

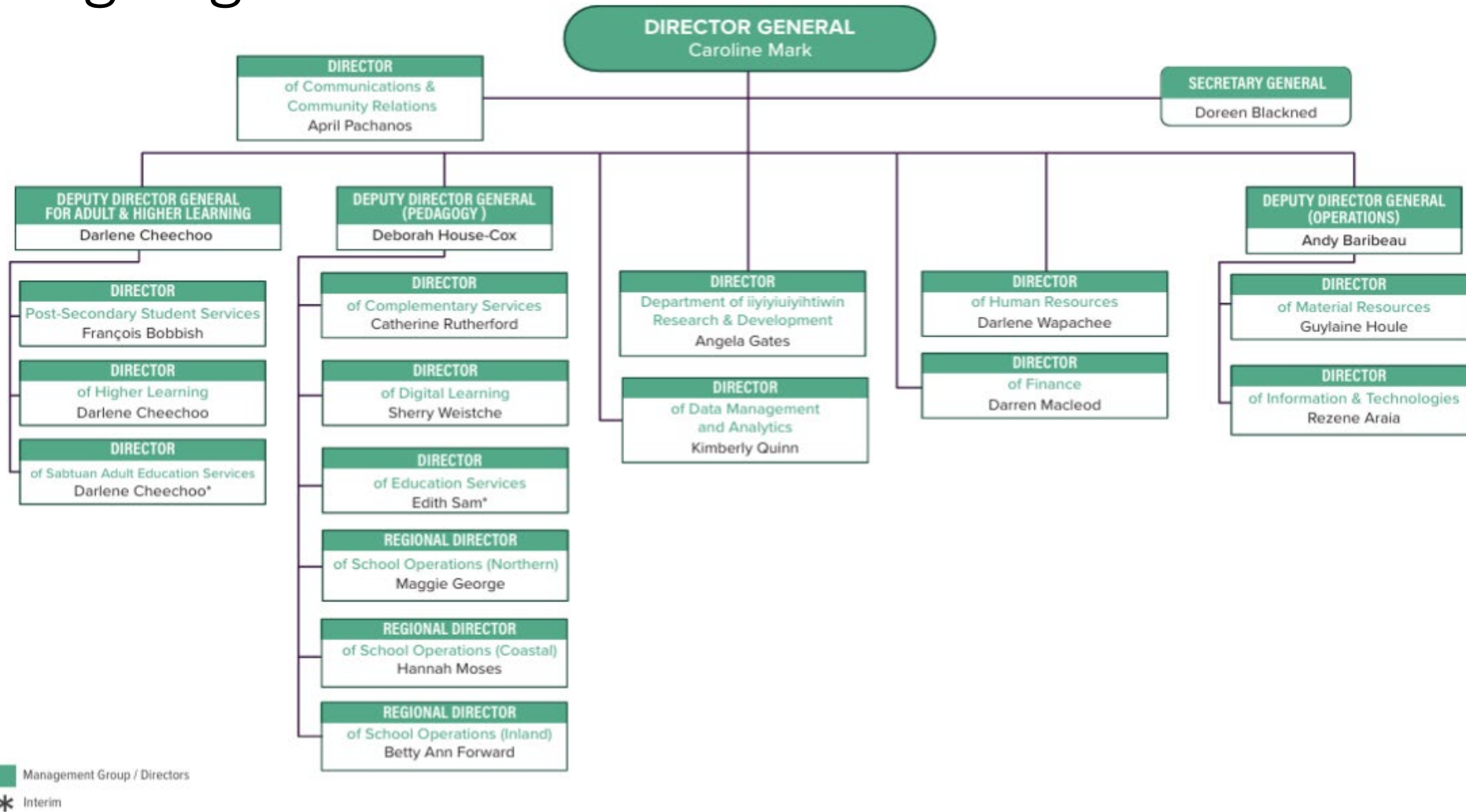
Education Cree School Board

Presented at Cree Connect
March 2026



Cree School Board
Commission scolaire crie

CSB Organigram



Overview:

