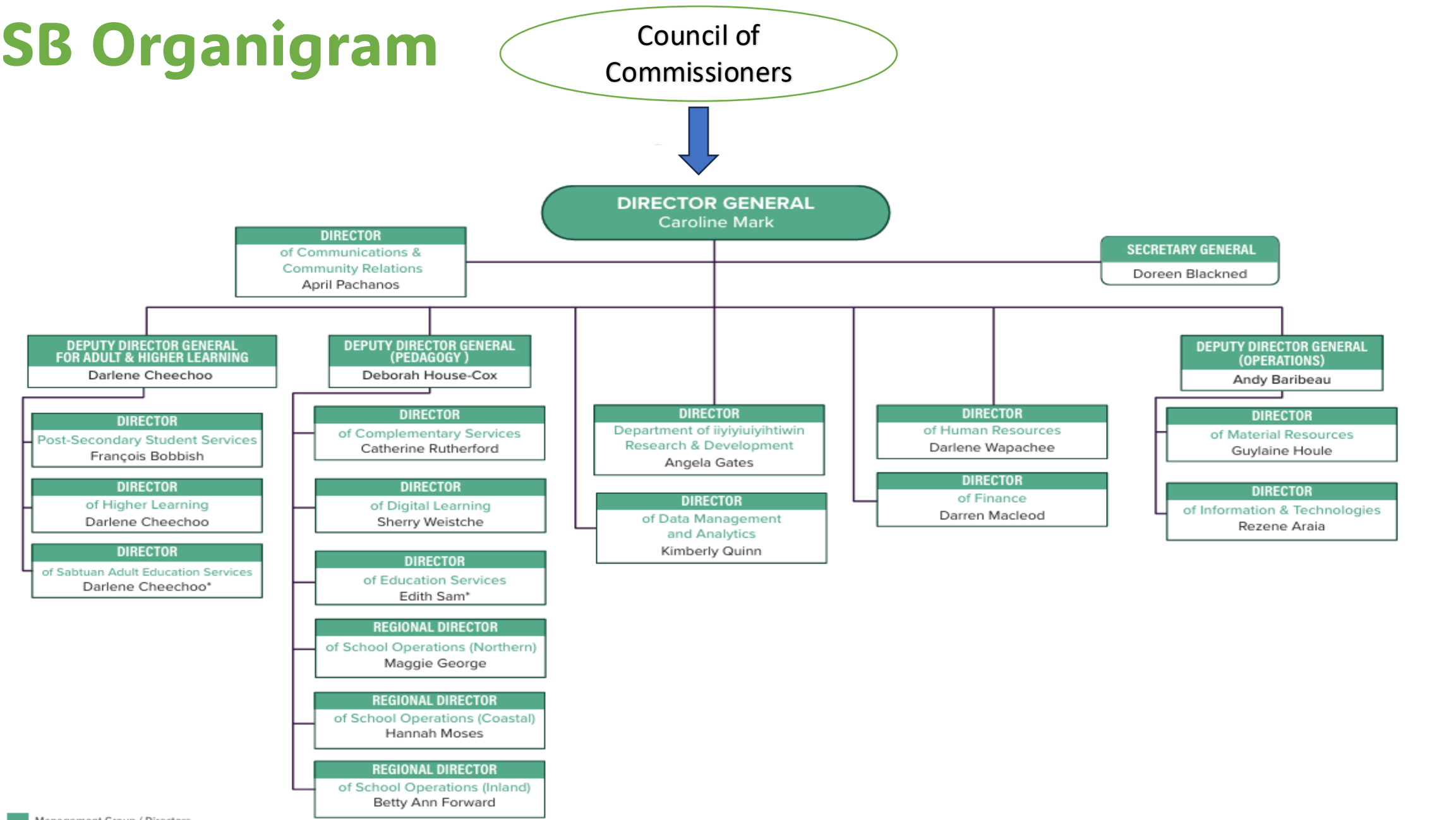
August 12, 2026



Governance, Council of Commissioners and Director General



CSB Organigram



Youth Sector Rates & Statistics

Overview of Attendance, Retention, and Academic Achievement

Youth Sector Rates & Statistics

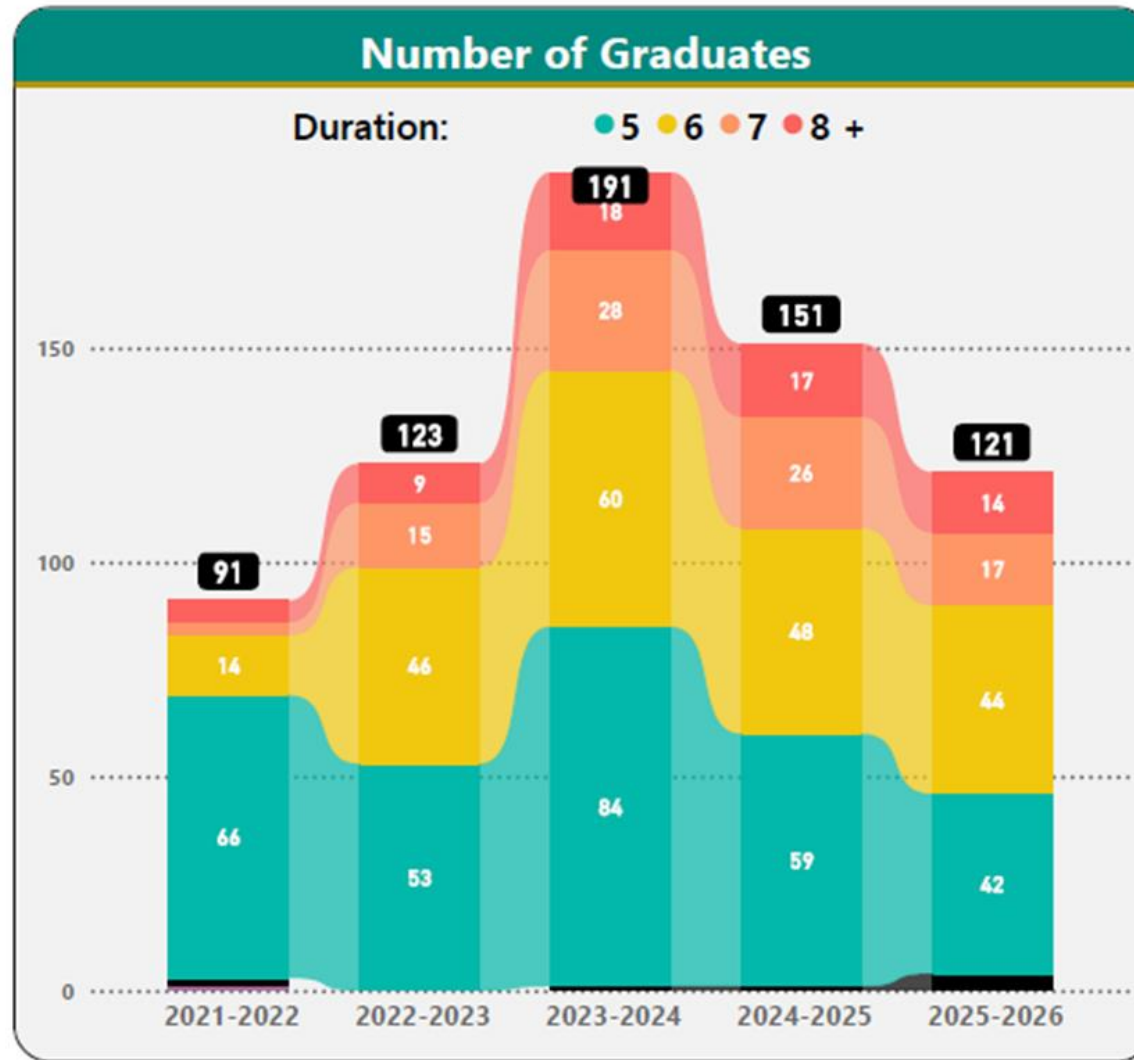
Overview of Attendance, Retention, and Academic Achievement



Youth Sector Graduation Rates

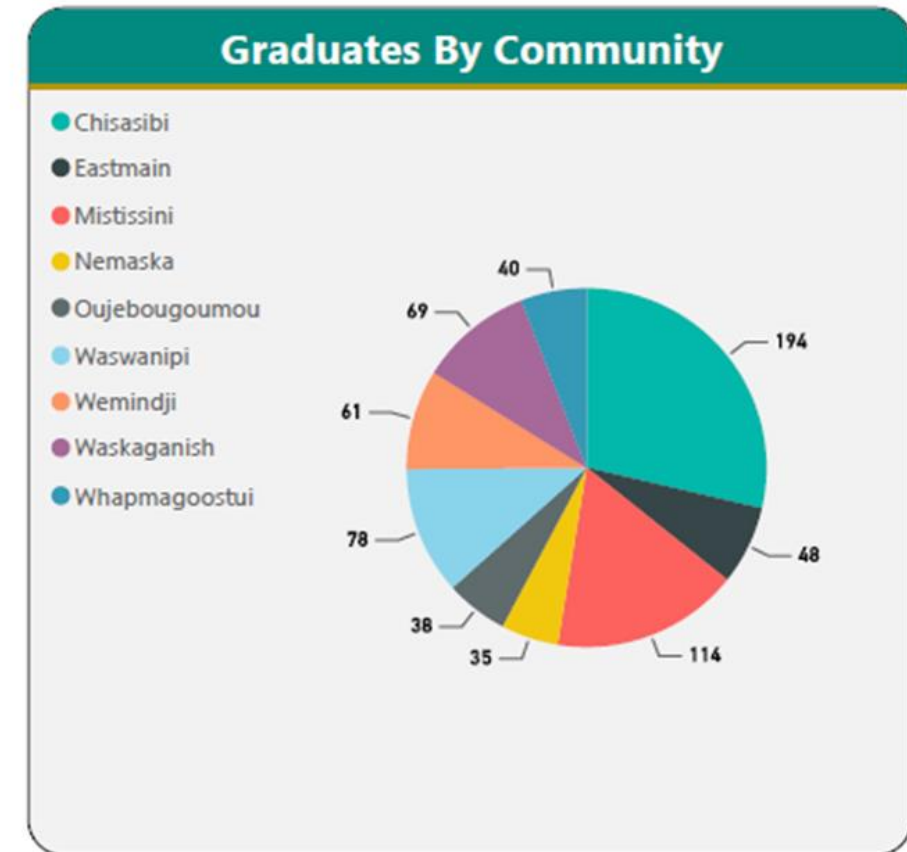
5-Year Overview

5-Year Overview of Graduates by Year & Community



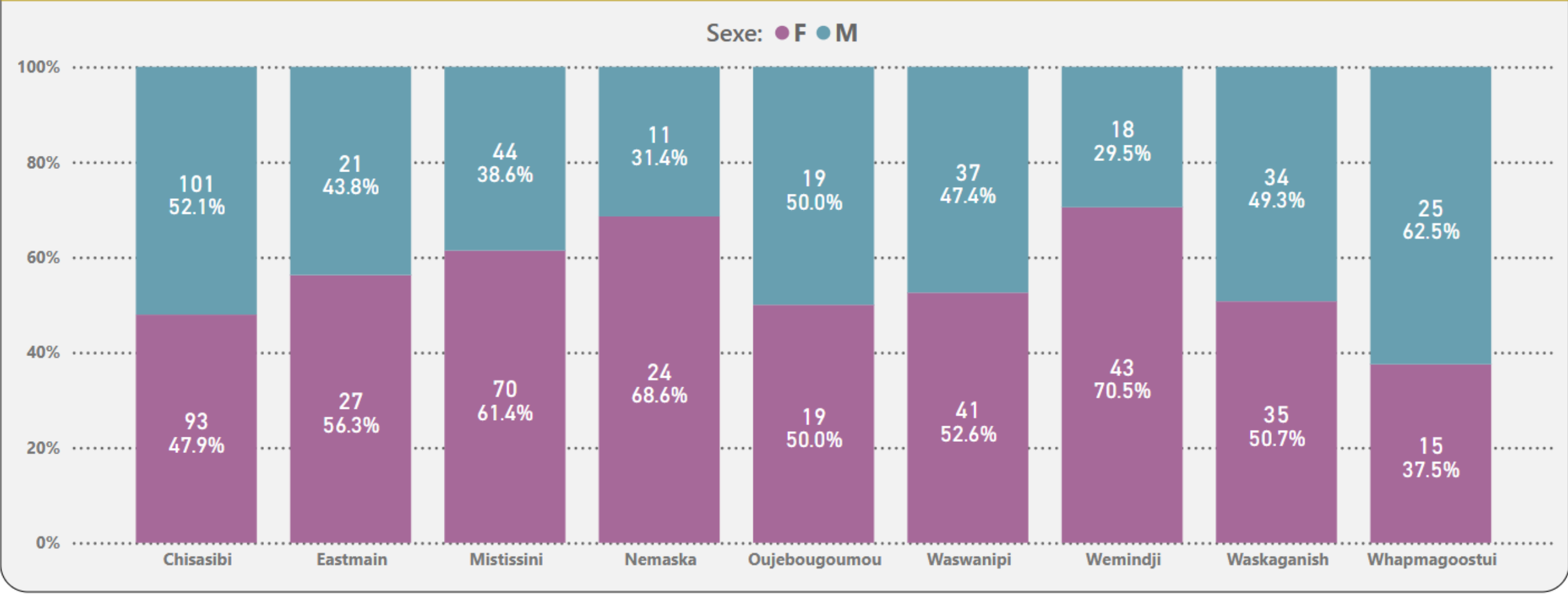
Total Graduates

677



5-Year Overview of Graduates by Year & Community

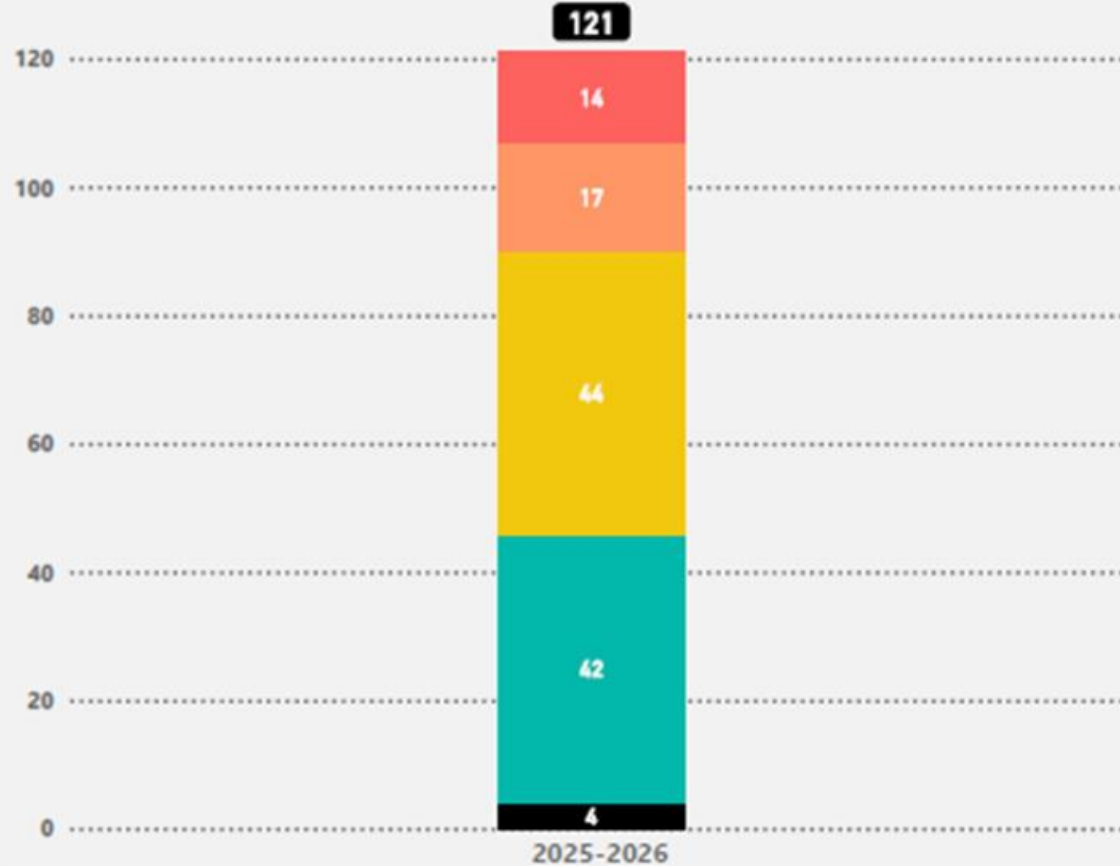
Proportion of Graduates by Gender



2026 Graduates by Year & Community

Number of Graduates

Duration: ● 4 ● 5 ● 6 ● 7 ● 8 +



Total Graduates

121

Graduates By Community

- Chisasibi
- Eastmain
- Mistissini
- Nemaska
- Oujebougoumou
- Waswanipi
- Wemindji
- Waskaganish
- Whapmagoostui



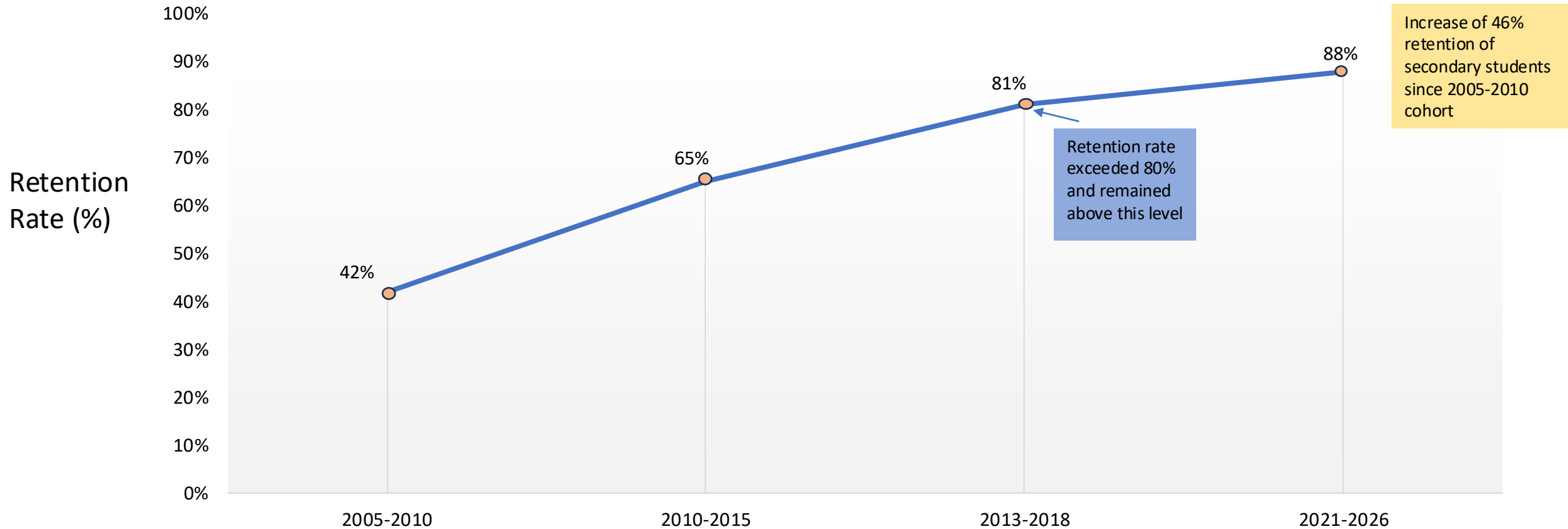
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Cree School Board
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Includes all students who graduated with a Secondary School Diploma (SSD), Training Certificate for a Semiskilled Trade (TCST), and/or PWTC – Pework Training Certificate as reported in Charlemagne (Ministry of Quebec). 4 additional graduates in 2024 numbers. Total of 156.

Student Retention & Perseverance

A large, faint watermark of the University of Alaska seal is centered in the background. The seal is circular and features a bridge at the top, a landscape with trees and mountains in the center, and a banner at the bottom with the text "UNIVERSITY OF ALASKA".

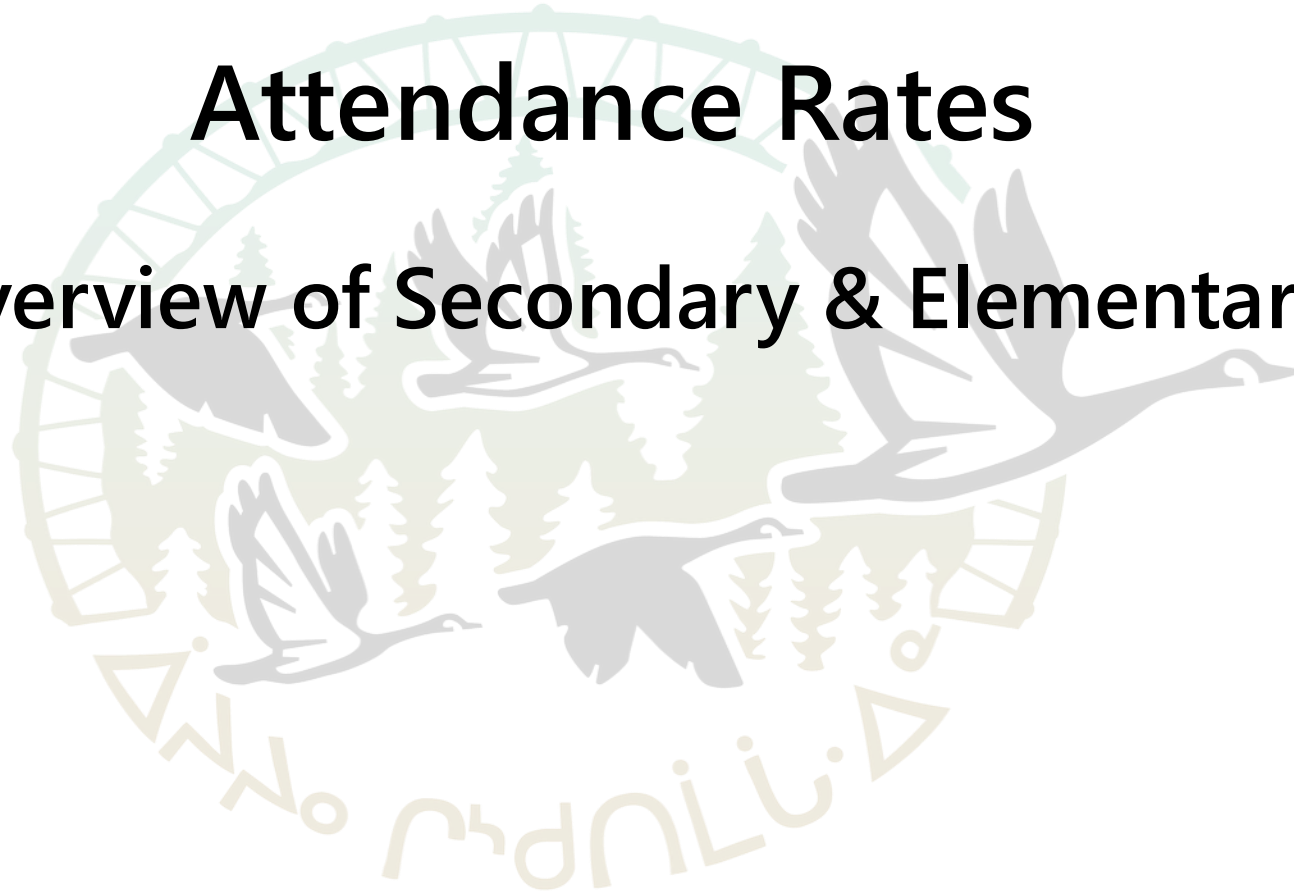
Retention Rate of Secondary Students



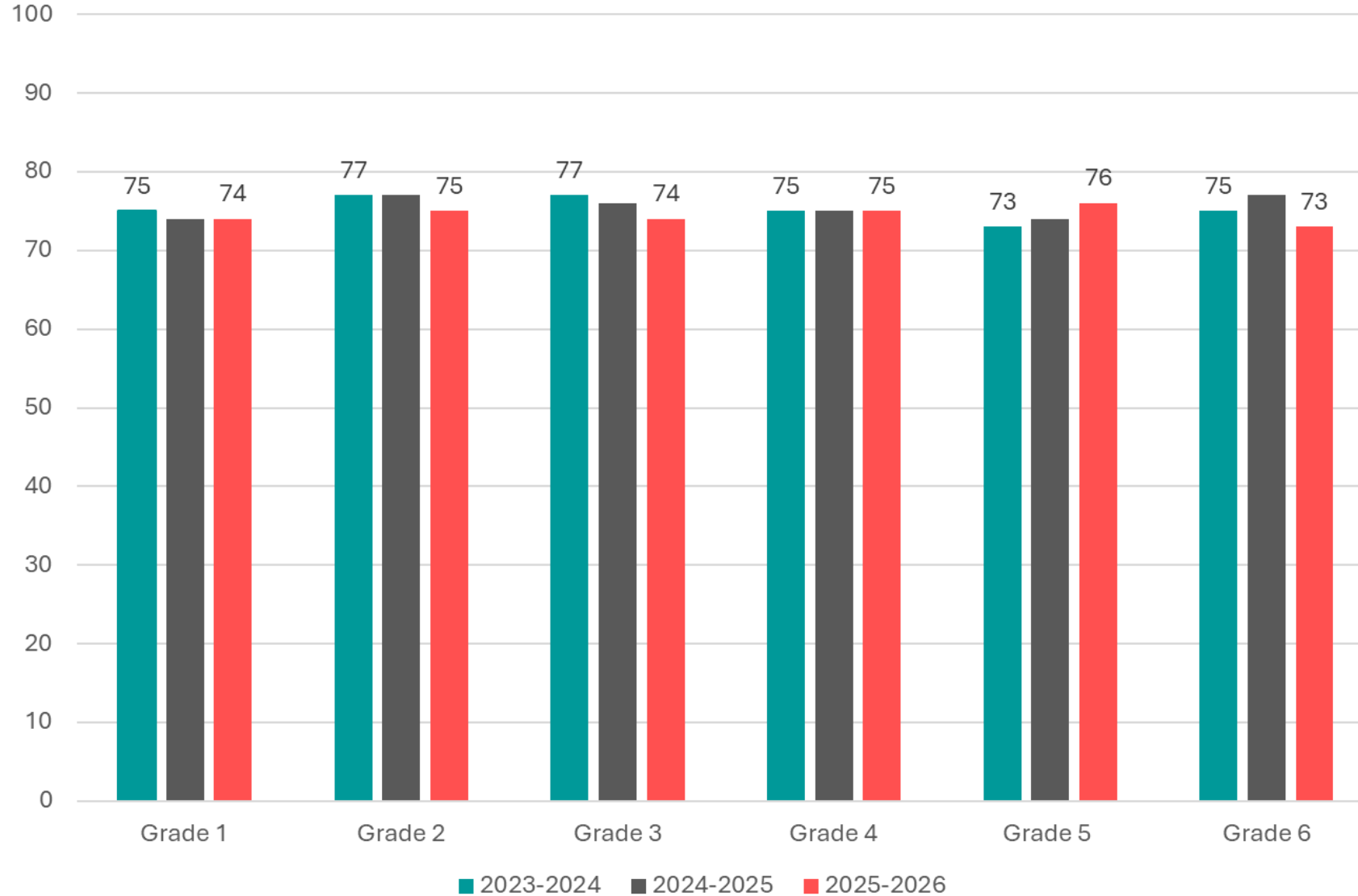
Retention Rate of Students from Secondary 1 to 5 Years Later