- **Graduation Outcomes:**
 - 5-Year Overview (by year, community, & gender)
- **Student Retention & Perseverance**
 - 5-Year Secondary Cohort Retention
- **Attendance Trends:**
 - Elementary Attendance Rates
 - Secondary Attendance Rates
- **Impact of Attendance on Academic Performance**
 - Elementary Level
 - Secondary Level



Youth Sector Graduation Rates

5-Year Overview

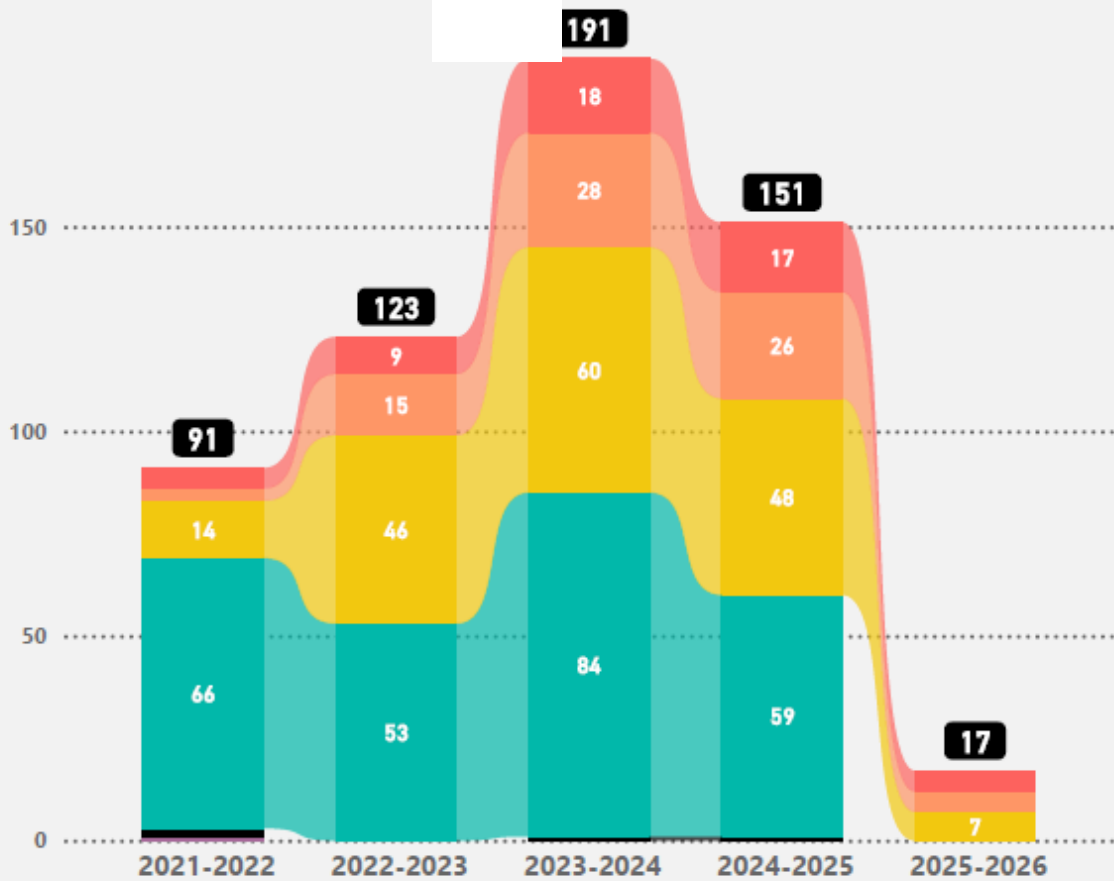


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5-Year Overview of Graduates by Year & Community