Attendance Rates

3 Year Overview of Secondary & Elementary Rates

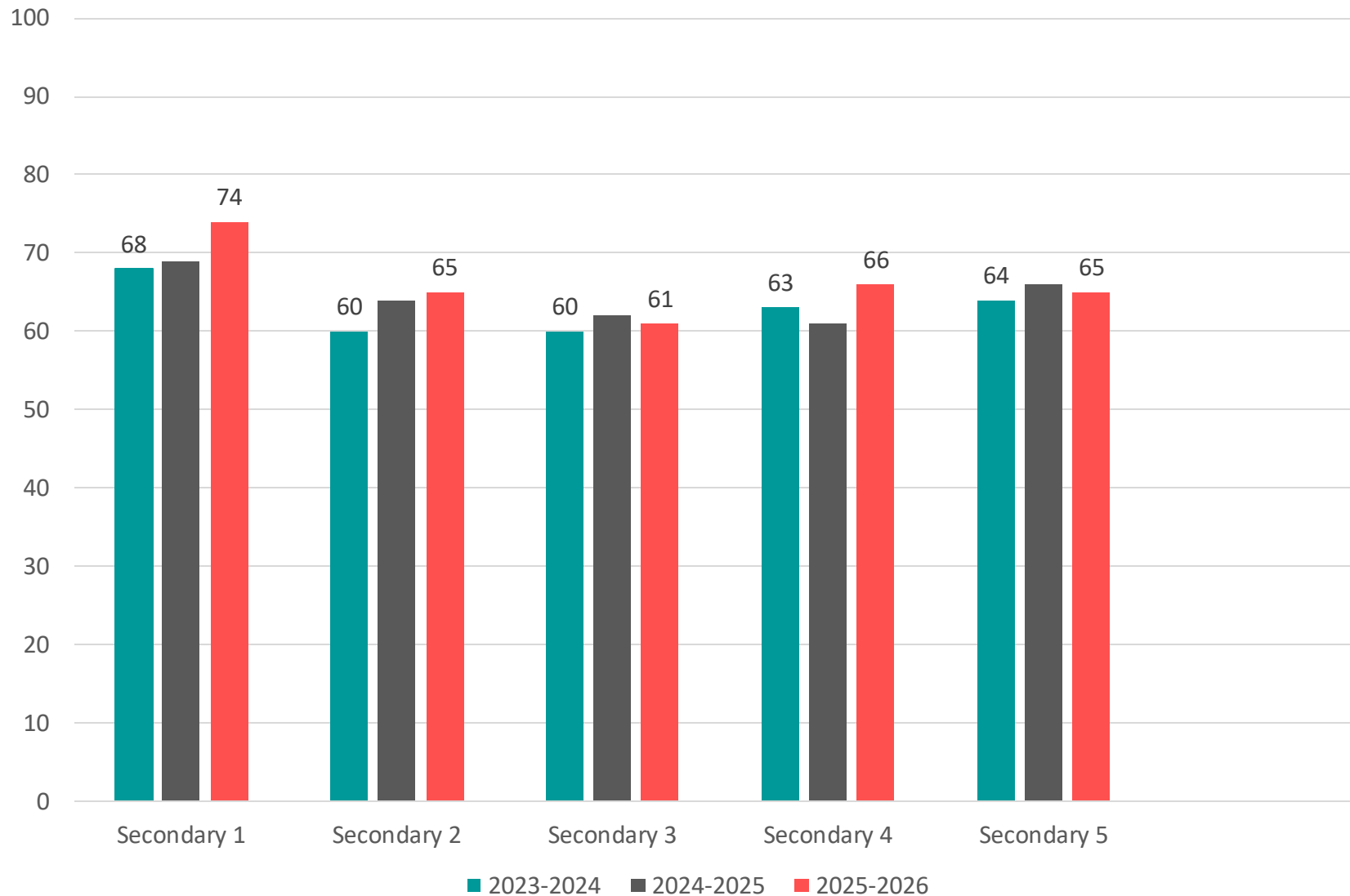


3-Year Elementary Attendance Rate by Year & Level

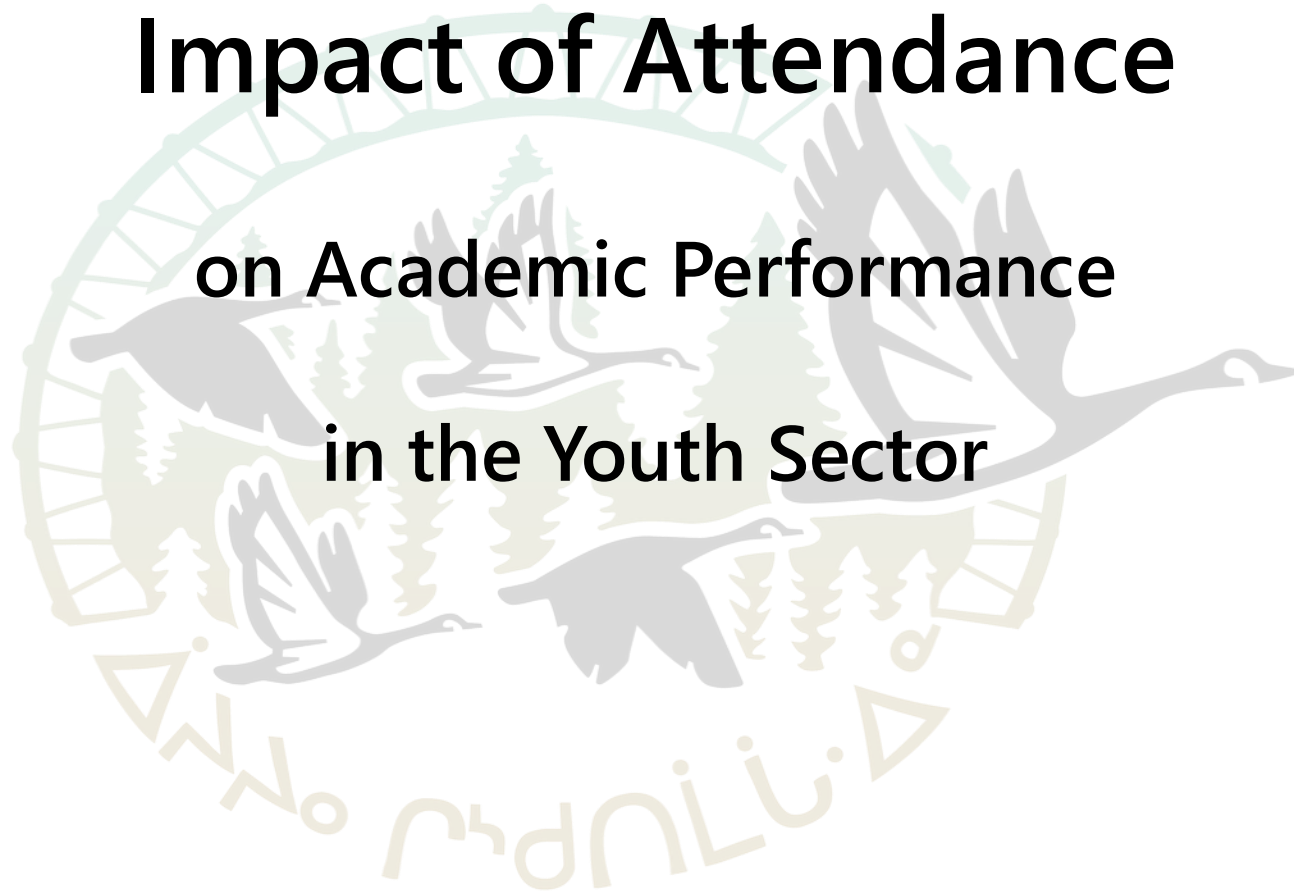


3-Year Secondary Attendance Rate by Year & Level

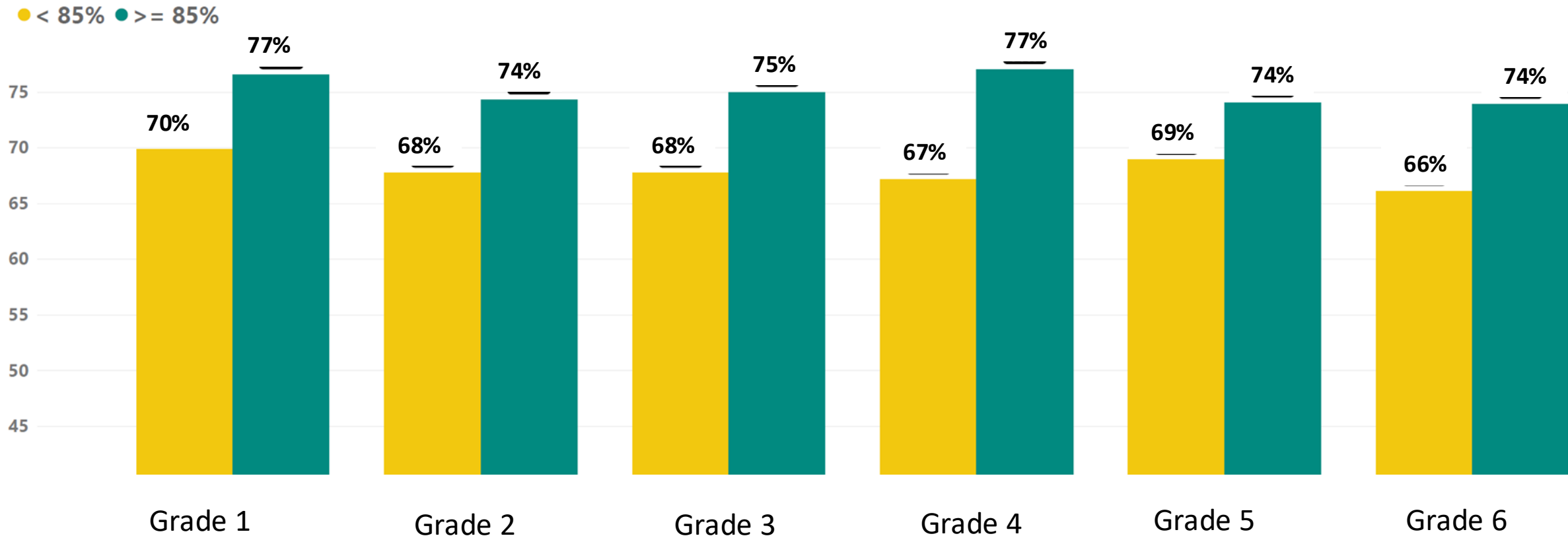
% Attendance of
Students



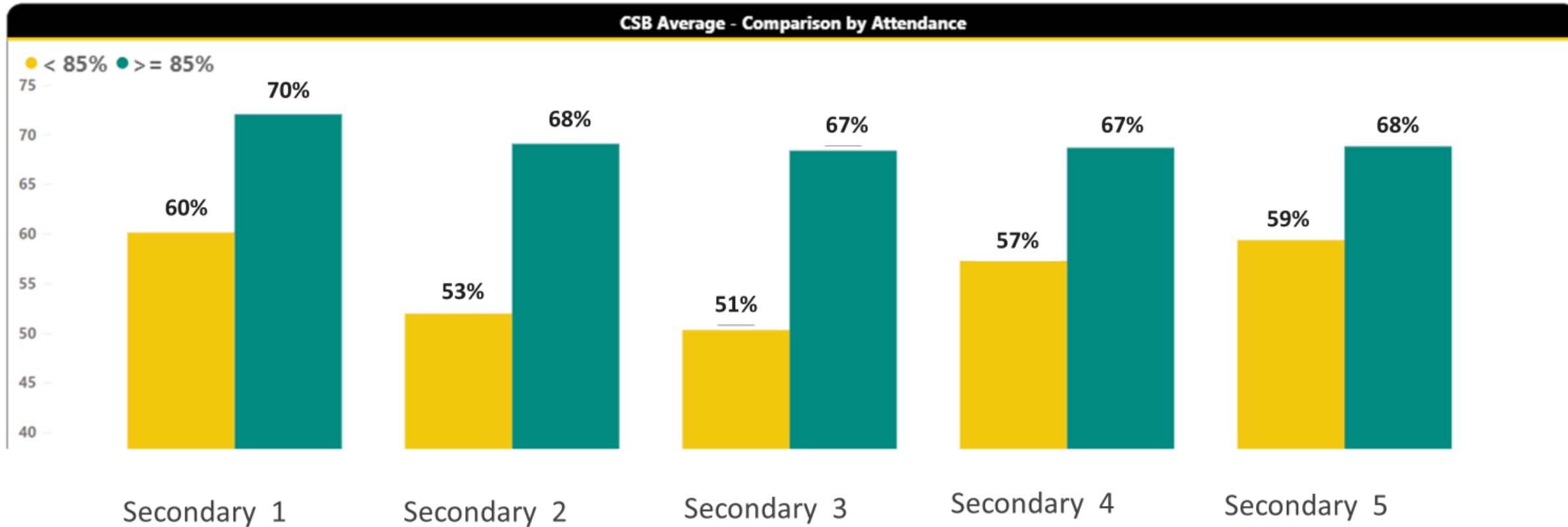
Impact of Attendance on Academic Performance in the Youth Sector



Elementary Student Overall Average Marks with Attendance of < 85% & ≥ 85%



Secondary Student Overall Average Marks with Attendance of < 85%+ & > 85%





Cree School Board
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Post-Secondary Student Services Sabtuan Adult Education Services Higher Learning

Program Participation Summaries



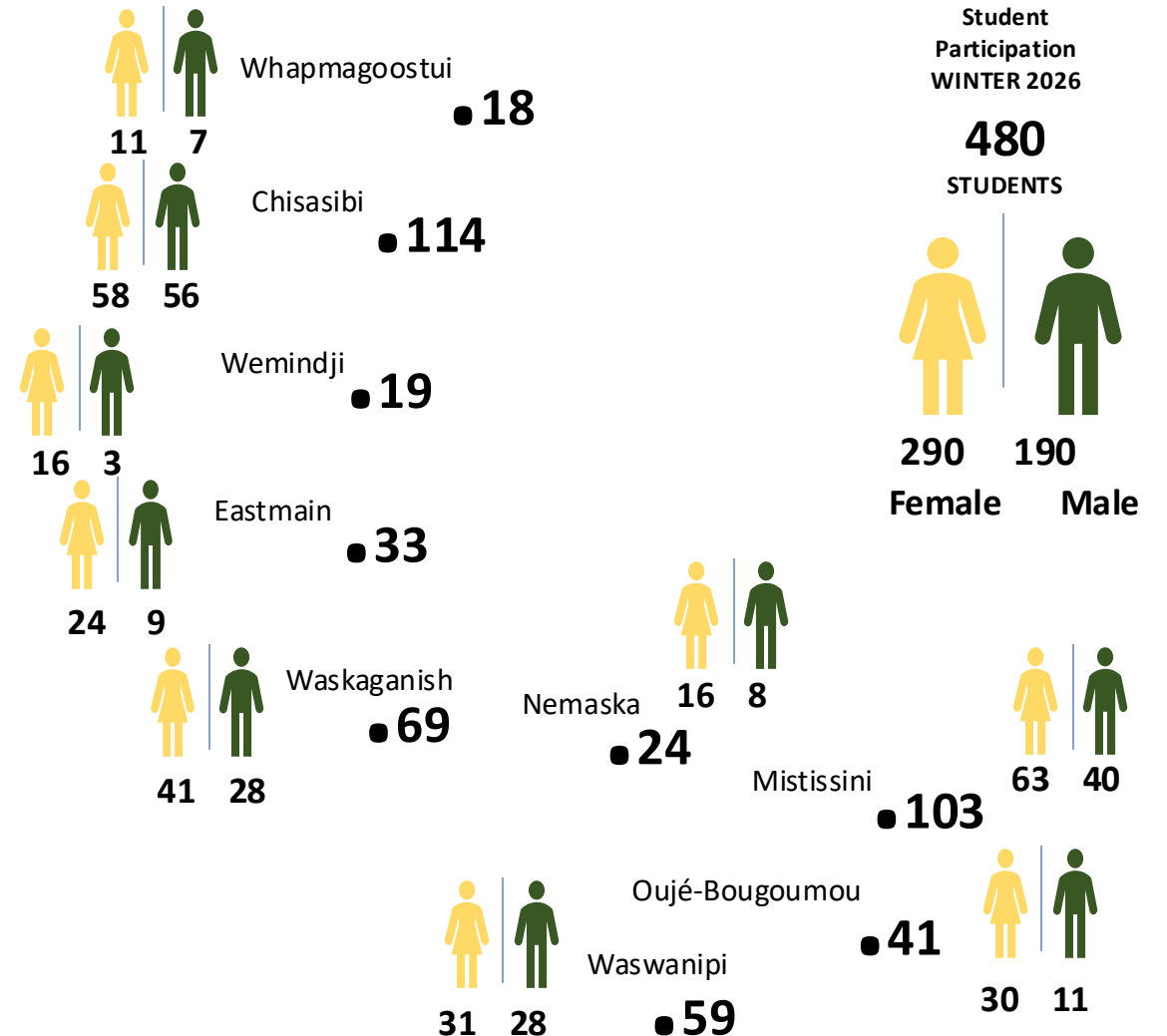
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Post-Secondary Student Services (PSSS) 2025-2026 Summary

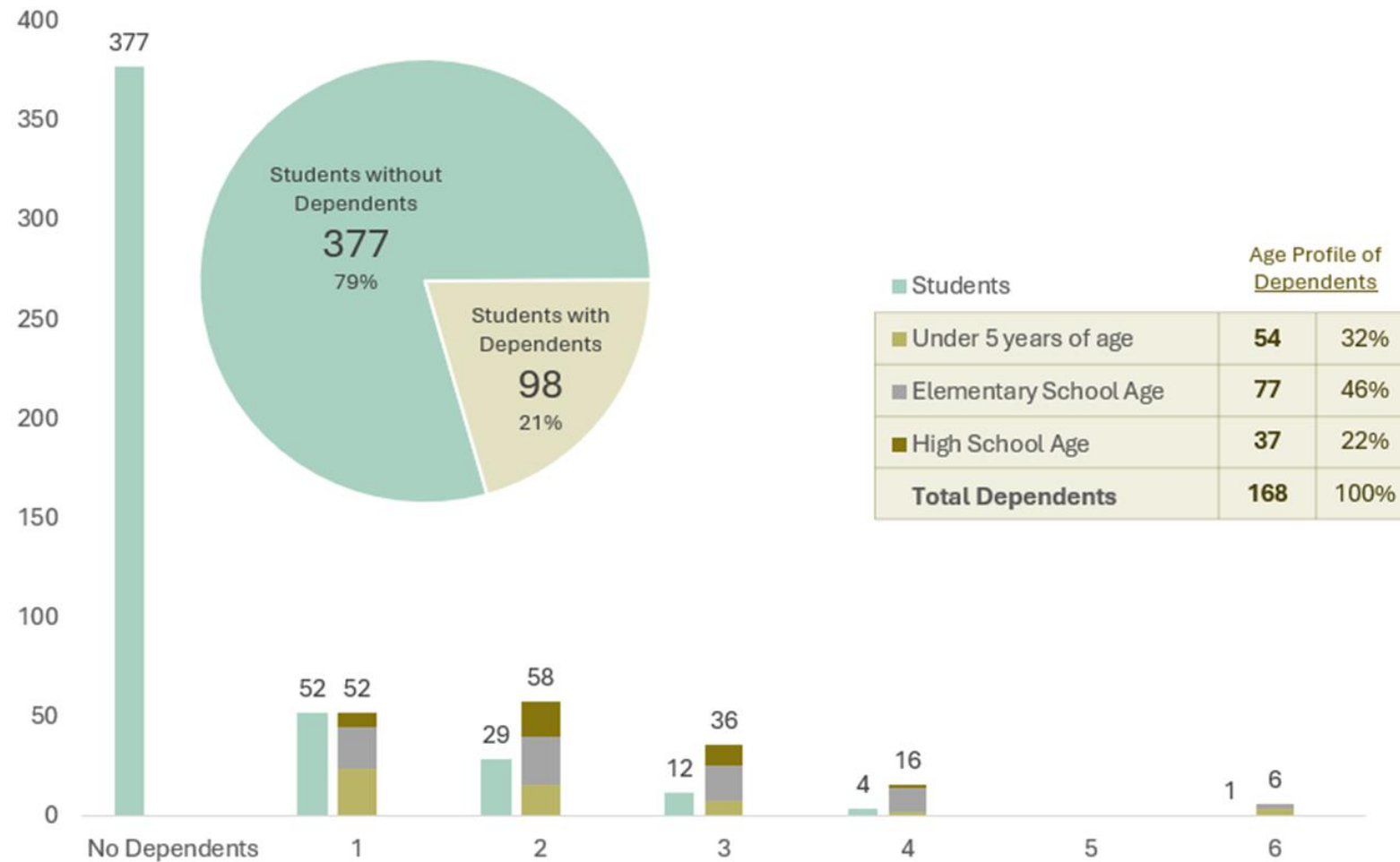
Student Demography

Age Profile	Females	Males	Students	Percentage of Enrollments
16-19	60	31	91	19%
20-24	103	74	177	37%
25-29	50	36	86	18%
35-39	17	7	24	5%
40-44	10	7	17	4%
45-49	7	4	11	2%
50-54	3	2	5	1%
55+	4	3	7	1%
Total	290	190	480	100%

Approximately 75% of students are between the ages 16 and 29

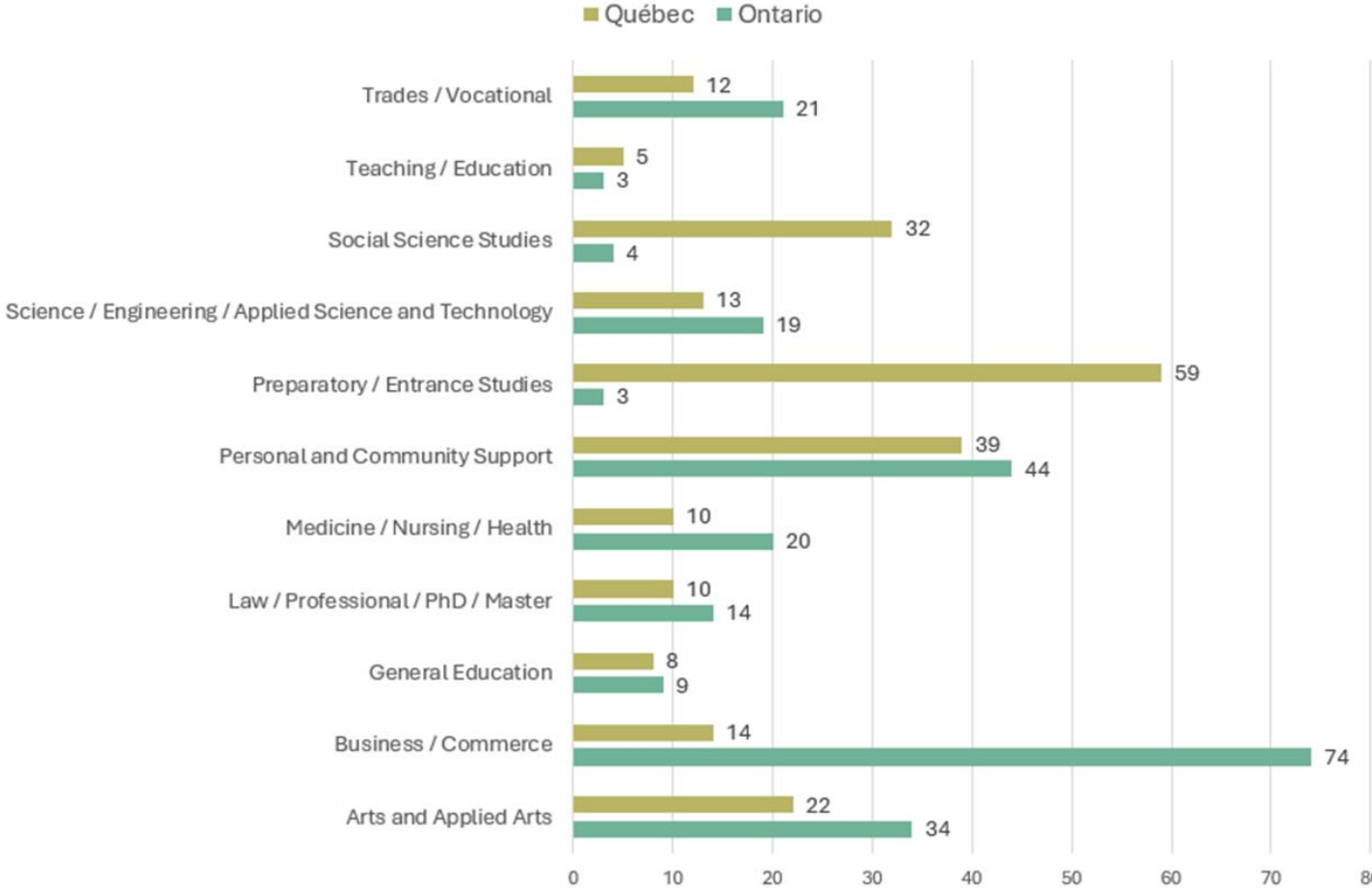


Students Dependent Summary*



* Previously presented data in October 2025, due to current data limitations relating to reporting of the number of dependents.

Students Fields of Study in Ontario and Quebec



It's worth noting that many preparatory programs offered in Ontario fall under other fields of study, whereas those in Quebec tend to be non-specialized (e.g., Springboard to DCS, Crossroads, Pathways, Journeys, etc.).

List of Masters and Doctorate Programs

Masters of ...

10

Students

- *Arts Legal Studies*
- *Education and Society*
- *Educational Psychology*
- *Indigenous Relations (2 students)*
- *Medical Anthropology*
- *Nursing*
- *Research*
- *Science (Nursing & PHC Nurse)*
- *Social Work*
- *Arts Human Systems Intervention*

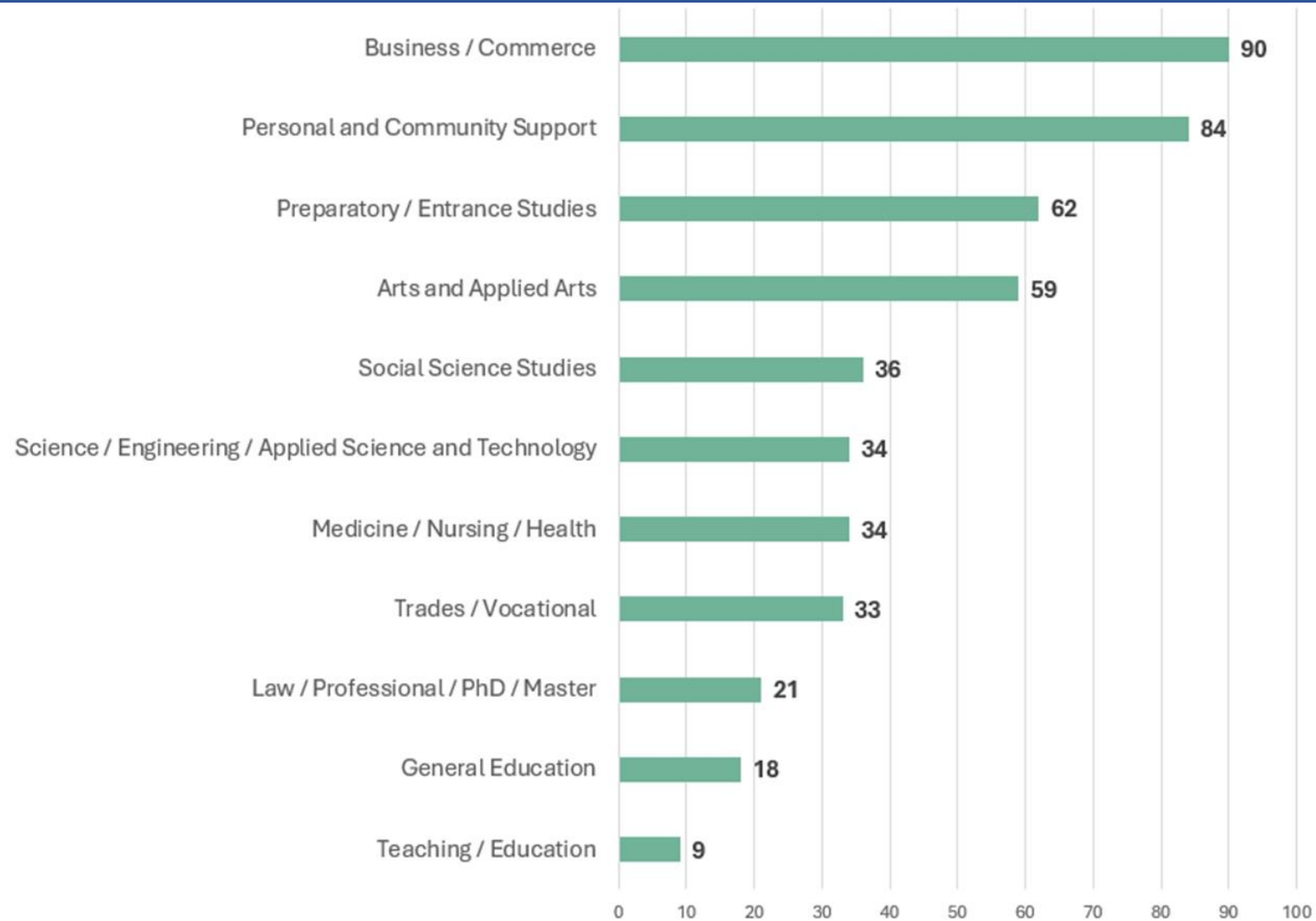
Doctorate of ...

9

Students

- *Medicine (3 students)*
- *Counselling Psychology*
- *Dental Medicine*
- *Cultural Mediations*
- *School / Applied Child Psychology*
- *Philosophy*
- *Law*

Program Fields of Study

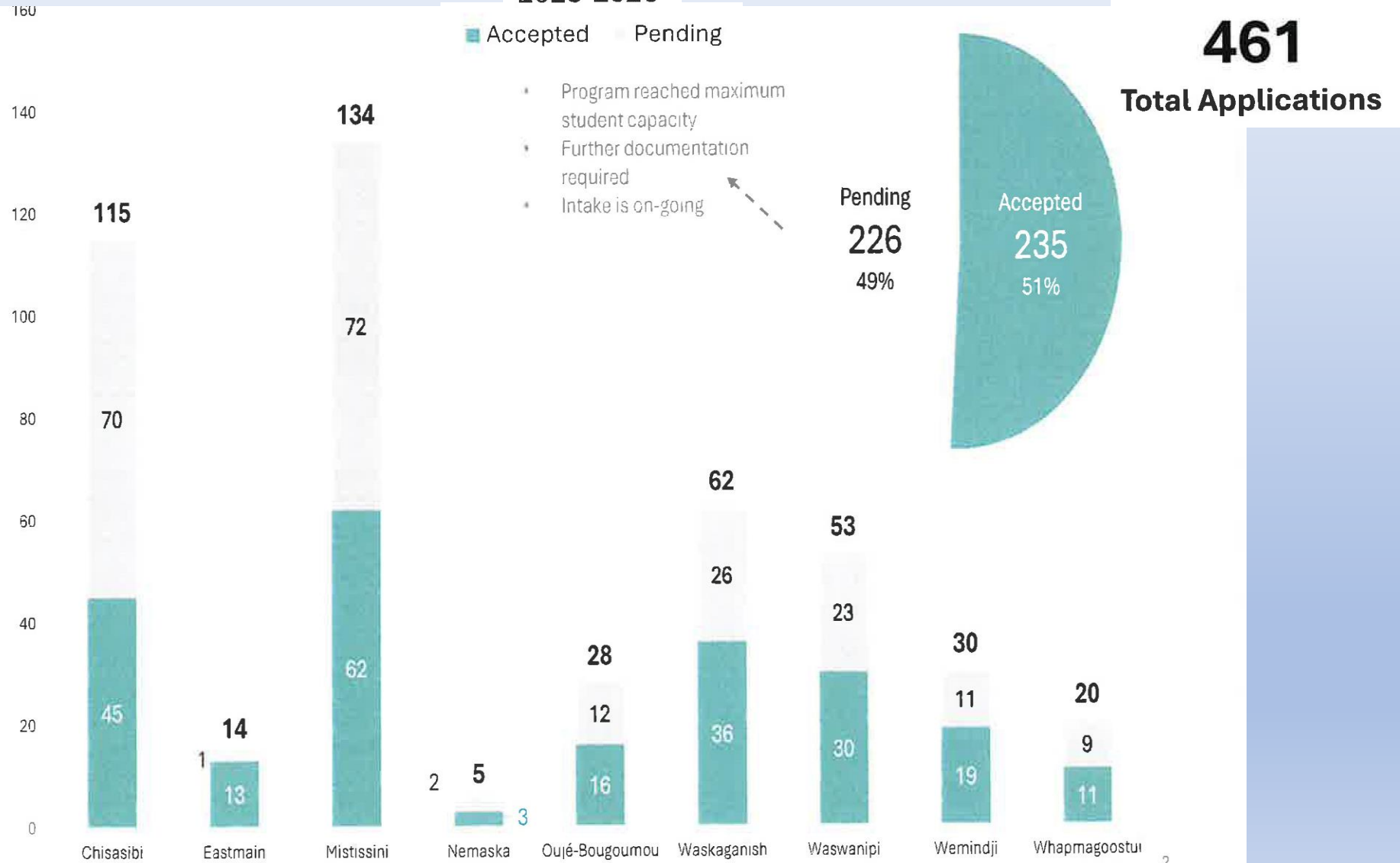




**Sabtuan Adult Education Services
Success Rates**

General Adult Education

2025-2026



Vocational Training

2025-2026 SUCCESS RATES (ACTIVE PROGRAMS)

	# of Students	Graduates	Success Rate		
CHISASIBI					
Institutional and Home Care Assistance	6	6	100%		
RAC - Institutional and Home Care Assistance	3	On-going			
Support for Assistive Services in Health and Social Services Institutions	6	On-going			
EASTMAIN					
Carpentry (Short program)	7	On-going			
MISTISSINI					
Accounting	6	6	100%		
Carpentry (Carry Over)	11	11	100%		
Carpentry (New Cohort)	12	On-going			
Construction Business Management	16	On-going			
Secretarial Studies	11	On-going			
OUIE-BOUGOUMOU					
Carpentry (Carry over)	8	On-going			
WASKAGANISH					
Carpentry	9	On-going			
WASWANIPi					
Carpentry	14	On-going			
Computer Graphics	10	On-going			
Computing Support	6	On-going			
Construction Equipment Mechanics (Carry Over)	6	3	50%		
Construction Equipment Mechanics (New Cohort)	10	On-going			
Pastry Making	4	On-going			
Support for Assistive Services in Health and Social Services Institutions	5	3	60%		
WEMINDI					
Accounting	6	On-going			
Semi-Automatic Welding – GMAW	5	On-going			
				Partnership Programs (On-Going)	# of Students
				Trucking Class I (Waswanipi)	12
				Water Treatment (Chisasibi)	10
				Construction Equipment Operations (Chisasibi)	12

**LISTE DES PROGRAMMES D'ÉTUDES PROFESSIONNELLES AUTORISÉS À LA
COMMISSION SCOLAIRE CRIE POUR LE DÉMARRAGE DE NOUVELLES COHORTES
ANNÉE SCOLAIRE 2026-2027**

PROGRAMMES D'ÉTUDES MENANT À UN DIPLOME D'ÉTUDES PROFESSIONNELLES (15)	
<i>Comptabilité (DEP 5231)</i>	<i>Accounting (DVS 5731)</i>
<i>Charpenterie-menuiserie (DEP 5319)</i>	<i>Carpentry (DVS 5819)</i>
<i>Conduite d'engins de chantier nordique (DEP 5284)</i>	<i>Northern Heavy Equipment Operations (DVS 5784)</i>
<i>Entretien de bâtiments nordiques (DEP 5202)</i>	<i>Northern Building Maintenance (DVS 5702)</i>
<i>Secrétariat (DEP 5357)</i>	<i>Secretarial Studies (DVS 5857)</i>
<i>Plomberie et chauffage (DEP 5333)</i>	<i>Plumbing and Heating (DVS 5833)</i>
<i>Soutien aux services d'assistance en établissement de santé et de services sociaux (DEP 5405)</i>	<i>Support for Assistive Services in Health and Social Services Institutions (DVS 5905)</i>
<i>Mécanique d'engins de chantier (DEP 5331)</i>	<i>Construction Equipment Mechanics (DVS 5831)</i>
<i>Mécanique de véhicules de loisir et d'équipement léger (DEP 5367)</i>	<i>Powersport Vehicle and Outdoor Power Equipment Mechanics (DVS 5867)</i>
<i>Cuisine (DEP 5311)</i>	<i>Professional Cooking (DVS 5811)</i>
<i>Réception en hôtellerie (DEP 5283)</i>	<i>Hotel Reception (DVS 5783)</i>
<i>Ébénisterie (DEP 5352)</i>	<i>Cabinet Making (DVS 5852)</i>
<i>Électricité (DEP 5295)</i>	<i>Electricity (DVS 5795)</i>
<i>Pose d'armature du béton (DEP 5076)</i>	<i>Installation of Concrete Reinforcement (DVS 5576)</i>
<i>Préparation et finition de béton (DEP 5343)</i>	<i>Preparing and Finishing Concrete (DVS 5843)</i>
PROGRAMMES D'ÉTUDES MENANT À L'ATTESTATION DE SPÉCIALISATION PROFESSIONNELLE (1)	
<i>Gestion d'une entreprise de la construction (ASP 5309)</i>	<i>Construction Business Management (AVS 5809)</i>
PROGRAMMES D'ÉTUDES MENANT À L'ATTESTATION D'ÉTUDES PROFESSIONNELLES (3)	
<i>Guide de chasse et pêche (AEP 4233)</i>	<i>Hunting and Fishing Guide (STC 4733)</i>
<i>Toilettage pour animaux de compagnie (AEP 4243)</i>	<i>Pet Grooming (STC 4743)</i>
<i>Soins animaliers (AEP 4223)</i>	<i>Animal Care (STC 4723)</i>

Vocational Programs 2026-2027

PROGRAMMES D'ÉTUDES PROFESSIONNELLES MENANT AU DEP POUVANT FAIRE L'OBJET D'UNE ENTENTE AVEC UNE COMMISSION SCOLAIRE OU UN CENTRE DE SERVICES SCOLAIRE AUTORISÉ (2)	
<i>Forage au diamant (DEP 5253)</i>	<i>Diamond Drilling (DVS 5753)</i>
<i>Conduite de traitement de machines de traitement du minerai (DEP 5274)</i>	<i>Machine Operations, Mineral and Metal Processing (DVS 5774)</i>
PROGRAMMES D'ÉTUDES PROFESSIONNELLES MENANT À AEP POUVANT FAIRE L'OBJET D'UNE ENTENTE AVEC UNE COMMISSION SCOLAIRE OU UN CENTRE DE SERVICES SCOLAIRE AUTORISÉ (3)	
<i>Soutien administratif dans le secteur de la santé et des services sociaux (AEP 4234)</i>	<i>Administrative Support in the Health and Social Services Sector (AVS 4734)</i>
<i>Soudage semi-automatique GMAW et FCAW (AEP 4250)</i>	<i>Semi-automatic Welding GMAW and FCAW (AVS 4750)</i>
<i>Préparation de matériaux métalliques (AEP 4252)</i>	<i>Sheet Metal Preparation (AVS 4752)</i>



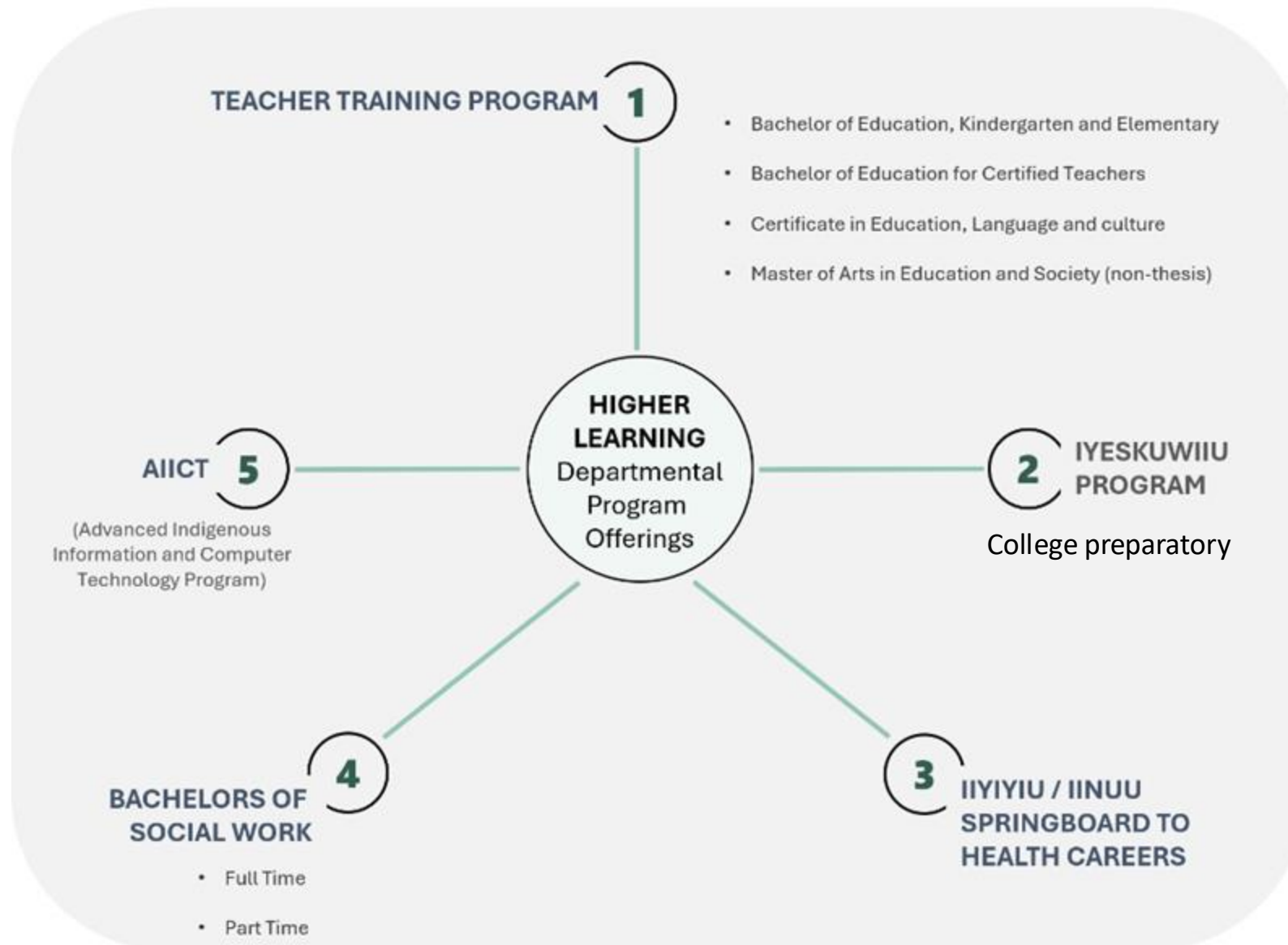
Cree School Board
Commission scolaire crie



Higher Learning
Enseignement supérieur

Higher Learning Enrollment Rates

Higher Learning



Teacher Training Program

	BACHELOR of Education, Kindergarten and Elementary (Full-Time)	BACHELOR of Education for Certified Teachers (Part-Time)		CERTIFICATE in Education, Language and culture			MASTER of Arts in Education and Society (non-thesis)
	Students	Students	Teachers	Full-time Students	Part-time Students	Teachers	Students
Whapmagoostui	2	4	4	2			3
Chisasibi	8	12	10	10			2
Wemindji	5	1	1		3	2	
Waskaganish	4	8	7	1			2
Eastmain		5	5	2		1	3
Nemaska							
Mistissini	1	10	6	1	1		5
Waswanipi		1	1	4	1	1	1
Ouje-bougoumou		1	1	1			1
Total	20	42	35	21	5	4	17

Iyeskuwiiu Program (College Preparatory)

2024 2025
(Cohort 4)

	Total	Chisasibi	Eastmain	Mistissini	Nemaska	Ouje-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui
Applications	28	4	5	2	4		4	1	7	1
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Accepted	24	3	5	2	3		3	1	6	1
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Fall Enrollments	21	3	5	2	3		2		6	
Winter Enrollments	15	2	5	2	3		1		2	
Obtained Certificate	14	2	5	1	3		1		2	
Certification Comple Rate	67%	67%	100%	50%	100%		50%		33%	

2025-2026
(Cohort 5)

	Total	Chisasibi	Eastmain	Mistissini	Nemaska	Oujé-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui
Applications	24	3	5	3			6	2	5	
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Accepted	20	3	5	3			3	2	4	
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Fall Enrollments	15	3	4	2			1	2	3	
Winter Enrollments	12	4	2	2				2	2	

Cree Springboard to Nursing

2024 2025
(Cohort 4)

	Total	Chisasibi	Eastmain	Mistissini	Nemaska	Oujé-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui
Applications	25	7	2	5	1	2	5	3		
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Accepted	21	6	2	5	1	1	3	3		
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Fall Enrollments	16	3	2	4	1	1	3	2		
Winter Enrollments	15	3	2	4	1	1	2	2		
Obtained Certificate	15	3	2	4	1	1	2	2		
Certification Comple Rate	94%	100%	100%	100%	100%	100%	67%	100%		

2025-2026
(Cohort 5)

	Total	Chisasibi	Eastmain	Mistissini	Nemaska	Oujé-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui
Applications	38	15	1	11		2	6	2		1
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Accepted	32	13		11		1	4	2		1
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Fall Enrollments	26	10		9	2		2	2		1
Winter Enrollments	20	9		6	2		1	1		1

NEW NAME! MORE HEALTH CAREERS!

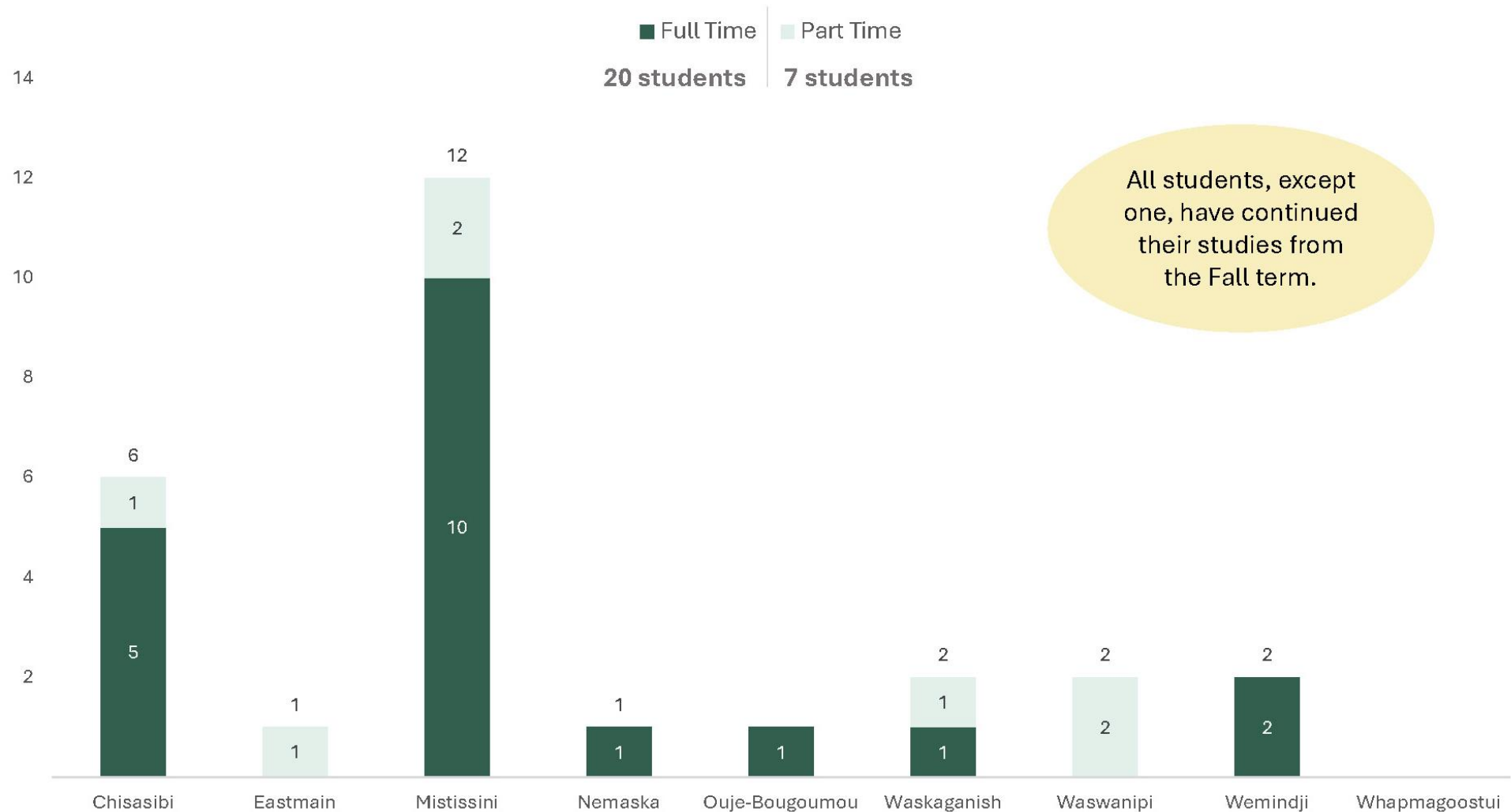
Before
Cree Springboard to Nursing

NOW
**iiyiyiu/iinuu Springboard
to Health Careers**

Expanding opportunities for Cree students interested in health careers.