Number of Graduates

Duration: ● 3 ● 4 ● 5 ● 6 ● 7 ● 8 +

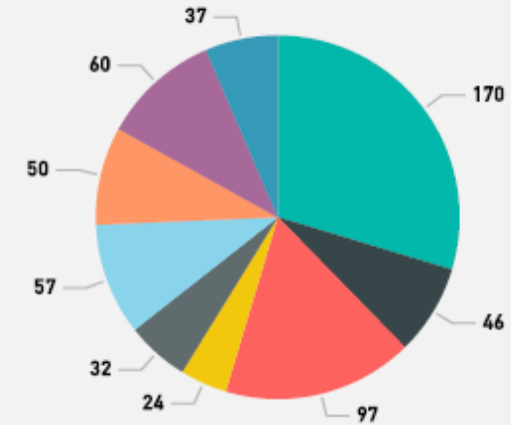


Total Graduates

573

Graduates By Community

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

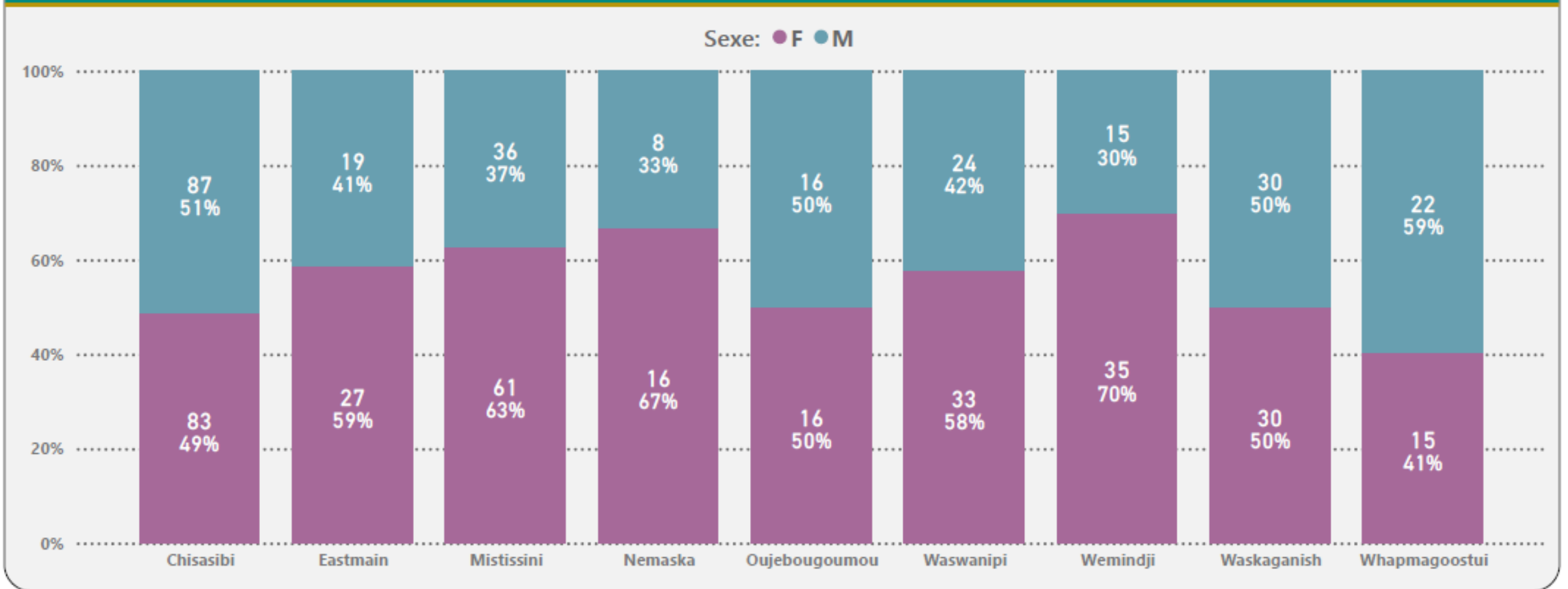


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Includes all students who graduated with a Secondary School Diploma (SSD), Training Certificate for a Semiskilled Trade (TCST), and/or PWTC – Pework Training Certificate as reported in Charlemagne (Ministry of Quebec).