Bachelors of Social Work

2025 2026 (Cohort 1)
CURRENT ENROLLMENTS



Advanced Indigenous Information and Computer Technology (AIICT) Program

PROGRAM LAUNCH: AUGUST 2025

THREE-TIER STRUCTURE (2 YEAR)

Tier 1: IT Fundamentals (1 micro-certificate)

Tier 2: Advanced Systems (2 micro-certificates)

Tier 3: Specialization (2 micro-certificates)

Total: 5 micro-certificates

PROGRAM LEARNING OUTCOMES:

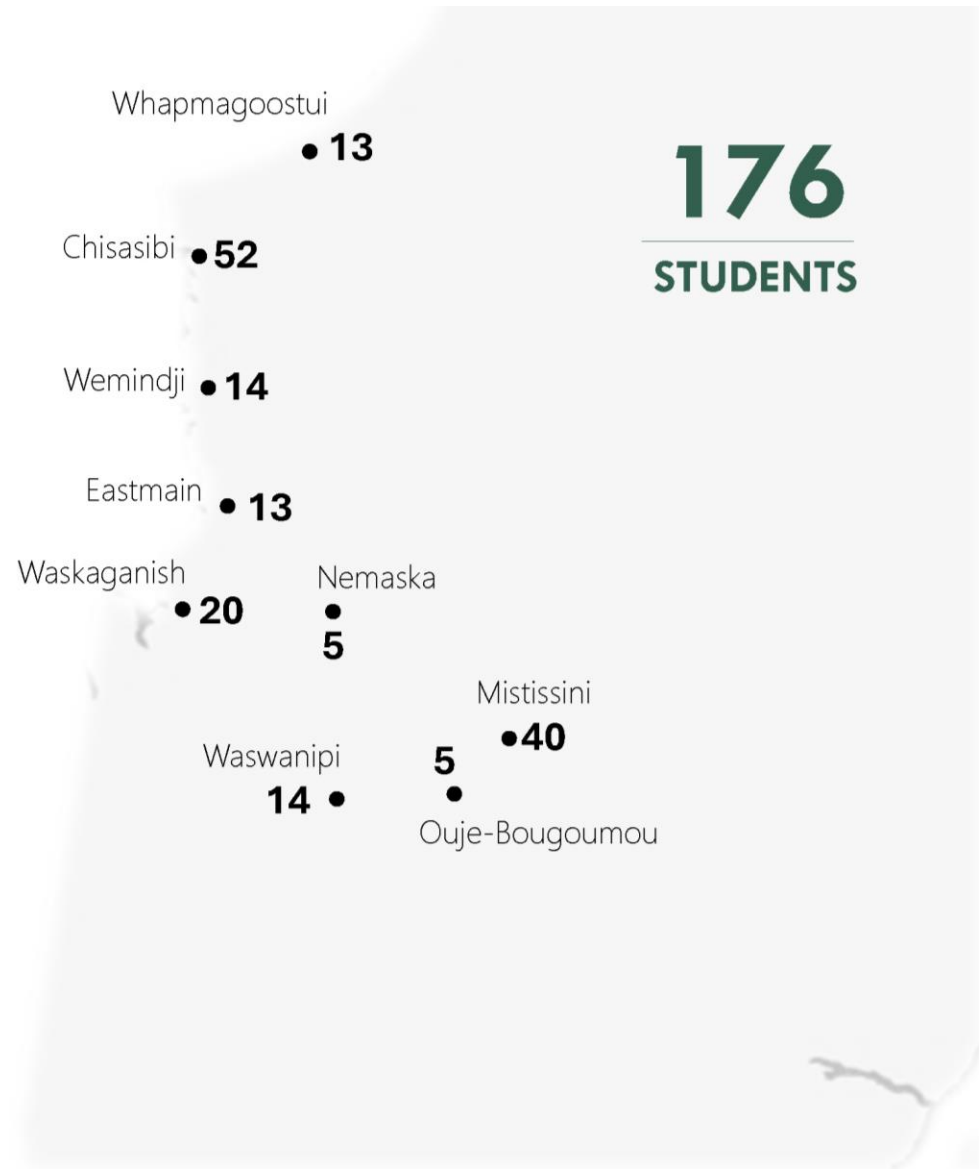
- Windows Server Administration & Active Directory
- Programming and Scripting
- CompTIA (Server+, Linus+, Network+, Security+, CYSA+)
- Internships after each certification
- Workplace-integrated learning and cultural elements

ENROLLMENT SUMMARY			
	Tier 1	Tier 2	Change
Chisasibi	2	1	-1
Eastmain	-	-	
Mistissini	3	2	-1
Nemaska	2	1	100% Students Retention
Ouje-Bougoumou	1	1	
Waskaganish	2	2	
Waswanipi	2	2	
Wemindji	1	1	
Whapmagoostui	1	1	79% Current Overall Annual Retention
TOTAL	14	11	

Higher Learning Summary

Current Enrollments by Community 2025-2026

	2025-2026 <u>Enrollments</u>
Teacher Training Program	105
Iyeskuwiiu Program (8 Completions)	12
Cree Springboard to Nursing (20 Completions)	20
Bachelors of Social Work	27
AIICT Advanced Indigenous Information and Computer Technology Program	12



*Cree School Board
iiyiyuiyihtiwin Research and
Development (iR&D)*

iinuu/iiyiyiu ayimitaau/ iiyiyiuyimitaau project

- Our iiyiyuiyihtiwin Research and Development (IR&D) Department leads the Cree curriculum development, working in partnership with Cree Programs for teacher resources, Land-Based Programs for cultural and land guidance, and Instructional Services for lesson plan development.
- Our mentor program supports classroom practice and Cree language learning. Altogether, these teams drive our revitalization efforts.

iinuu/iiyiyiu ayimitaau/ iiyiyiuyimitaau project

- The Cree Language Immersion project completed its first full year of Grade 1.
- With guidance from the curriculum & content team, mentors, Cree Knowledge Keepers, and Elders, a foundational Cree curriculum was created and continues to grow.
- We are now rolling out Grade 2, supported by a dedicated team working tirelessly to strengthen Cree language learning for our children and future generations.

Northern
Schools

School & Community	Mentor Program	Cree Language of Instruction Pilot
Upichinaausiun Chisasibi	✓	2
JORMS Wemindji	✓	n/a
Badabin Eeyou Whapmagoostui	✓	2

Coastal
Schools

School & Community	Mentor Program	Cree Language of Instruction Pilot
Wabannutao Eeyou Eastmain	✓	n/a
Luke Mettaweskum Nemaska	✓	n/a
Annie Whiskeychan Waskaganish	✓	1

Inland
Schools

School & Community	Mentor Program	Cree Language of Instruction Pilot
Voyageur Memorial Mistissini	✓	1
Waapihtiwewan OJ	✓	n/a
Rainbow Waswanipi	✓	1

2025-2026 Grade 1
Offering Overview

Northern
Schools

School & Community	Grade 1	Grade 2
Upichinaausiun Chisasibi	2	2
JORMS Wemindji	2	N/A
Badabin Eeyou Whapmagoostui	2	1

Mentors
available at
each school

Coastal
Schools

School & Community	Grade 1	Grade 2
Wabannutao Eeyou Eastmain	1	N/A
Luke Mettaweskum Nemaska	1	N/A
Annie Whiskeychan Waskaganish	1	1

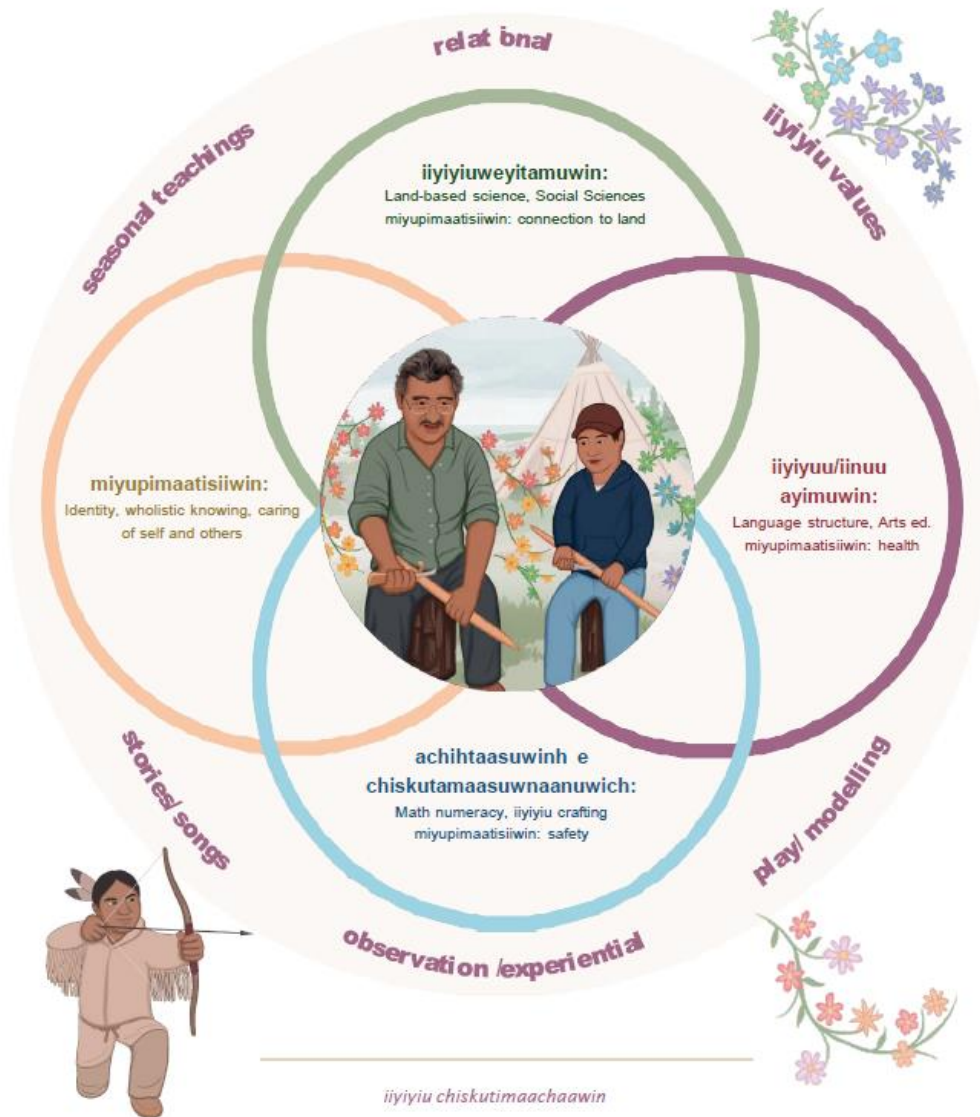
Inland
Schools

School & Community	Grade 1	Grade 2
Voyageur Memorial Mistissini	1	Confirmation pending
Waapihtiwewan OJ	1	N/A
Rainbow Waswanipi	1	1

2025-2026
Grade 1 and 2
Offering
Overview

Progress Report on Cree Language Revitalization

- Mistissini is hosting a 3 day event (August 11-13) for our Grade 1 and Grade 2 teachers, who have travelled from across Eeyou Istchee to prepare for the year ahead.
- Over these three days, teachers will receive training, Cree language support, and hands-on guidance with the new curriculum.
- This gathering strengthens our shared commitment to Cree language revitalization and supports educators as they begin another meaningful year with their students.



Strengthening Cree Language & Culture

- Early immersion helps children build pride in their identity and shapes who they are.
- The Grade 1 & 2 program strengthens Cree language skills and cultural understanding through classroom learning, storytelling, and land-based activities.
- We honor the work of Elders, Knowledge Keepers, Educators, Parents, and Community members in preserving the Cree language.
- Our goal: meaningful learning that connects children to Cree language, traditional knowledge, and values for future generations.

The Cree Language Acquisition Journey

- This framework outlines the natural progression of Cree language learning, from early sound recognition to fluent storytelling.
- Developed by the Curriculum Team in collaboration with Cree Knowledge Keepers from the Mentors Program, it supports assessment by clearly describing how learners move from repeating single words to confidently sharing experiences and cultural narratives in Cree.



Language Progression: This shows the progression from word recognition to fluent storytelling

Beginning to Reclaim:

- Repeats and recognizes single words (e.g., says "hello" in Cree).

Emerging Speaker:

- Repeats and recognizes single words (e.g., says "hello" in Cree).

Developing Communicator:

- Forms simple sentences (e.g., "I see a dog.").

Confident User:

- Describes experiences in Cree (e.g., "I went to the river with my family.").

Fluent Language Keeper:

- Tells a short story or shares a legend in Cree.

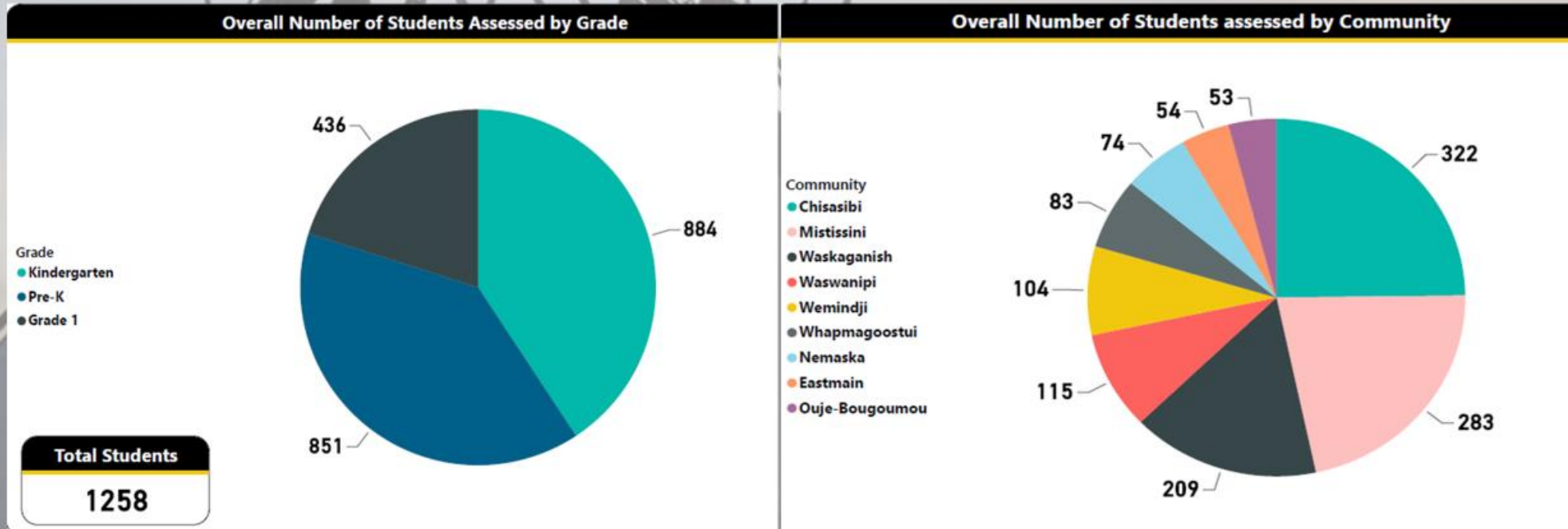
Cree Language Mentorship Program



THE MENTORS PROGRAM & CREE LANGUAGE ASSESSMENT YEAR 3



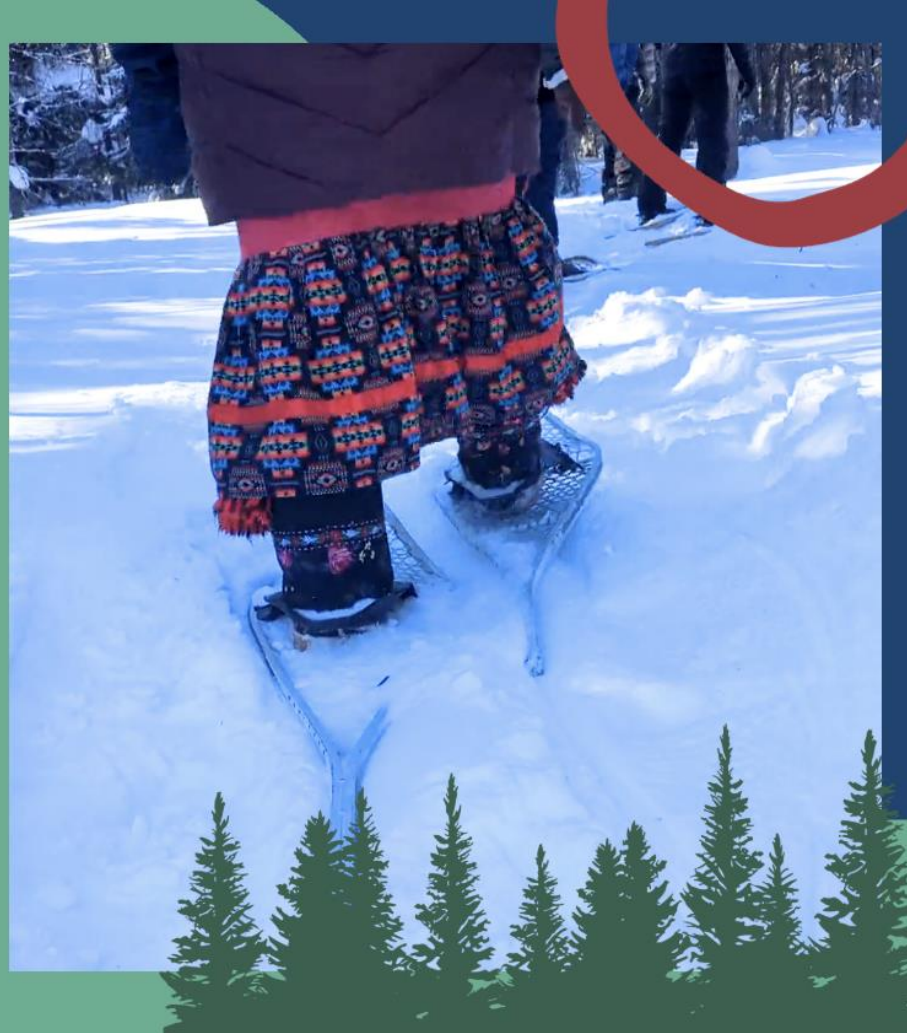
THE 2 PROGRAMS IN NUMBERS



- 9 communities
- 3 grades covered
 - Pre-Kindergarten
 - Kindergarten
 - Grade 1
- 30 Mentors
- 9 Cree Language Assessors
- 50 classes visited daily

BRHS Video

Land-Based Learning at Big River High School



[BRHS video.mp4](#)

Deputy Director General

Overview



Pedagogy

The Office of the Deputy Director General (Pedagogy) supports pedagogical activities of the Youth Sector through the Departments of:

- School Operations
- Complementary Services
- Education Services
- Digital Learning

Digital Learning Deliverables

Digital Learning

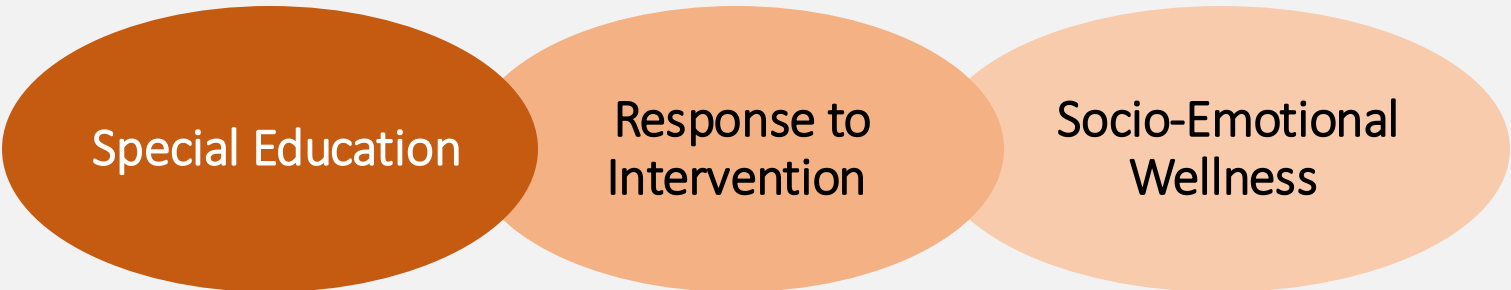
- Device Management
- Digital Learning Platforms
- Professional Development for Teachers
- Student Account Management
- Digital Curriculum Development
- Strategic Planning for the Digital Learning Tools and Pedagogies (Know, Understand, Be able to do)

Figure 1 : Visual representation of the Digital Competency Framework



Complementary Services Team

Overview



Special Education

Response to
Intervention

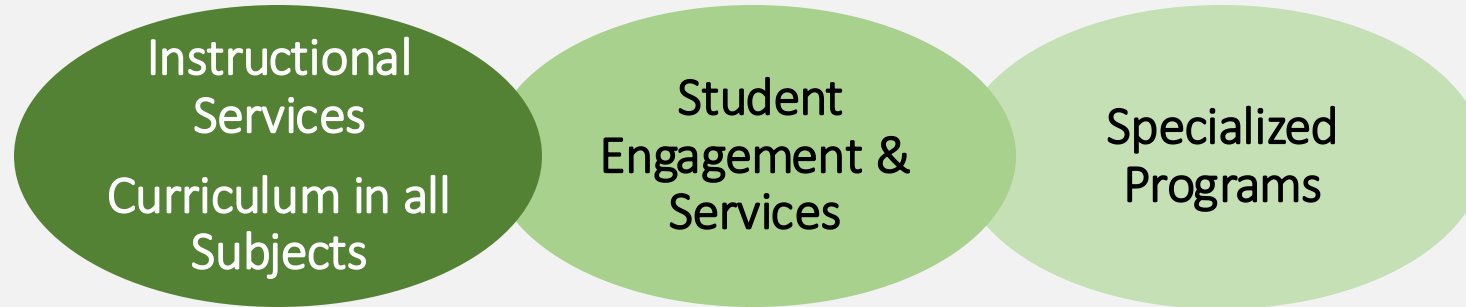
Socio-Emotional
Wellness

We recognize the **inherent worth of all students** and
value the unique gifts they have to offer.

Our inclusive framework works to support the **diverse learning and socio-emotional needs** of our
students, with the aim to **empower students to succeed** at all levels of school life
while embracing their **iiyiyu/iinuu identity**.

Education Services

Overview



Based in Chisasibi, the Education Services Team plays a central role in supporting student learning and success by

- leading the development, implementation, and assessment of academic and social programs,
- integrating meaningful learning experiences with enjoyable activities

Education Services helps make school a fun, inspiring and holistic environment for all students.

Education Services

Purpose

Instructional Services Curriculum in all subjects

- Research and development of the curriculum
- Leading student evaluation and material revisions
- Assist educators to implement the curriculum in their classrooms
- Develop Cree Language and Culture curriculum
- Provide support to teachers to deliver the curriculum effectively in their classrooms
- Encourage teaching strategies that connect students to Cree culture and language

Student Engagement & Services

Develops and implements extracurricular activities that motivate student learning and engagement.

These opportunities allow students to explore their interest beyond classroom, paving the way for stronger focus on both academics and personal growth.

Specialized Local Programs

- Creation, execution, and evaluation of specialized local programs in areas such as the **arts, sports, and mental wellness**, including initiatives that promote a bully-free environment.
- These programs are designed to reflect the needs and interests of students while fostering a safe and inclusive school culture.