5-Year Overview of Graduates by Year & Community

Proportion of Graduates by Gender



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*Includes all students who graduated with a Secondary School Diploma or a
Pework Training Certificate as reported in Charlemagne (Ministry of Quebec).*

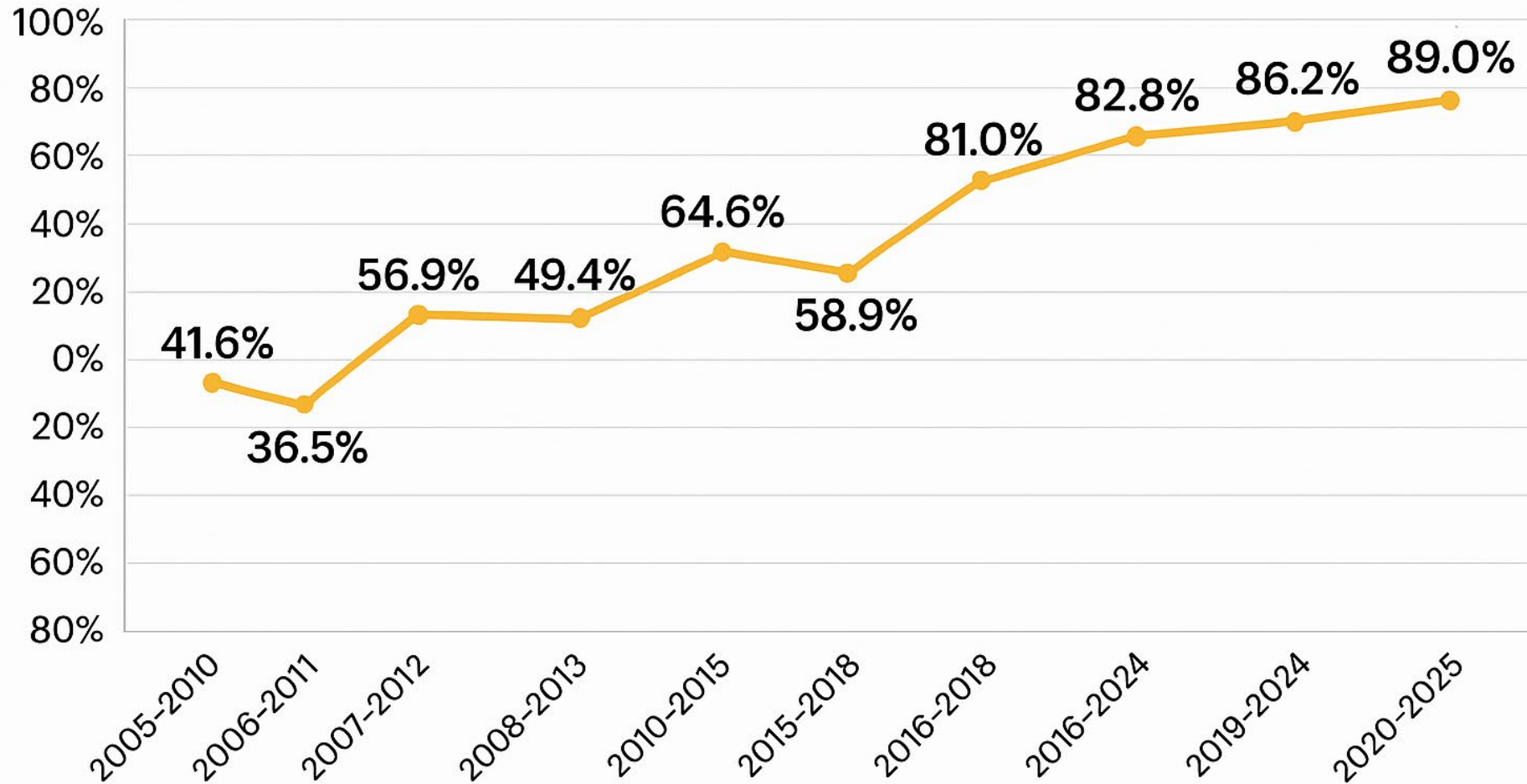
Student Retention & Perseverance