Education Services

Deliverables

Instructional Services

- Cree Culture and Language Curriculum
- English Language Arts
- French as a Second Language
- Math Curriculum
- Science Curriculum

Student Engagement & Services

- Breakfast Club
 - Lunch Program
 - Regional Events (Science Fair, Public Speaking Contest, Art Exhibition)
 - Orientation Trips
 - Cree Language Day
 - Intra Mural Sports
 - Indspire
- Education Funding Programs

Specialized Programs

- Mikwchiyam (Arts Program) in all schools
- Bully Free Program (Safe School Program) in all schools
- Sports (Fitness Program) Pilot project 2025-2026 in Mistissini, Chisasibi and Waskaganish

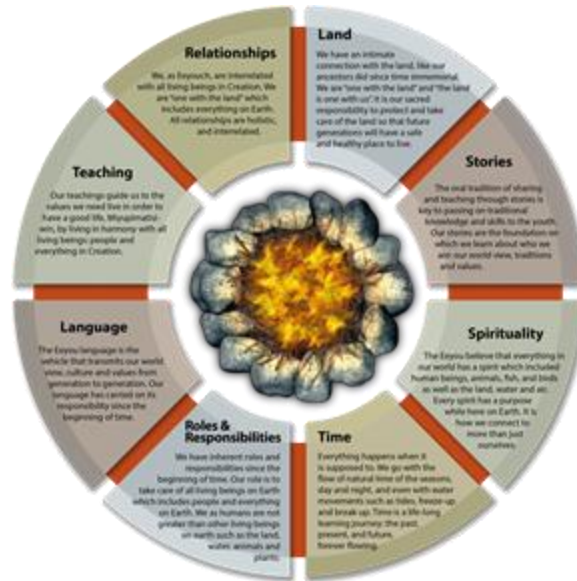


History of liyiyuu/liyiyiu Aschii program

Secondary III and IV

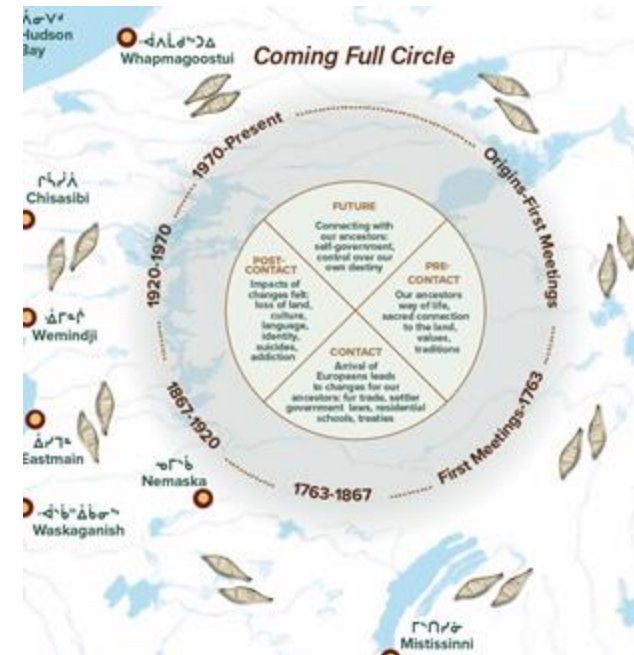
Secondary 3: The Foundation

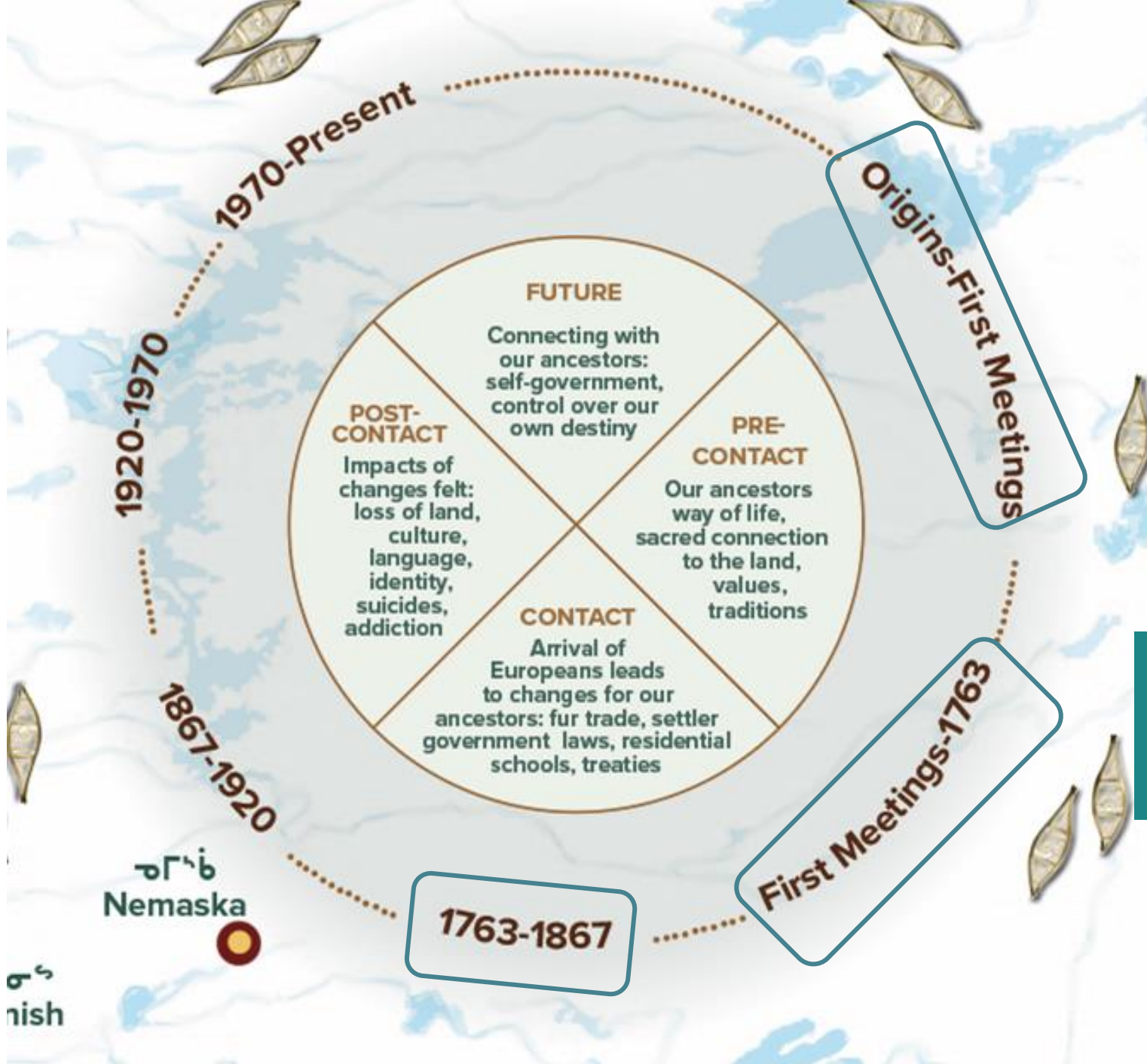
- Students develop a strong sense of identity as Eeyouch.
- They learn about the ways in which their people continue to pass on traditional knowledge.
- They learn about the ideas (seeds) and events that shaped the Canada and Quebec of today.



Secondary 4: The Journey

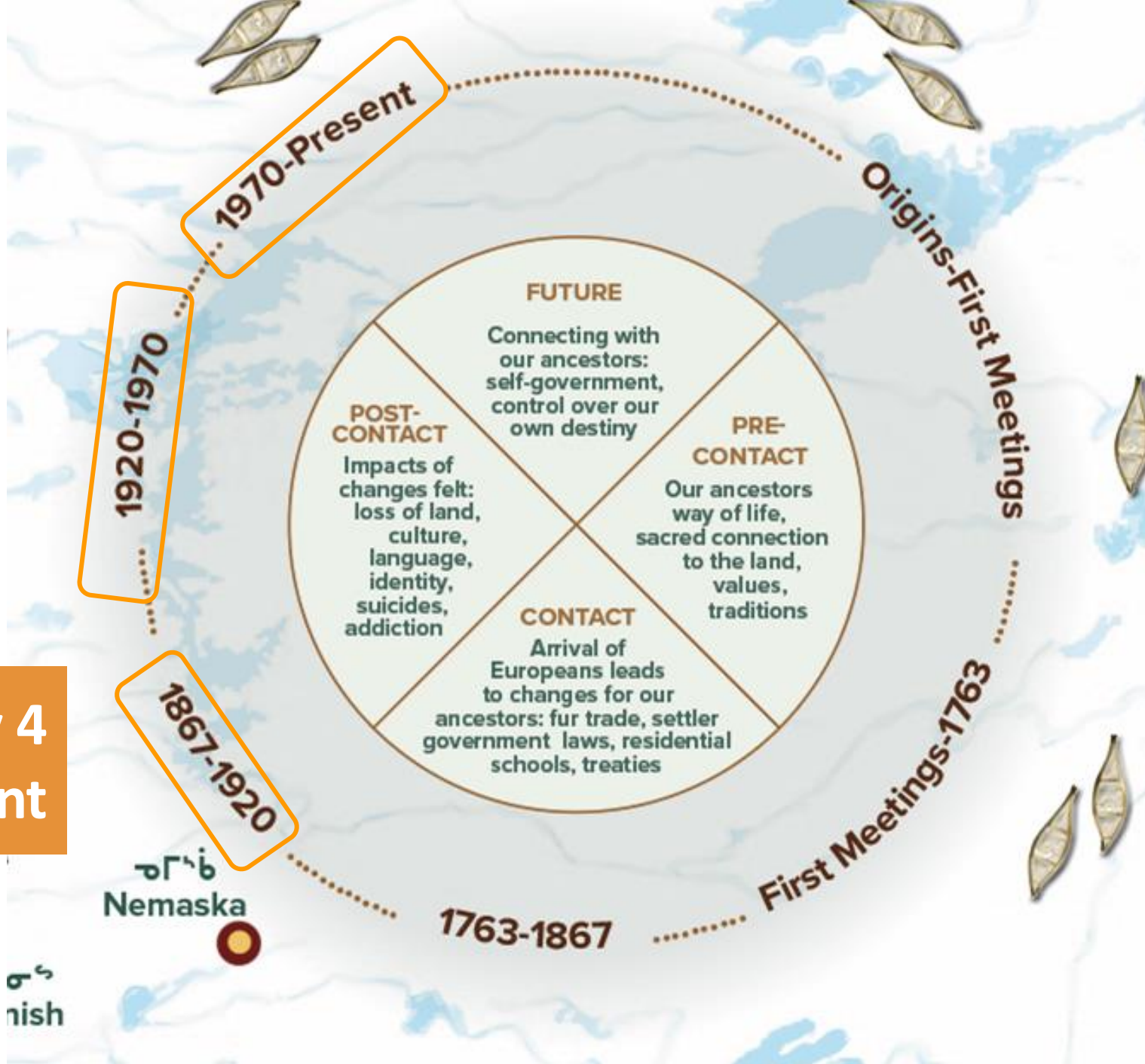
- Students learn about the events of the past 150 years.
- These events are often traumatic and difficult - they are not neutral "facts".
- Students will be well-served by their learnings from Sec 3 on the journey through the Sec 4 content.





Secondary 3
Content

Secondary 4 Content



Curriculum and Learning Toolkit



CREE SCHOOL BOARD

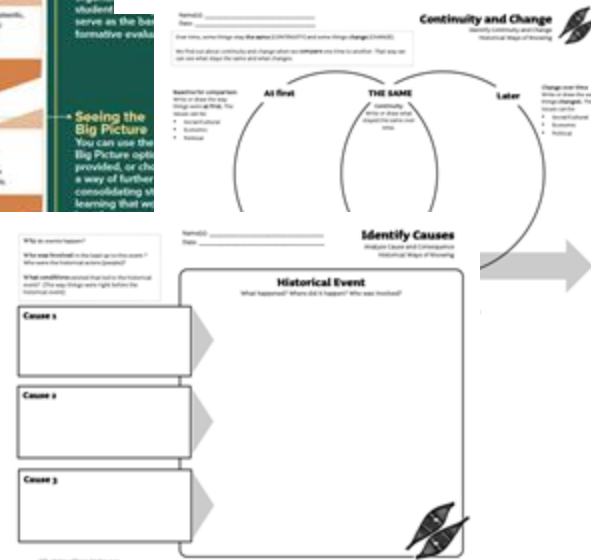
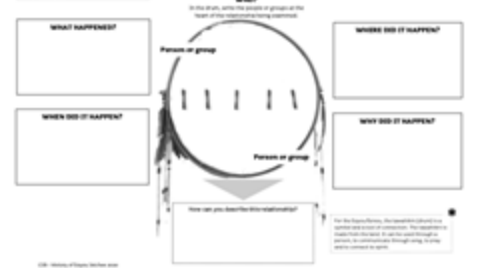
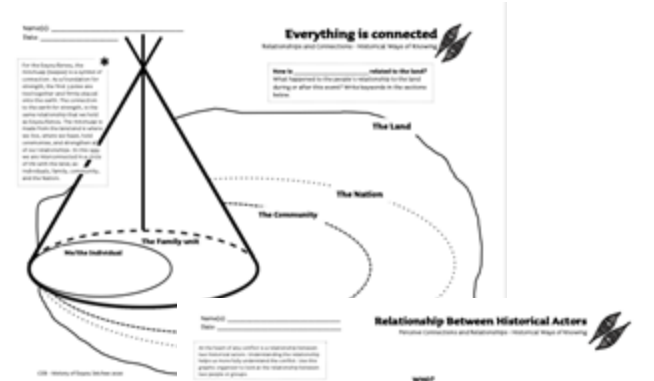
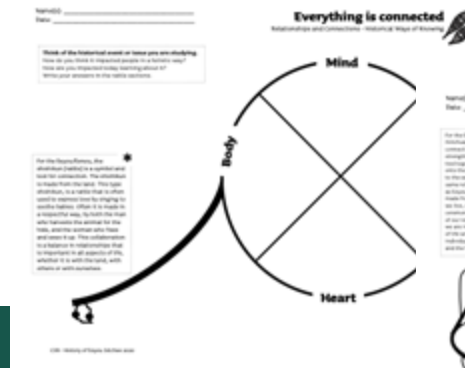
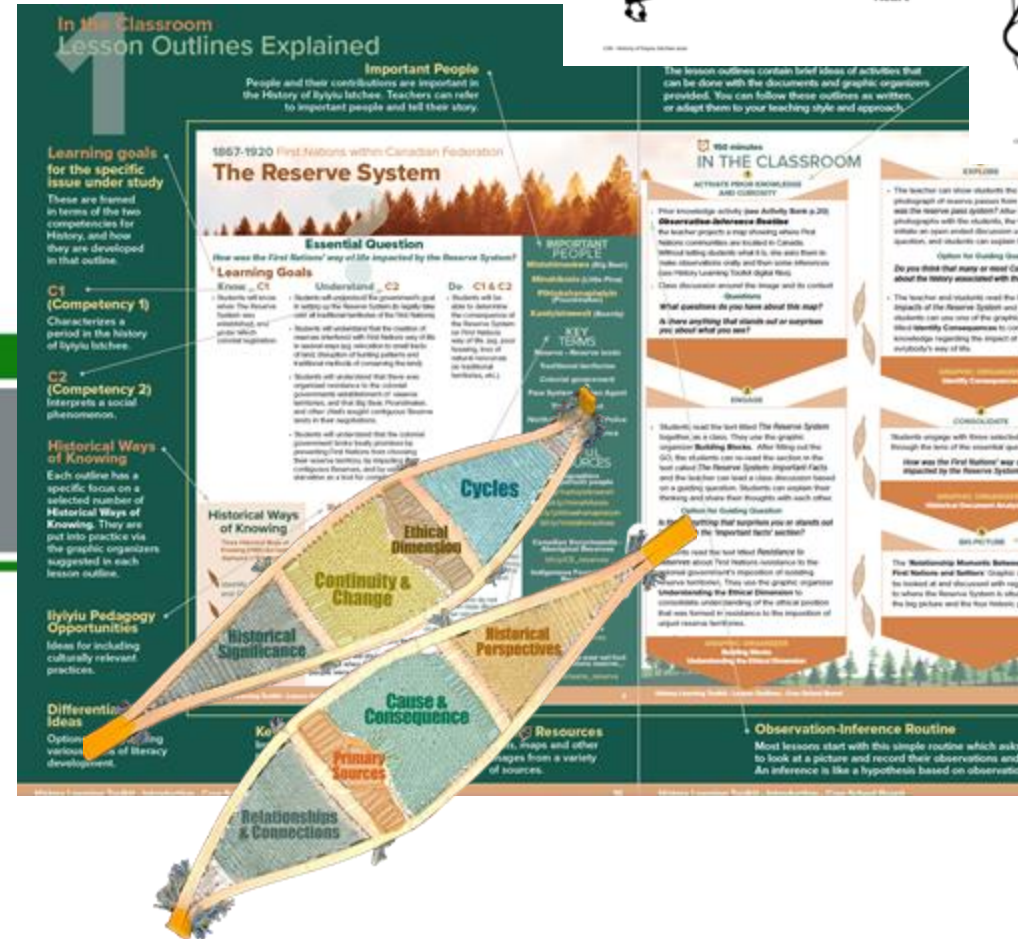
SECONDARY SCHOOL EDUCATION

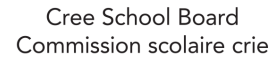
History of Iiyuu/Iiyiu Aschii
DRAFT August 2020

Cree School Board

Senior Secondary

DRAFT History of Iiyuu/Iiyiu Aschii





Social Science Secondary Cycle 1

Land Relationships in Large Empires

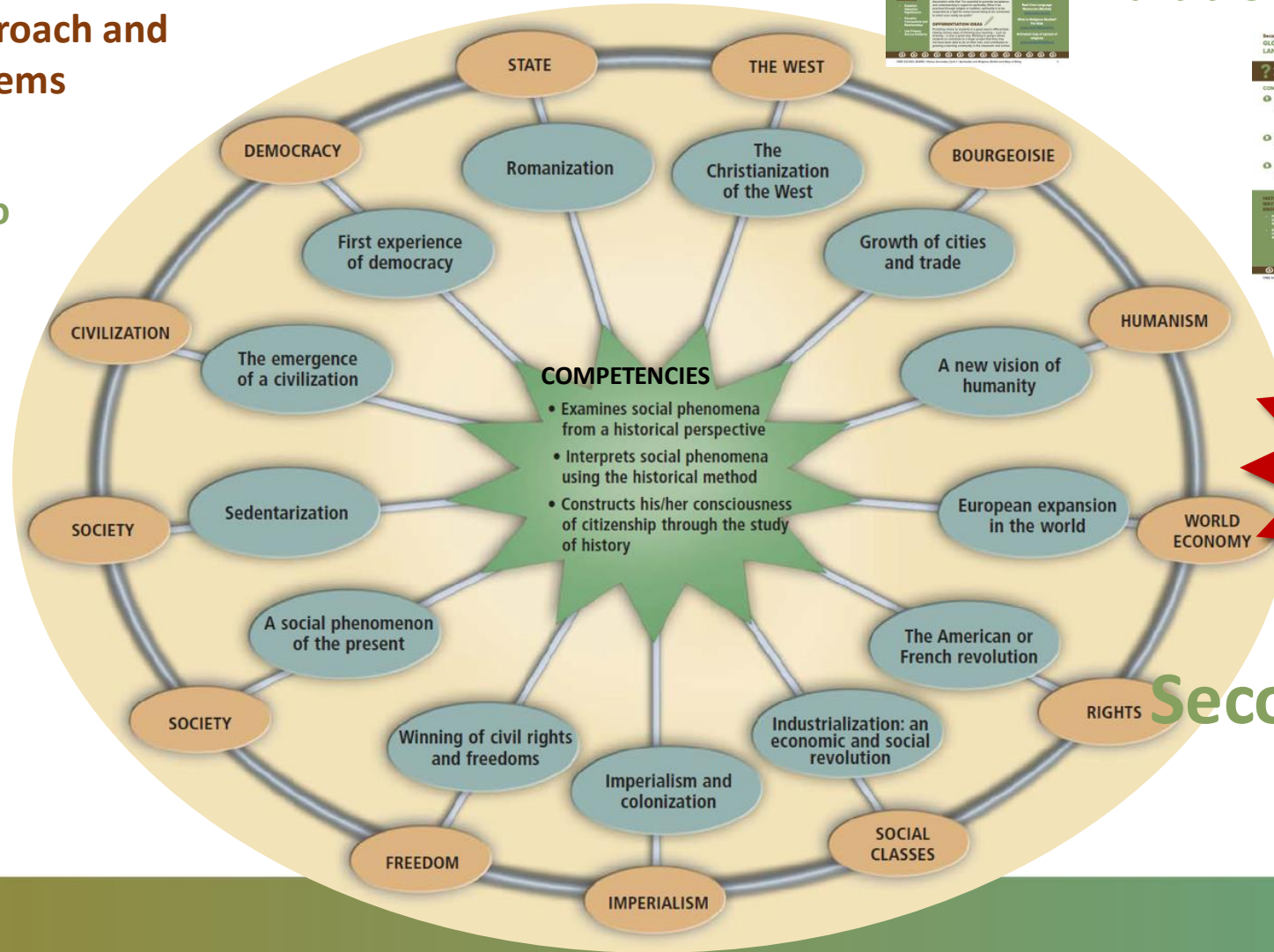
Spirituality and Religions

Global Trade Routes and the Land

Governance Approach and Systems

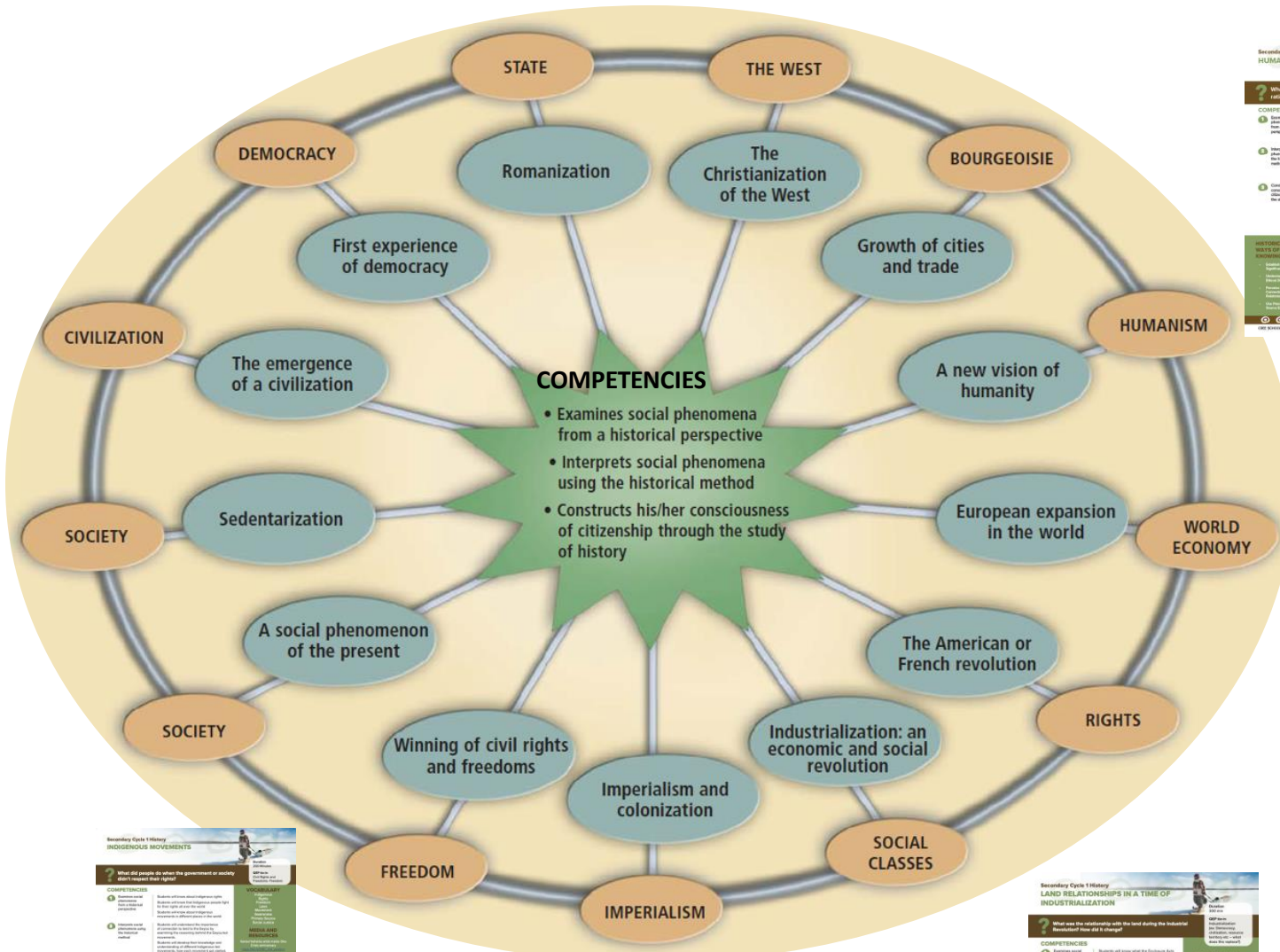
From Nomadic to Sedentary and Beyond: Land Relationships

Nationhood & Relationship with the Land



**In French
and
English**

**Secondary Cycle 1
- Year 1
HISTORY**



Humanism



Intro to Fur Trade



Rights and Treaties



Industrialization and the Land

Secondary Cycle 1

- Year 2

Indigenous Rights Movements

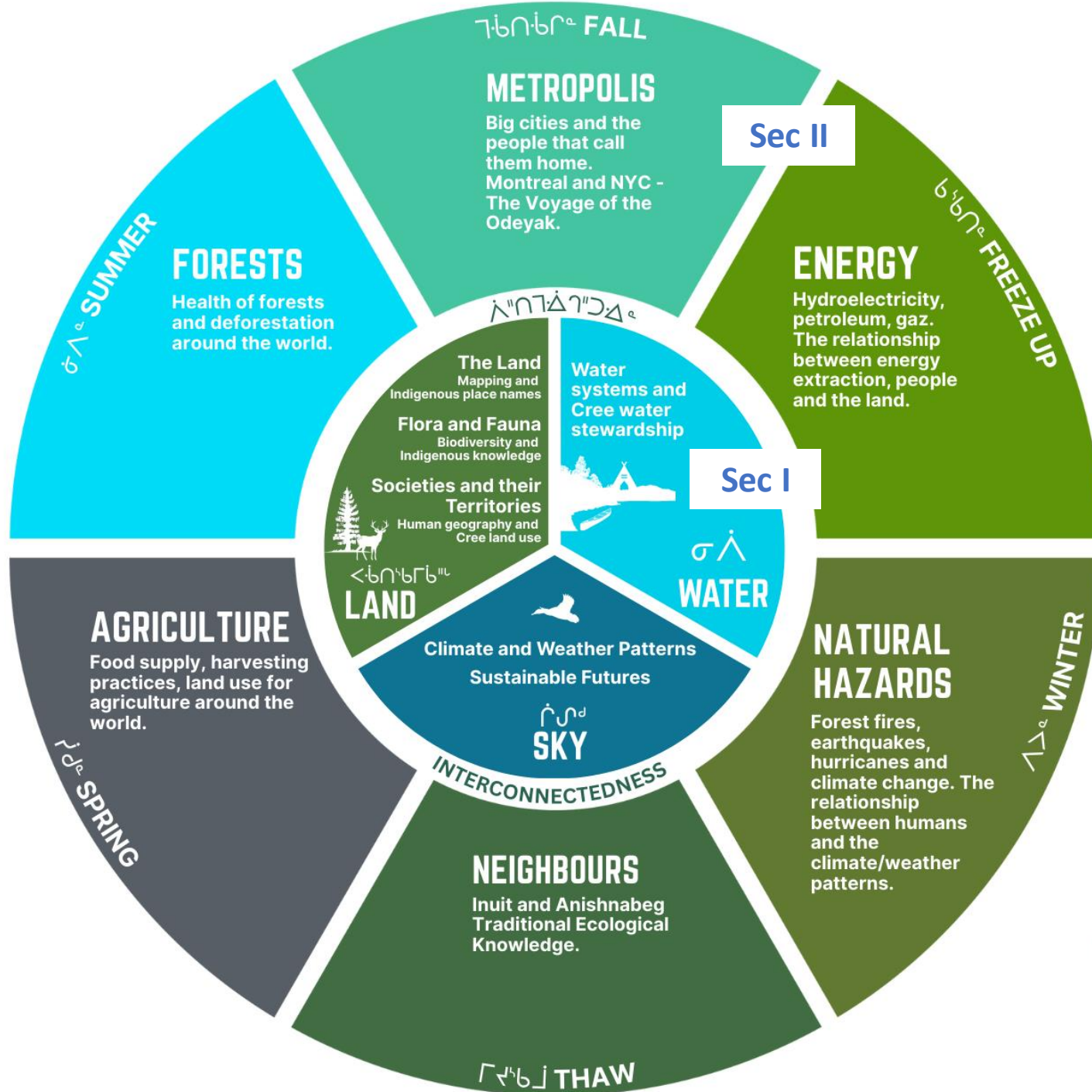
Global Colonization



Units currently being developed for Sec I and II

Sec I is an Eeyou-focused program based on Cree traditional knowledge, while aligning with QEP Geography competencies.

Sec II aligns more closely with QEP topics for Sec Cycle 1 Geography

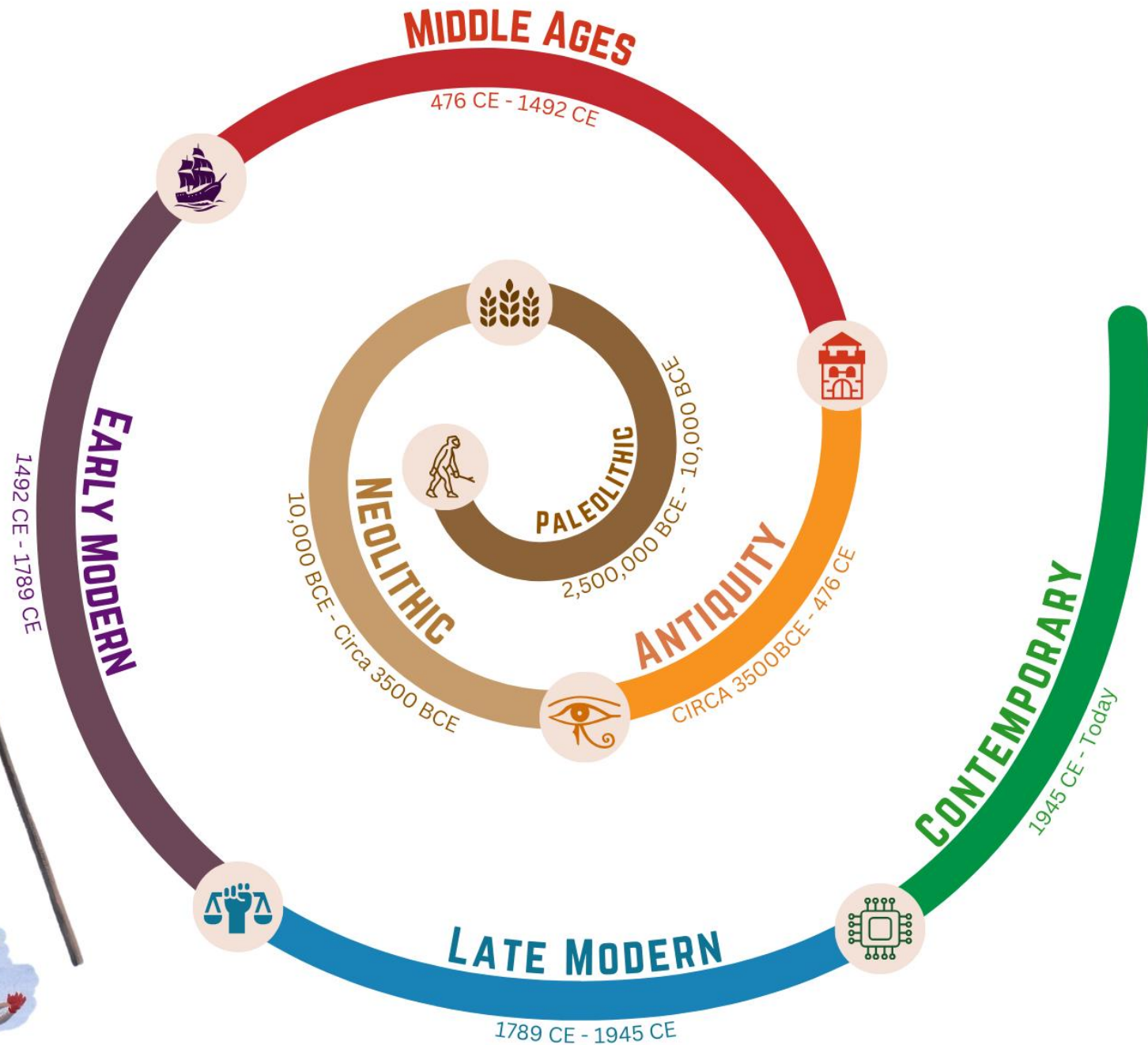


Sec I and II Geography



Time is non-linear and cyclical in nature. It is measured in cyclical events. The seasons are central to this cyclical concept, as are cycles of birth and death. Our ancestors and our children are part of the cyclical view of time.

This does not mean that history repeats itself. It means that nothing is lost, only transformed. The lessons of the present and future are found in the past.



Complementary Services Overview

Services Provided by the Complementary Services Teams

We offer ongoing and extensive support to school administrators, teachers, and support personnel.



Special Education Services

- Neuropsychological Assessments
- Individual Education Plans
- Assistive Technology
- Modified and Adapted Educational Pathways
- Work Oriented Training Programs
- Speech and Language Pathology (in development)



Socio-Emotional Wellness

- Counselling and psycho-social support, response to crises and traumatic events
- Targeted Support to Readaptation Officers for Intervention Planning
- Behavioural Management Systems Training
- Crisis Response Planning
- Suicide Prevention

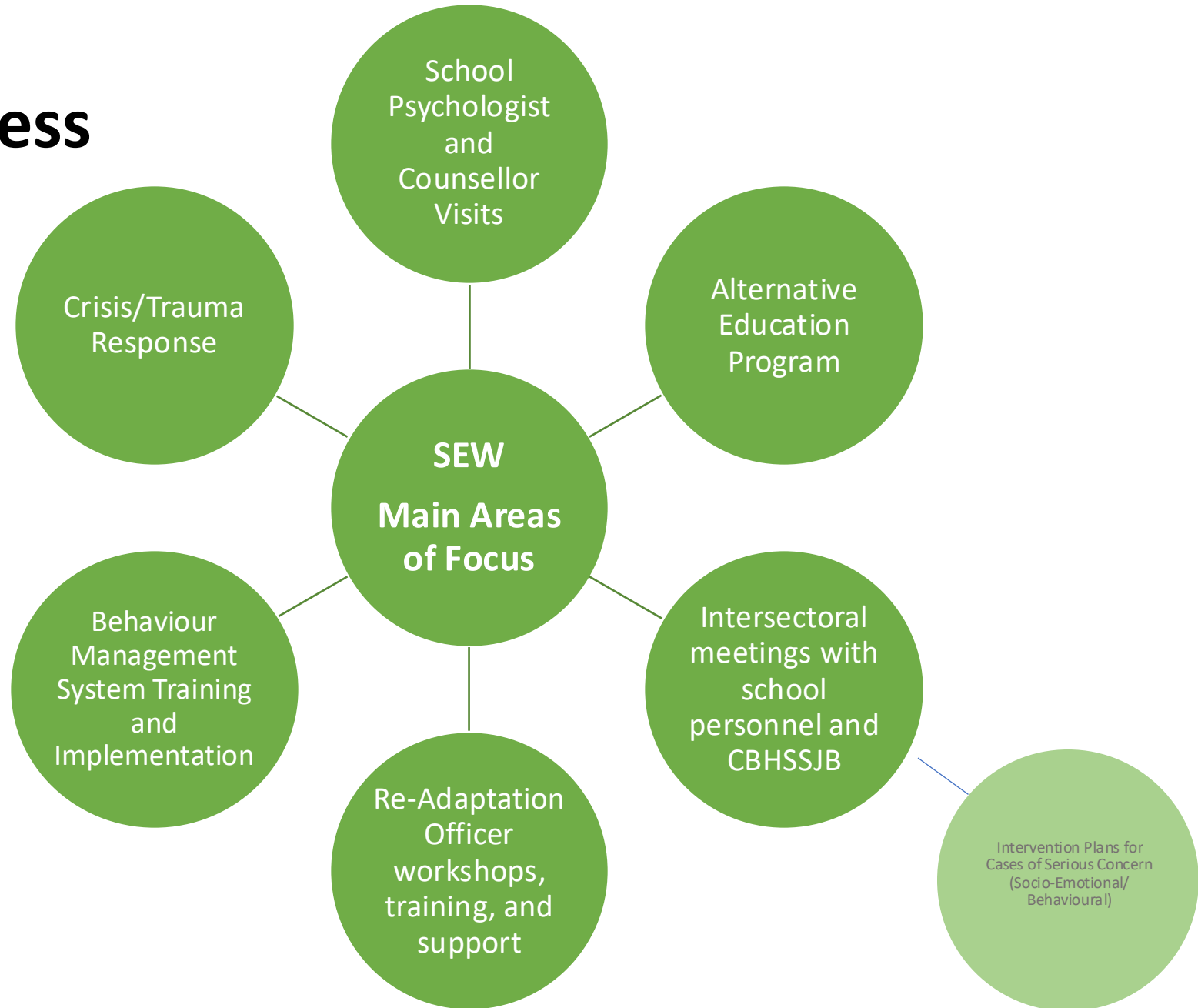


Response to Intervention

- Monitor Student Literacy Levels
- Structured Literacy Initiative - Grade 1 & 2 (English and French)
- Literacy interventions Lexia: Core 5 (Grades 1-5) Power Up (Grade 6- Secondary 3)
- Empower Reading Grade (Grade 1-6)

Socio-Emotional Wellness

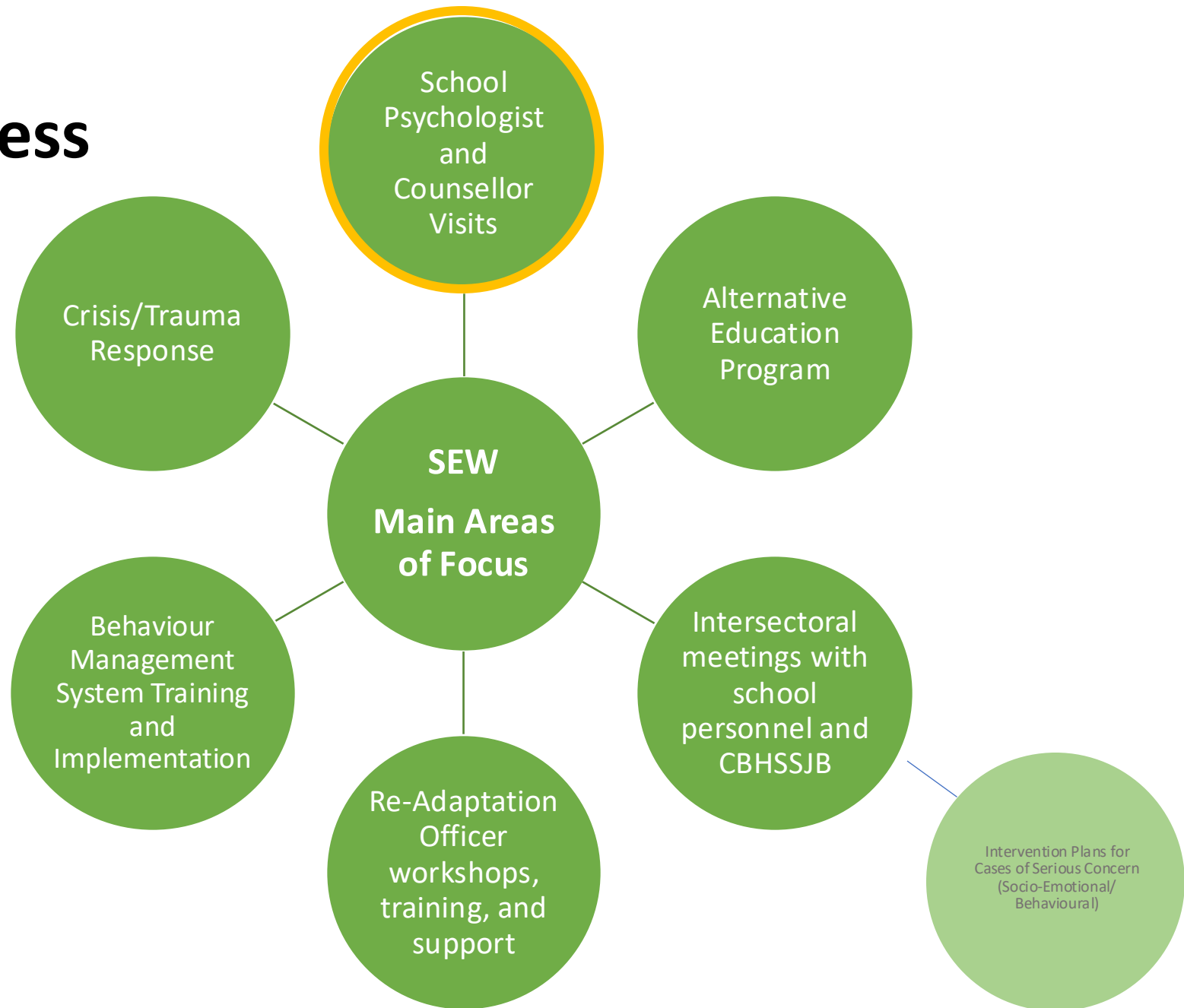
Socio-Emotional Wellness (SEW)



Direct Support to Students and Schools



Socio-Emotional Wellness (SEW)



School Psychologist & Counsellor Roles

School Psychologist

Provides *psychological consultation* addressing the social, emotional, and behavioural concerns of our youth sector students *impacting academic success*.

Focus: **Provide recommendations concerning classroom strategies, collaboration with parents, and/or referral for further assessment**

School Counsellor

Helps students *cope with challenges* and *build skills for wellbeing and success*.

Focus: **Guidance, emotional support, and everyday student wellbeing**

On-Site Socio-Emotional Support

**185 student sessions offered by a CSB psychologist and/or counsellor
+ 60 sessions with families**

Keith Marchessault, Ph.D.
Psychologist
&
Joey Georgekish
Counsellor

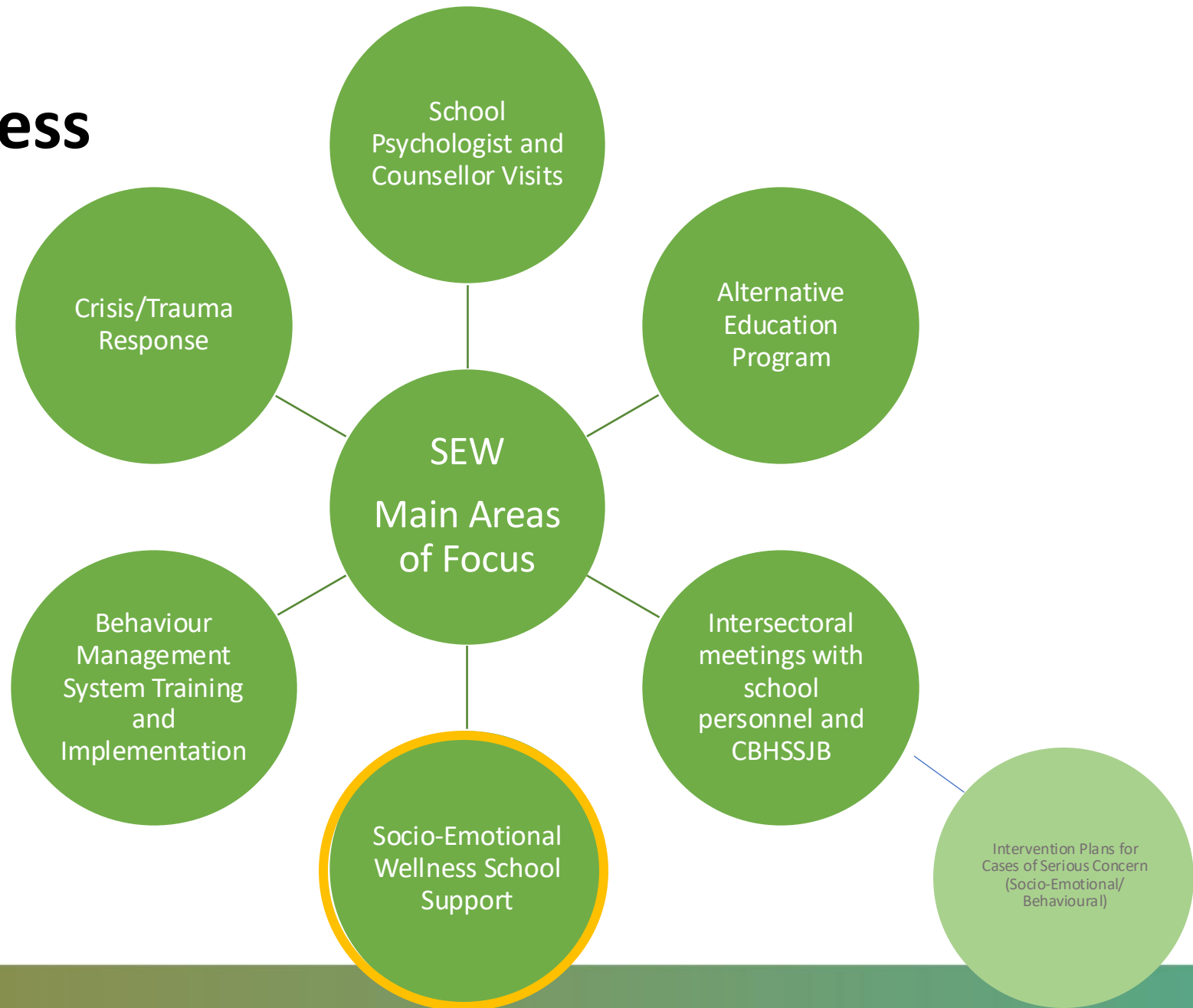
Approximately
200 hours of
support to
individual
students

15 School Visits (3.5 days per visit):

This includes:

- Individual meetings with students
- Parent Meetings
- School Administrators/Teacher Support
- Re-Adaptation Officer Support
- Reports to School Administrators with strategies and recommendations for individual students

Socio-Emotional Wellness (SEW)



Socio-Emotional Wellness School Support: Re-Adaptation Officers

What is a Re-Adaptation Officer?

A re-adaptation officer helps students learn the behavioural, emotional, and social skills they need to adapt successfully to school life.



Professional Learning Communities for Re-Adaptation Officers

Monthly meetings to support Re-Adaptation Officers with:

- Understanding their roles and responsibilities
- Managing and scheduling according to case load
- Creating a Behaviour Intervention Plan
- Preventative programs
- Planning interventions using resources from the Centre of Excellence for Behaviour Management

Socio-Emotional Wellness School Support

School support includes:

- Classroom observations
- Intersectoral meetings
- Case discussions
- Meetings with Re-Adaptation Officers
- Behaviour Intervention Plans
- Local Support Team meetings
- Trainings for Re-Adaptation Officers
- Re-integration meetings
- Professional Learning Communities

127

direct support hours to
Re-Adaptation Officers

228

direct support hours
to other school staff



355

total hours of direct
support to schools

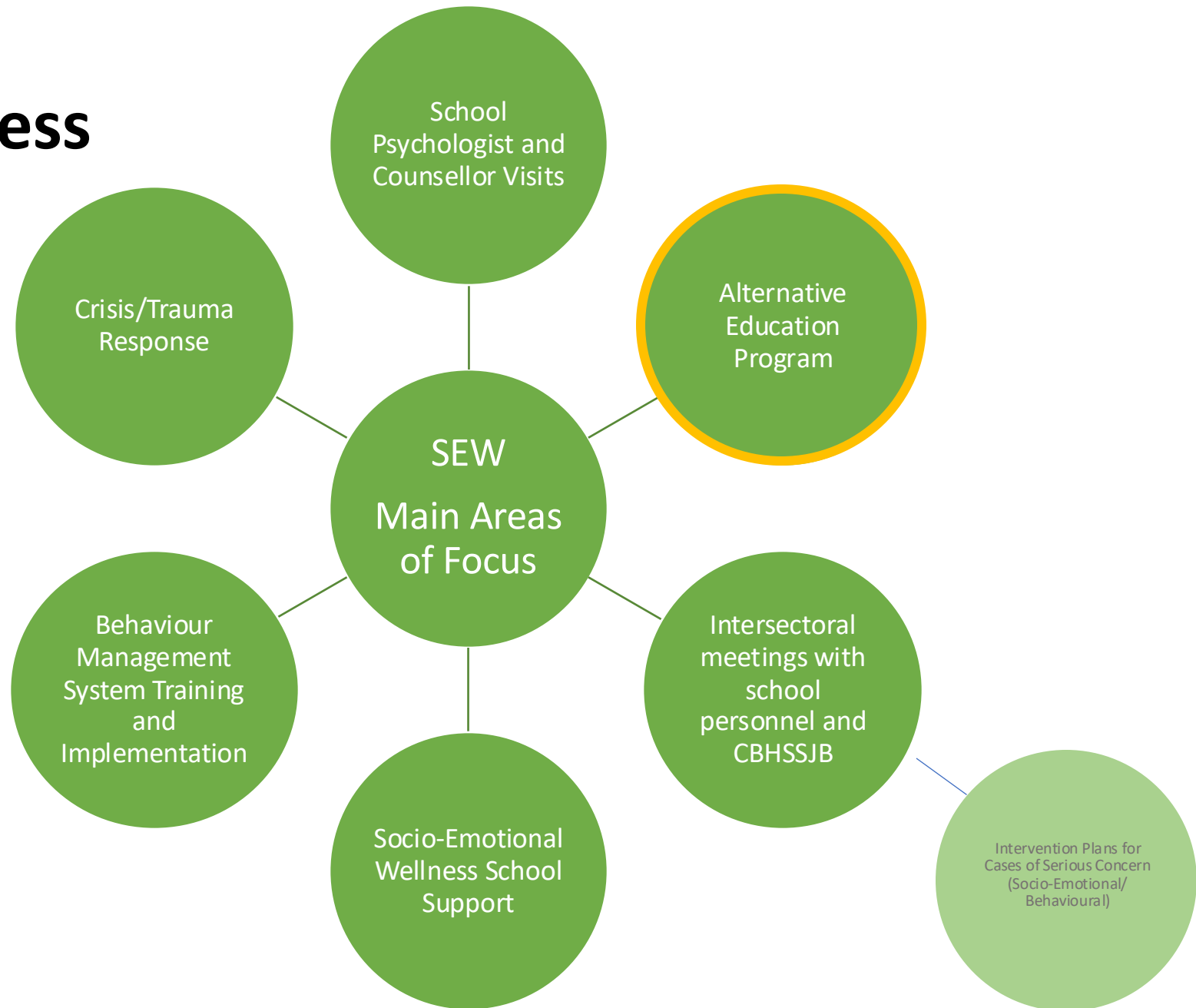
This includes:

22

in-person school
visits (avg. 3.5
days per visit)



Socio-Emotional Wellness (SEW)



Alternative Education Program

Purpose:

Provide a hybrid educational program (online and land-based education) to meet the needs of students who, for reasons of social maladjustments, mental health and/or safety, cannot participate in in-person learning at the local school.

Clientele:

Max. 15 students in Sec 2

Max. 15 students in Sec 3

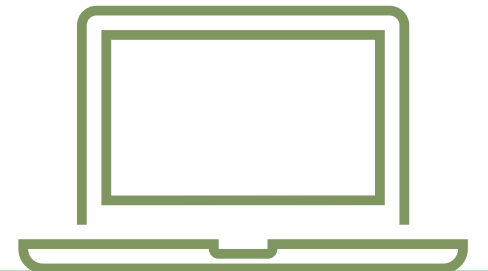
- Severe Social Maladjustment / Behavioural Concerns
- Mental Health and/or Severe Anxiety

- Program concept was developed in collaboration with School Operations
- Program includes in-person supports to students
 - Re-Adaptation Officers, CBHSSJB personnel, CSB Psychologist/Counsellor (SEW Team)
- All students have an Intersectoral Support Plan created and followed.
- Will include land-based component (in development)

Alternative Education Program: Pilot Phase

Current Status:

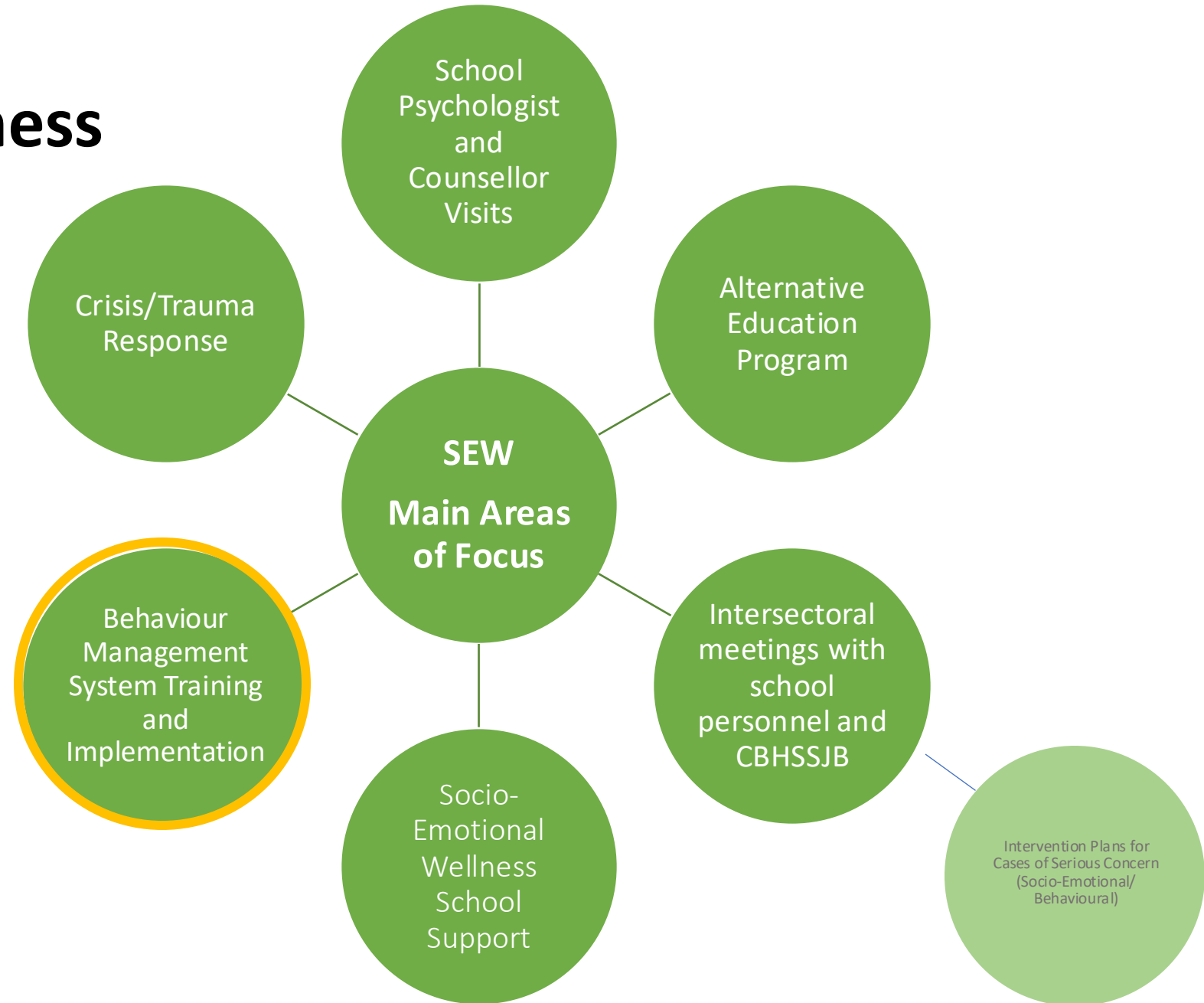
- 1 teacher
- Open enrollment for Sec 1, 2 & 3 students
- Offering language arts, history & geography instruction
- Focus on building literacy skills
- Land-based component in development



Student Impact

Our student experienced significant challenges attending school due to social anxiety and behavioral responses that emerged when they felt overwhelmed in the school environment. At times, they would act out in concerning ways as a way of coping and attempting to leave the situation. Over several years, the school worked closely with the family to provide interventions, alternative schedules, and accommodations; however, regular in-person attendance continued to be difficult. Earlier this year, they transitioned to Online Virtual Learning in English, History, and Geography and has been extremely successful. Through strong collaboration between the parents, teachers, and administration, they have shown impressive resilience and adaptability, and the entire team is very proud of their progress with this new learning option.

Socio-Emotional Wellness (SEW)



Behaviour Management Systems (BMS)

Purpose:

Empower educators to manage student behaviours and critical incidents, fostering safe and secure learning environments

Program Objectives:

1. Break the cycle of inappropriate behaviors and their consequences
2. Improve the safety of all staff and students
3. Promote respectful work and learning environments

Benefits of BMS:

- Developed by teachers for teachers
- Empowers teachers to investigate and make solid plans for dealing with behaviours
- Covers prevention as well as de-escalation
- Trauma informed approaches
- Focus is on investigating the "*why*" of challenging behaviour for individual students

Training & Implementation

Behaviour Management Systems (BMS)

Training Initiative (2024-2025)

Updated on June 9th 2025



What is BMS?

BMS training empowers educators to manage student behaviors and critical incidents, fostering safe and secure learning environments

Train the Trainer

21

CSB staff members were trained in BMS and then tasked with training school teams in the approach



13

Schools have participated in BMS training to date



Participants

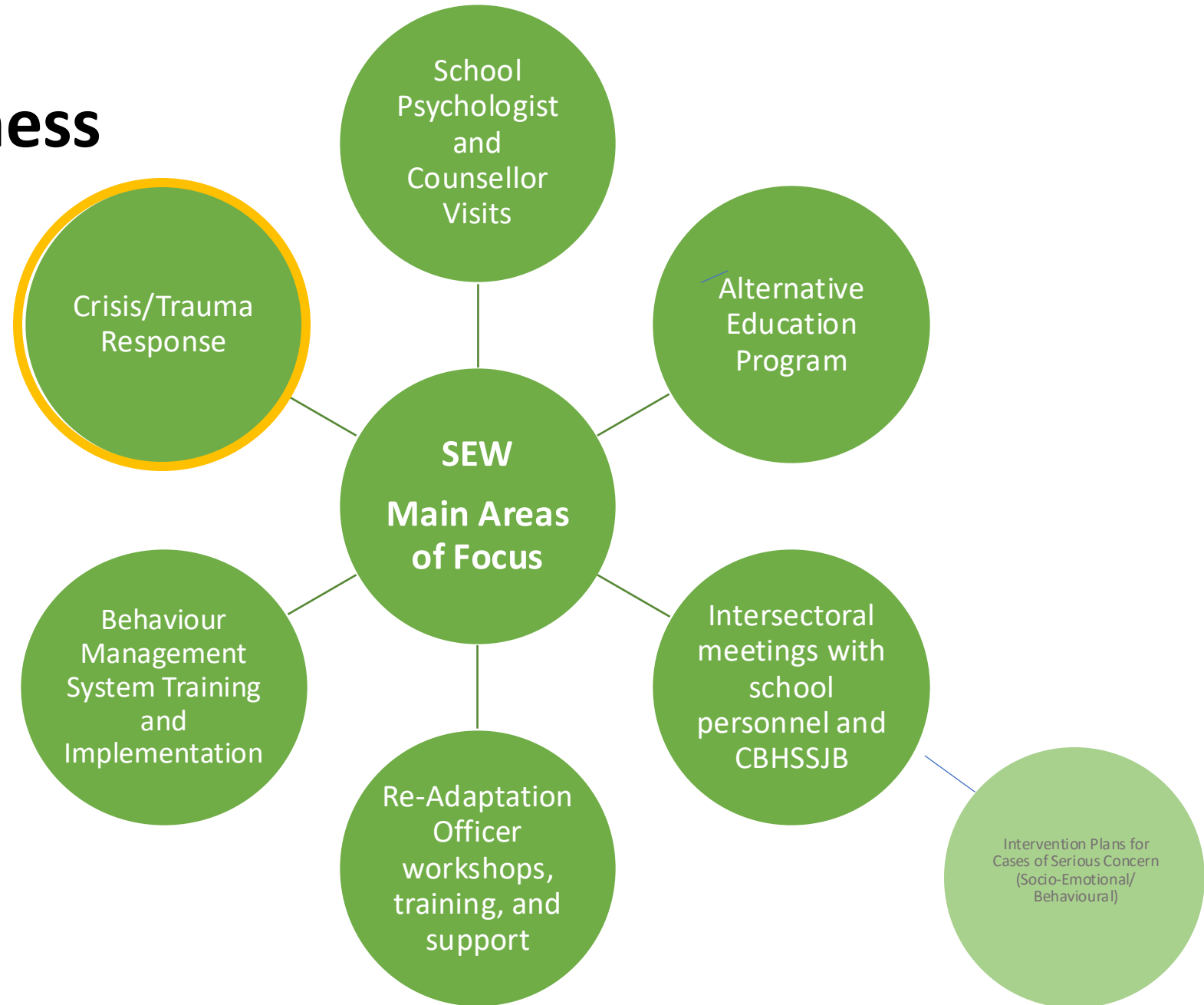
242

Educators have completed training on non-physical prevention and intervention techniques, with more training opportunities planned soon



One School Board
Commission

Socio-Emotional Wellness (SEW)



Traumatic Incident Response Plan

Purpose:

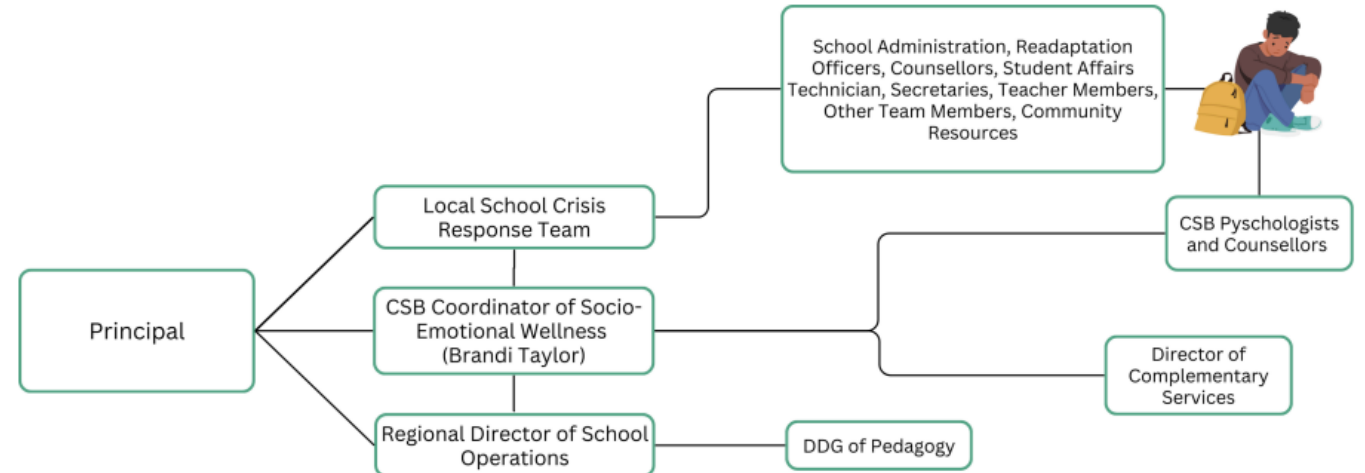
Increase capacity to respond to a traumatic incident in a universal, consistent, and appropriate manner

Principal/Vice Principal Checklist

- ☐ Gather information and clarify facts regarding the traumatic incident.
- ☐ Call the Regional Director of School Operations and the Coordinator of Socio-Emotional Wellness.
- ☐ Call and facilitate a meeting with the School Crisis Response Team.
- ☐ Arrange and facilitate a staff meeting with the School Crisis Response Team.
- ☐ Identify at-risk staff and students.
- ☐ Identify space(s) for the Crisis Response Team and external support personnel to work and meet with individuals at risk.
- ☐ Create a plan for the return of students to the school and share with staff.
- ☐ Communicate necessary information to parent(s)/guardian(s).
- ☐ Review upcoming events that may need to be cancelled/postponed.
- ☐ Arrange for staff debriefing.
- ☐ Prepare final incident/response report following debriefing of School Crisis Response Team.

Communication Flow Chart

Who to contact in the event of a traumatic incident



Suicide Prevention Training & Protocol

PROTOCOL

SUICIDE PREVENTION

If a staff member becomes aware—either directly from a student or through a report from another student—of suicidal thoughts or signs of self-harm, they must take the following actions immediately:

- 1 Alert the Principal and/or Vice-Principal immediately
- 2 Inform the Readaptation Officer (or an ASSIST-Trained Staff Member)
- 3 Fill out an incident report (Mozaik)
- 4 Forward the incident report to Administrators and the school's Readaptation Officer

THE READAPTATION OFFICER WILL

- 1 Interview the reporting or at-risk student
 - a. Assess the student considered to be at risk (if reported by a friend)
- 2 Establish a Safety Plan
- 3 Inform and entrust the student to their parent/guardian*
- 4 Notify Youth Protection: 1-800-409-6884
- 5 Update the Principal and Vice-Principal
- 6 Coordinate follow-up services and monitoring
- 7 Complete an Annex H to initiate psychological services

*See the following page for important information about when to inform parents



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Cree School Board
Commission scolaire cri

NEVER LEAVE AN AT-RISK STUDENT UNATTENDED

IF STUDENT LEAVES,
IMMEDIATELY REPORT
THE SITUATION TO THE
EMERGENCY LINE

1-800-409-6884



Applied Suicide Intervention Skills Training (ASIST)

- Two-day interactive workshop in suicide first aid
- Teaches participants to recognize when someone may have thoughts of suicide
- Teaches participants how to work with someone to create a plan that will support their immediate safety

- September 23rd to 25th, 2025 in Montreal, QC
- 15 participants (one person from every school)

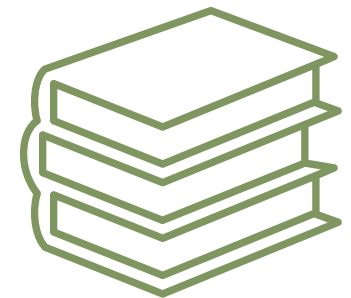


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Cree School Board
Commission scolaire cri

Literacy & Psychosocial Well-being

Literacy & Psychosocial Well-being: Making the link

- Literacy is among the major antidotes for poverty
- Literate people have more choices in their work and personal lives, leading to greater freedom
- Literacy is great at teaching you how to think successfully – that is, making meaning one step at a time to then build a story
- There is a positive feedback loop between high literacy levels and mental health
- Literate people have more economic opportunities, are more politically engaged and less socially isolated



Fisher, D., Frey, N., & Hattie, J. (2016). Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning. Corwin Press: California, USA.

Sparks, S.D. (April 19, 2011). Study: Reading Problems Can Flag Potential Dropouts. Education Week.
<https://www.edweek.org/teaching-learning/study-reading-problems-can-flag-potential-dropouts/2011/04>

Cree School Board Literacy Intervention Initiatives

Purpose:

To address the widening literacy gaps that emerged as a result of prolonged school closures during the COVID-19 pandemic

Recognizing the urgent need to support students in regaining foundational reading skills, in 2022 the CSB proactively implemented a series of targeted reading interventions across its schools. These initiatives included enhanced early structured literacy programming.

By prioritizing literacy recovery, the CSB demonstrated its commitment to educational equity and student success, ensuring that all learners had access to the tools and support necessary to thrive academically in a post-pandemic environment.

Cree School Board Literacy Interventions



Daily reading intervention programs for all students in grade 1 to Secondary 3
-English Sector



Daily reading intervention programs for all students in grade 6 to Secondary 3
-English Sector



Daily reading intervention program for all students in grade 1 to Grade 6
- French Sector



Intensive daily reading intervention program for our most struggling readers implemented since 2014.
-English Sector



- For students in grades one to five
- Focuses on six key areas of reading: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension
- Blended learning approach with online activities, teacher resources, and real-time reporting



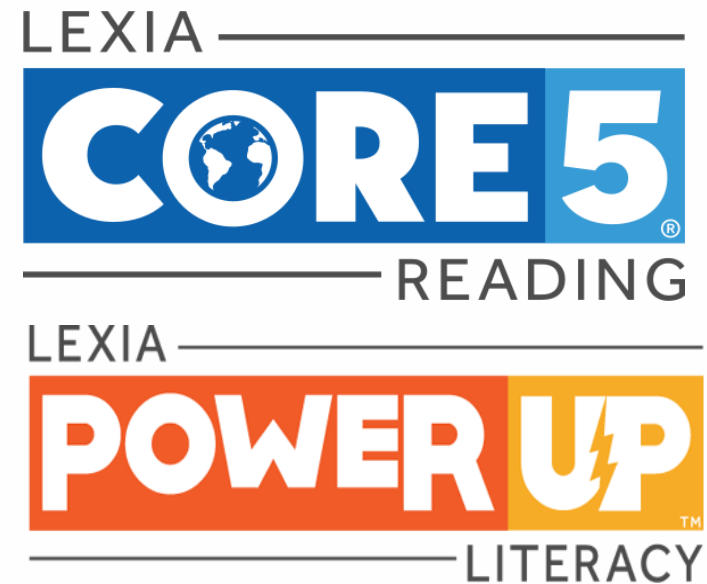
- For students in grades six to secondary three
- Accelerate literacy gains for students who are not meeting college and career-ready standards
- Focuses on grammar, word study, and comprehension, helping students make significant academic growth

Usage Targets

Lexia has recommended usage targets, based on a student's **grade** and their **risk of not achieving the grade-level benchmark** (ranges from 60-100 minutes per week)



Data presented in the following slides is based on Lexia usage targets.



The CSB recommends **20 minutes per day** (80-100 minutes per week) as the board-wide usage target, based on CSB students' low literacy levels.

CSB Lexia Usage Rates

REPORTING PERIOD

Number of
Students with
Lexia Accounts

Number of
Students with
Active Usage

Number of
Students
Meeting Target
Usage Rates

Term 1

2905

1823 (63%)

610 (33%)
of those with usage

Term 2

2978

1799 (60%)

548 (30%)

Snapshot of Student Reading Progress in Lexia Reading Programs

Lexia Core5 Student Progress	2024-2025 school year	31% of students were working <u>at</u> or <u>above</u> grade level
	2023-2024 school year	16% of students working <u>at</u> or <u>above</u> grade level
	2022-2023 school year (initial implementation)	2% of students at grade level



Empower Reading Intervention

Empower Reading is an evidence-based intervention that significantly improves decoding and reading comprehension outcomes for students with **dyslexia and reading disabilities**.

Source: Panda et al., 2024, Journal of Learning Disabilities

It was Developed at The Hospital for Sick Children, Empower Reading is grounded in over 30 years of research on dyslexia and effective reading intervention.



Empower Update: Term 1



13

**PARTICIPATING
GROUPS**

11

**TEACHERS
PARTICIPATING**

78

STUDENTS

3

**NEW TEACHERS
TRAINED THIS
YEAR**

**EMPOWER IS A DAILY READING INTERVENTION PROGRAM FOR OUR MOST
STRUGGLING READERS (ENGLISH SECTOR)**

Structured Early Literacy Program Grades 1-3



Grade 3 reading skills & high school program completion

x4

Children who are not proficient readers by the end of grade 3 are **four times** more likely to drop out of high school

17%

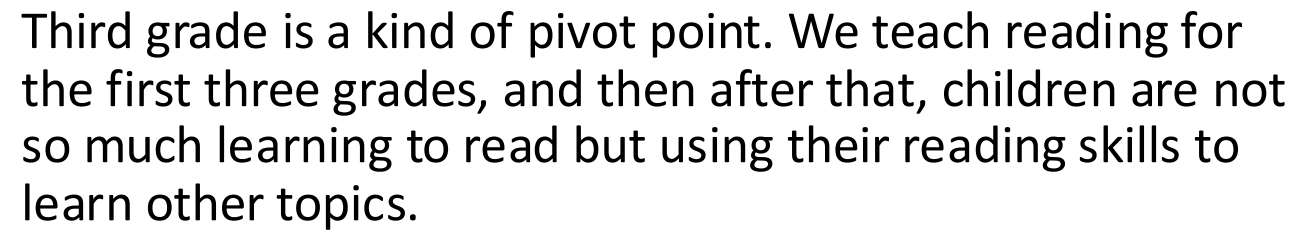
1 in 6 children who are not reading proficiently in grade three drop out of high school

x6

When poverty is combined with poor reading skills, the risk rises even further – to **six times more likely** to drop out of high school

Annie E. Casey Foundation. (April 8, 2011). Students Who Don't Read Well in Third Grade Are More Likely to Drop Out or Fail to Finish High School. <https://www.aecf.org/blog/poverty-puts-struggling-readers-in-double-jeopardy-minorities-most-at-risk>

Grade 3 Reading: A Critical Turning Point



-Donald J. Hernandez

Structured Early Literacy Plan Grades 1 -3

This multi-faceted approach empowers educators with the tools and support they need to meet the diverse needs of their grade 1, 2 & 3 students, **fostering foundational literacy skills** that pave the way for lifelong learning and academic success.

The structured early literacy program (in 7 schools across the CSB) involves using evidence-based programs such as Heggerty & UFLI to enhance literacy skills



Builds strong phonological awareness

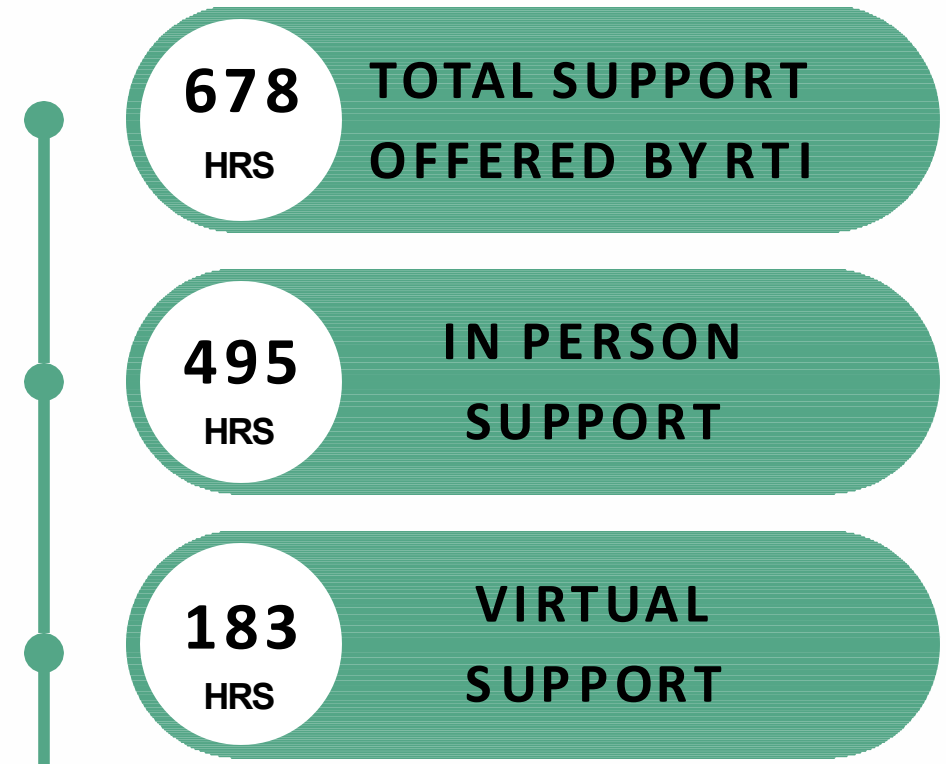


Systematic phonics instruction through UFLI

Structured Early Literacy Support

Term 1 -2 2025-2026

- **20 teachers** trained this September
- **564 students** participating
- **7 elementary schools involved**
 - Ouje-Bougoumou
 - Waswanipi
 - Nemaska
 - Waskaganish
 - Eastmain
 - Whapmagoostui
 - Wemindji



Term 1

	August 2024				
	Alphabet Skills & Letter Sounds				
	Part A	Part B	Part C	Part D	Part D
Class	Letter Names (Uppercase)	Letter Names (Lowercase)	Consonant Sounds	Long Vowel Sounds	Short Vowel Sounds
18					
Student	/26	/26	/21	/5	/5
1	10	11	9	0	3
2	21	20	15	4	3
3	20	16	16	0	4
4	26	26	18	1	4
5	26	26	21	0	5
6	9	3	3	0	2
7	18	18	10	0	3
8	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
9	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
10	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
11	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
12	4	14	14	0	2

Term 3

	June 2025				
	Alphabet Skills & Letter Sounds				
	Part A	Part B	Part C	Part D	Part D
Class	Letter Names (Uppercase)	Letter Names (Lowercase)	Consonant Sounds	Long Vowel Sounds	Short Vowel Sounds
18					
Student	/26	/26	/21	/5	/5
1	26	26	21	5	5
2	26	26	21	5	5
3	26	26	21	5	5
4	26	26	21	5	5
5	26	26	21	5	5
6	23	25	17	5	5
7	26	26	21	5	5
8	26	26	21	5	5
9	26	26	21	5	5
10	17	21	17	1	4
11	26	26	21	5	5
12	26	26	21	5	5

- Proficient
- Developing
- Beginning
- Not Assessed

Benchmarks				
Part A	Part B	Part C	Part D	Part D
0-20	0-20	0-14	0-3	0-3
21-25	21-25	15-19	4	4
26	26	21	5	5

Term 1

Student	Grade 2 Term 1 August									
	Target A: Rhyme Recognition	Target B: Rhyme Production	Target C: Onset Fluency	Target D: Blending Phonemes into Spoken Words	Target E: Final Phoneme Isolation	Target F: Segmenting Words into Phonemes	Target G: Isolating Medial Sounds in Words	Target H: Adding Phonemes	Target I: Deleting Phonemes	Target J: Substituting Phonemes
1	1	0	4	4	5	0	4	2	0	0
2	0	0	5	1	4	0	2	0	0	0
3	1	0	3	5	5	5	3	0	0	0
4	5	1	5	5	3	4	2	0	0	0
5	5	2	5	5	5	5	4	0	2	4
6	2	0	4	0	1	0	0	0	0	0
7	1	0	5	3	5	3	0	1	5	1
8	5	5	4	4	5	5	3	3	5	5
9	5	0	5	4	5	4	2	2	5	0
10	1	0	4	4	5	5	2	0	0	0
11	3	0	5	5	2	3	2	5	0	4
12	5	0	5	5	3	1	3	0	3	0
13	3	0	4	0	0	1	0	1	0	0
14	3	5	5	4	4	4	5	4	2	2
15	0	5	5	0	5	0	2	0	4	1

Term 3

Student	Grade 2 End Of Term 3 June									
	Target A: Rhyme Recognition	Target B: Rhyme Production	Target C: Onset Fluency	Target D: Blending Phonemes into Spoken Words	Target E: Final Phoneme Isolation	Target F: Segmenting Words into Phonemes	Target G: Isolating Medial Sounds in Words	Target H: Adding Phonemes	Target I: Deleting Phonemes	Target J: Substituting Phonemes
1	4	4	5	5	5	5	5	5	5	5
2	4	5	5	5	5	5	5	5	5	5
3	5	5	5	5	5	5	5	5	5	5
4	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5	5	5	4
7	5	5	5	5	5	3	5	5	5	5
8	5	5	5	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5	5	5	5
11	5	4	5	3	5	4	4	5	5	5
12	5	5	5	5	5	4	5	4	5	5
13	3	0	5	5	5	4	5	5	5	5
14	5	5	5	5	5	5	5	5	5	5
15	5	5	5	5	5	5	5	5	5	5

Scoring Guidelines

Beginning

0 - 2

Developing

3 - 4

Proficient

5



Projet de Littéracie Structurée en Français

GOALS OF THE PROJECT

- **Strong focus on oral language** as the foundation for learning
- **Explicit teaching of:**
 - Vocabulary
 - Syntax (sentence structure)
 - Oral interaction
- Development of **phonological awareness**
- Ensures a **smooth integration** of encoding and decoding skills later on
- Designed for French as a **third language** in our school context



CURRENTLY BEING PILOTED IN
CHISASIBI & WASKAGANISH



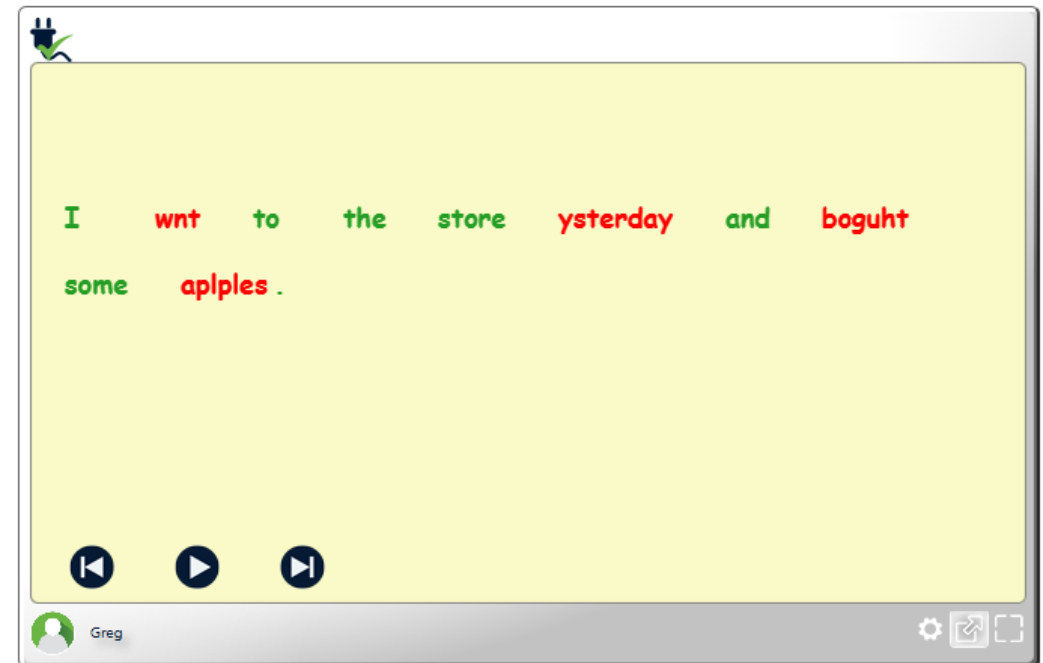
Lexibar Implementation

What is Lexibar?

Lexibar is a bilingual (French & English) phonetic spelling predictor, text-to-speech system, and spell checker. It is an evidence-based tool that **empowers students with additional support needs, such as dyslexia or language disorders.**

Benefits of Lexibar

- ✓ Increase students' spelling ability
- ✓ Reduce frustration
- ✓ Increased autonomy in writing
- ✓ Increase students' independence
- ✓ Increase students' self-esteem



Speech-Language Pathology Services & Psychosocial Well-being

What is the outlook for students with language difficulties?

- Children who have trouble **understanding language or communicating clearly at age 5** show **more behaviour problems** later in childhood or adolescence than children who did not have these difficulties.
 - Children who **did not have problems understanding language** generally had **better social skills and adjustment**.
- Children who had the most serious language difficulties—especially **problems understanding what others say**—were at the **highest risk** of ongoing challenges.
 - Early problems understanding spoken language may increase the chances of **aggressive or hyperactive behaviour later on**.
 - The **social domain** was also the most impacted by these behavioural challenges, potentially increasing the risk of exclusion or social isolation.
- These findings show the importance of **early support and intervention** for children with speech and language difficulties.

Joseph, H., Beitchman, B., Wilson, E., Brownlie, B., Walters, H., Inghis, A., & Lancee, W. Long-Term Consistency in Speech/Language Profiles: II. Behavioral, Emotional, and Social Outcomes, *Journal of the American Academy of Child & Adolescent Psychiatry*, Volume 35, Issue 6, 1996, Pages 815-825, ISSN 0890-8567, <https://doi.org/10.1097/00004583-199606000-00022>.

Feeney, R., Desha, L., Ziviani, J., & Nicholson, J. M. (2012). Health-related quality-of-life of children with speech and language difficulties: A review of the literature. *International Journal of Speech-Language Pathology*, 14(1), 59–72. <https://doi.org/10.3109/17549507.2011.604791>

Whole Classroom Approach

CSB's Wholistic Speech & Language Pathology Services

Inclusive language environments

Building a richer linguistic environment in the classroom that includes all students.

Stronger community

This environment creates a more welcoming & supportive classroom for all students.

Decreased social isolation & behaviour challenges

A more inclusive environment improves teacher-student and peer-to-peer relationships.



Increased school success

Improved communication skills, fewer behavioural challenges and a stronger classroom community all support success.

Better socio-economic outcomes

School success, a supportive community and increased socio-emotional wellness all contribute to better socio-economic outcomes.

Augmentative & Alternative Communication (AAC)

What is AAC?

Augmentative & Alternative Communication (AAC) devices **support individuals who have significant difficulty producing oral speech and language.**

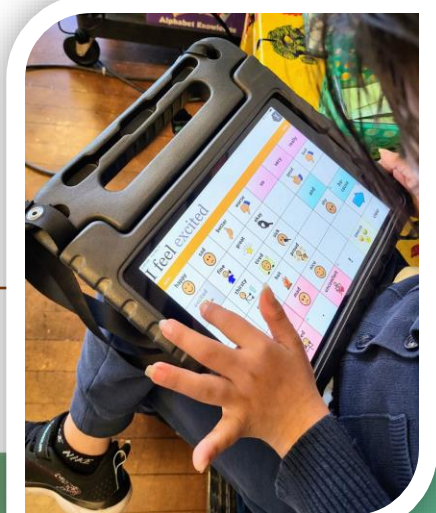
Tools range from low-tech picture boards to high-tech speech-generating devices (*iPads, Big Mack buttons, visual schedules*)

Device Allocation:

The Cree School Board (CSB) and the Cree Board of Health & Social Services James Bay (CBHSSJB) are collaborating to ensure each child has **one single device they can use both at home and at school.**

Using the same device in all settings helps students:

- Communicate more clearly
- Learn faster
- Feel less frustrated
- Be understood by everyone





Streamlined pathways and improved
population access to Speech-Language
Pathology services upon full implementation

Coordinated Regional Efforts

Each organization serves a defined clientele, with some overlap for complex cases



Role of school-based SLPs

Support students' ability to access the curriculum and social interactions



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Cree School Board
Commission scolaire crie



Role of health based SLPs

Identify and treat communication disorders



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CONSEIL CRI DE LA SANTÉ ET DES SERVICES SOCIAUX DE LA BAIE JAMES
CREE BOARD OF HEALTH AND SOCIAL SERVICES OF JAMES BAY



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Cree School Board
Commission scolaire crie

Progress & Early Learnings



- **Collaboration:** Both organizations actively engaged to optimize services
- **Communication:** Coordinating processes and messaging where helpful while maintaining independent service delivery
- **Transition:** Processes under review to ensure clarity and optimal service delivery
- **Feedback:** Teams providing input to guide ongoing adjustments

Strategic Priorities

- ***Implementation review:*** Review responsibilities to ensure clarity and support effective implementation
- ***Identify service gaps:*** Collaboratively identify areas where services can be strengthened
- ***Refine collaboration for complex cases:*** Autism, socio-emotional, FASD, intellectual impairment, AAC, etc.

Special Education Services

Alternative Education Pathways

Modified Programs

Purpose:

- Adapt learning expectations to students' strengths, needs, and pace.
- Combine core academics with practical and life skills.
- Prepare students for future pathways such as vocational training, employment, or community participation.

How Modified Programs Support Students

- Reduce frustration and stress by aligning learning expectations with students' abilities.
- Build confidence and self-esteem through achievable goals and recognition of progress.
- Create supportive learning environments with individualized supports and smaller instructional steps.
- Strengthen social, communication, and independence skills needed for daily life.
- Promote a sense of belonging and engagement in school.

Modified and WOTP Programs for the 2025-26 School Year

School	Educational Program for a Student with Profound Disabilities	CASP	Modified Primary	Modified Secondary Cycle 1	Challenges	WOTP Pre-Work	WOTP Semi-Skilled
Whapmagoostui		✓	✓	✓		✓	✓
Chisasibi High	✓	✓		✓	✓	✓	✓
Chisasibi Elementary 3-6		✓	✓				
Chisasibi Elementary Pre-K - 2		✓	✓				
Waskaganish High	✓	✓		✓			
Waskaganish Elementary	✓	✓	✓				
Eastmain		✓	✓	✓		✓	
Wemindji High				✓		✓	✓
Wemindji Elementary		✓	✓				
Nemaska			✓	✓		✓	✓
Ouje		✓	✓	✓		✓	
Mistissini High			✓			✓	✓
Mistissini Elementary		✓	✓				
Waswanipi High				✓		✓	✓
Waswanipi Elementary		✓	✓				

Work-Oriented Training Path (WOTP)

Purpose:

A specialized educational program designed to support students who benefit from a more practical, hands-on approach to learning.

WOTP Benefits:

- Confidence and independence
- Practical life and job skills
- Real world learning through work placements
- Supports diverse learning styles
- Graduates obtain an Attestation Certificate from the Ministry of Education
- Provides pathways to Adult Education, vocational training or employment

Examples of Work Skills Projects in the Classroom:

- Cooking & baking
- Entrepreneurship
- Woodworking
- Growing & harvesting vegetables/herbs



Success After WOTP: Student Graduate Stories

- Currently working as a student supervisor at the local school.
- After completing the WOTP program, she attained her Childcare Certificate. She also returned to school and completed the normal stream to achieve her Secondary Diploma.
- He had his work placement at the recycling plant. For years after, he still drove around with the other men in the hi-vis vests, picking up garbage, taking it back to the plant and sorting it. His boss used to joke that he was going to make manager soon. He took his job seriously, and the crew loved him.
- During her time in the WOTP program, she worked with the local photographer, going to the events, helping with school pictures, editing and helping print. She is still called upon to help, given how much training she received during her time in WOTP.
- He had his job placement at the gas station and is now a paid employee. His boss loves him because of how punctual and friendly he is. As do the diesel truck drivers lining up at 9am needing to fuel up for the day.

Early Intervention –Early Years Evaluation Screening



- Ensure, to the best of our ability, that children have a positive experience at school
- Provide a baseline for assessing learning gains during first few years of elementary school
- Minimize the impact of developmental weaknesses on students' social and academic success
- Ensure that teachers feel supported in their efforts to support children with varied learning profiles

The Snowball Effect of Unidentified Developmental Delays

Early struggles in school that are:

🔍 due to developmental delays

But are misidentified as:

🔍 learning gaps

🔍 lack of student motivation and effort



🕒 **compound over time**



Early Years Evaluation Tools Screenings



Awareness of self and environment



Language and communication



Cognitive



Fine motor



Gross motor

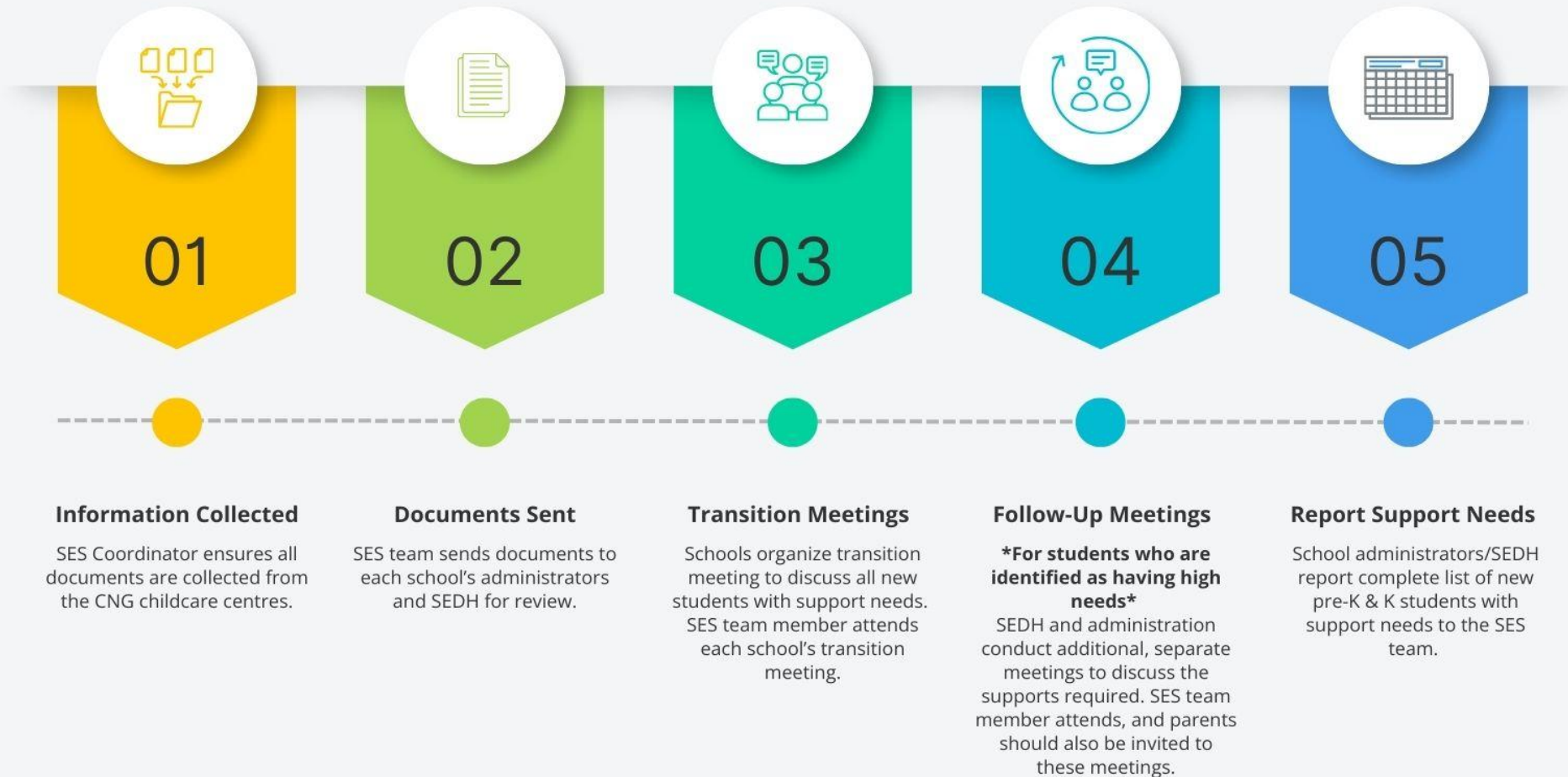


**Pre-K and identified
K students**

Since 2016, 3670 EYE Tools screenings
have been completed in Eeyou Istchee

DAYCARE-TO-SCHOOL TRANSITION

Transition meetings should be conducted by the end of the school year to ensure that relevant supports will be in place for students with needs.



Capital and Supplementary Allocation Projects Update

	Project No.	Description of Capital and Supplementary Allocation Projects - Whapmagoostui	Status
C1	EQ-02-1904	Removal of underground oil tank	Construction phase CCDC
C1	EQ-02-2408-I	Roof rehabilitation at Bedadin Eeyou School	Construction phase Minheku
C1	EQ-02-2413	Roof replacement of 2 duplex plus replacement of 3 boilers	Construction phase Minheku
C1	EQ-02-2107 Ph. 2	Renovation of half the public toilets, upgrade of Cree Culture Girl Rooms and Electrical Upgrade	Construction phase Minheku
C1	EQ-02-2102	Construction Whapmagoostui Sabtuan Learning Center	Design Phase Geotechnical Study
C1	EQ-02-2013	Structure repairs of a duplex	Conception Phase
C1	EQ-02-2408-II	Heating Upgrade	Conception Phase
C1	EQ-02-2305	wellness rooms in the two schools	Conception phase
C1	EQ-02-2004-C1	Upgrade Security to EMP Norms in the three schools	waiting for another project to finish to start
C1	EQ-02-1703 lot D	Civil work upgrade and school playground at both school	waiting for another project to finish to start
C1	EQ-02-2313-II	Maintaining asset 2 housing buildings	in house - capacity building

	Project No.	Description of Capital and Supplementary Allocation Projects - Chisasibi	Status
C2	EQ-02-2101	Construction Chisasibi Sabtuan Learning Center	Construction Phase Eenou-Eeyou Construction
C2	EQ-02-2216	Construction of Maintenance Facility	Design phase, waiting for lot
C2	EQ-02-2209	Civil upgrade (including a delivery zone) at Waapinichikush School	Design Phase
C2	EQ-02-2414	Renovation of a triplex	Conception Phase
C2	EQ-02-1905	Multisensoriel room at Waapinichikush	Conception Phase
C2	EQ-02-1913	Paving of parking area of two residences	Conception Phase
C2	EQ-02-2316	Renovation of housing units	Conception Phase
C2	EQ-02-2506	Renovation of two quadruplexes	on hold – vacant position
C2	EQ-02-1815	Water conservation at Waapinichikush	on hold - vacant position

	Project No.	Description of Capital and Supplementary Allocation Projects - Eastmain	Status
C4	EQ-02-2117	Construction Maintenance Facility	Design Phase – Waiting for lot
C4	EQ-02-1816	Eastmain School yard upgrade	Conception phase
C4	EQ-02-2007	Upgrade Cree Culture Girl workshop	Conception phase
C4	EQ-02-1816 Lot B	Water conservation at schools	Conception phase
C4	EQ-02-2307	Wellness rooms	Conception phase

	Project No.	Description of Capital and Supplementary Allocation Projects - Waskaganish	Status
C5	EQ-02-2004-C5	Upgrade Security to EMP Norms in the three Schools	End of Project Construction de l'Avenir
C5	EQ-02-1808 lot B	Major Renovation of a triplex	End of Project, Plomberie Aumond
C5	EQ-02-1808 lot B	Major Renovation of a triplex	Ready for Tendering Phase
C5	EQ-02-1908	Upgrade of School yard	Conception phase
C5	EQ-02-2308	Wellness rooms in both schools	Conception phase
C5	EQ-02-1705	Replace insolation behind curtain wall at EAWMS	on hold - vacant position
C5	EQ-02-2109A	Bring up to CSB Standards at Sabtuan Learning Center	End of project Construction de l'Avenir
C5	EQ-02-2315	Maintenance asset of four housing building	on hold - vacant position
C5	EQ-02-2416	Security upgrade three housing building	on hold - vacant position

	Project No.	Description of Capital and Supplementary Allocation Projects - Nemaska	Status
C6	EQ-02-1909 (EQ-02-2213A)	School yard upgrade – Phase 1	End of Project Meeyobin Iywashtin Savard S.E.N.C
C6	EQ-02-2417	Renovation of three housing building	Conception phase
C6	EQ-02-1916	Pavement of Parking area of housing units	Conception Phase
C6	EQ-02-2309	Wellness rooms in school	Conception phase

	Project No.	Description of Capital and Supplementary Allocation Projects - Mistissini	Status
C7	EQ-02-1817C-1	Construction of 10 housing units	End of Project Construction de l'Avenir
C7	EQ-02-1817C-2	Construction of 10 housing units	Tenders received – waiting for lots
C7	EQ-02-2117	Construction Maintenance Facility	Conception Phase – waiting for lot
C7	EQ-02-2400	Assessment new school and or extension	Conception Phase
C7	EQ-02-2410-I	Rehabilitation of Head Office Parking	Construction Phase Terrassement St-Louis Inc.
C7	EQ-02-2015	Major Renovation of 8 housing units	Conception Phase
C7	EQ-02-1910	Cree Culture Girl classroom upgrade	Conception phase
C7	EQ-02-1917	Paving of parking of housing units	Conception phase
C7	EQ-02-2214	Gym Upgrade in both schools	Conception phase
C7	EQ-02-2410-II	Renovation Mistissini Sabtuan Learning Center	Conception phase
C7	EQ-02-2310	Wellness rooms the three schools	Conception Phase
C7	EQ-02-2112	Renovation of a bungalow and 3 duplex	in house - capacity building
C7	EQ-02-1809 lot B	Renovation of a housing unit	on hold - vacant position
C7	EQ-02-2418	Major Renovation of transit unit	End of Project Construction PRO BL

	Project No.	Description of Capital and Supplementary Allocation Projects – Ouje-Bougoumou	Status
C8	EQ-02-2004-C8	Upgrade Security to EMP Norms at school	Construction Phase CCDC
C8	EQ-02-2110-PHASE III	renovation half toilets, Gym Upgrade and Electrical Upgrade	Construction Phase Wadnakun Construction (VCC Joint Venture)
C8	EQ-02-2411	Bring up to CSB norm Ouje-Bougoumou Sabtuan Learning Center	conception phase
C8	EQ-02-2311	Wellness rooms in school	Conception Phase
C8	EQ-02-2113	Renovation of a triplex	in house - capacity building
C8	EQ-02-1918	heating system upgrade to prevent water damage of three housing buildings	on hold - vacant position

	Project No.	Description of Capital and Supplementary Allocation Projects – Waswanipi	Status
C9	EQ-02-2117	Construction Maintenance Facility	Design Phase – waiting for lot
C9	EQ-02-2200	Assessment new school and or extension	on-going, we are auditing the W.J.H.M.S. presently
C9	EQ-02-2202	Extension Rainbow School	Construction Phase Construction de l'Avenir
C9	EQ-02-1919A	Major Renovations of Four Housing Units	Construction Phase Plomberie Aumond Inc.
C9	EQ-02-1608	Rehabilitate exterior wooden columns	Conception Phase
C9	EQ-02-2004-C9	Upgrade Security to EMP Norms in all school buildings and SRVTC	Feasibility Study conducted
C9	EQ-02-1806 lot c	maintaining of asset SRVTC	Conception Phase
C9	EQ-02-2312A	Wellness rooms in three of the schools	Conception Phase
C9	EQ-02-2312B	renovate +reorganize and bring to norm Rainbow School	Conception Phase
C9	EQ-02-1806 lot B	maintaining of asset and school yard upgrade - Rainbow School	Design Phase – to follow the construction of extension
C9	EQ-02-1806 lot A	Water conservation upgrade - all buildings	on hold - vacant position
C9	EQ-02-2114	Renovation of two duplex	in house - capacity building

CSB Operations (Revenues vs. Expenses) for the
Year Ending June 30, 2025.

	Budget	2025	2024
	\$	\$	\$
Revenues			
Ministère de l'Éducation	243,117,938	265,599,822	240,060,795
Indigenous Services Canada	513,706	1,463,155	3,835,999
Eenou-Eeyou Community Foundation		190,000	
Cree Nation Government	1,594,260		
Amortization of deferred contributions related to tangible capital assets		23,130,564	17,897,519
Other	1,002,600	4,966,631	4,357,186
Deferred revenue - beginning of year			107,059
	246,228,504	295,350,172	266,258,558
Expenses			
Salaries and benefits	141,703,062	124,571,666	118,565,627
Employer's contributions	13,511,172	14,044,961	13,056,518
Retroactive salary adjustments		26,198,673	1,255,519
Travel and accommodation	14,852,038	10,566,131	9,507,879
Stationery, material and supplies	4,835,122	3,896,097	2,701,126
Pedagogical material	7,139,461	4,206,863	4,125,189
Contracts and professional services	51,024,239	31,719,781	24,729,350
Student assistance	30,384,029	22,101,415	21,744,321
Tuition fees	2,883,444	2,458,063	2,595,817
Transportation	7,470,958	7,284,868	7,147,955
Telecommunications	2,557,851	2,041,772	2,074,233
Heating, electricity and insurance	4,297,346	3,937,831	3,482,304
Maintenance and repairs	5,414,821	4,135,024	3,141,694
Users' fees	20,730,518	20,730,518	19,054,627
Building and equipment rentals	709,476	926,543	765,803
Interest and penalties	502,842	203,477	9,301
Interest on short-term financing	450,653	943,585	512,983
Special projects	2,107,966	1,904,275	3,945,391
Capital projects - expenses not capitalized	1,671,317	1,542,797	1,307,271
Amortization of tangible capital assets		24,768,752	19,077,338
Educational success measures	10,434,254	5,398,058	3,566,826
Other	1,436,527	98,422	(102,546)
	324,117,096	313,679,572	262,264,526



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