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Secondary Student Retention Rates

5-Year
Student
Retention
Rate (%)



Secondary 1 Entry Cohort (School Year) and 5 Years Later
Year students began Secondary 1



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Attendance Rates

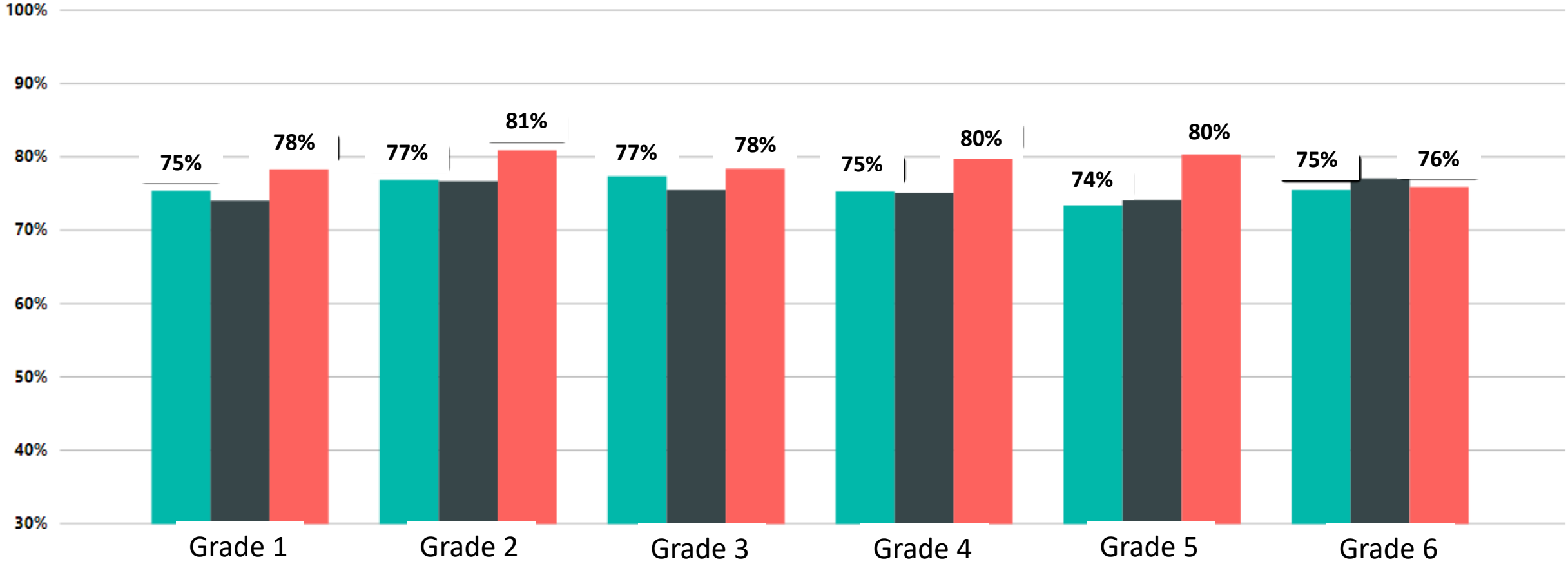
3 Year Overview of Secondary & Elementary Rates



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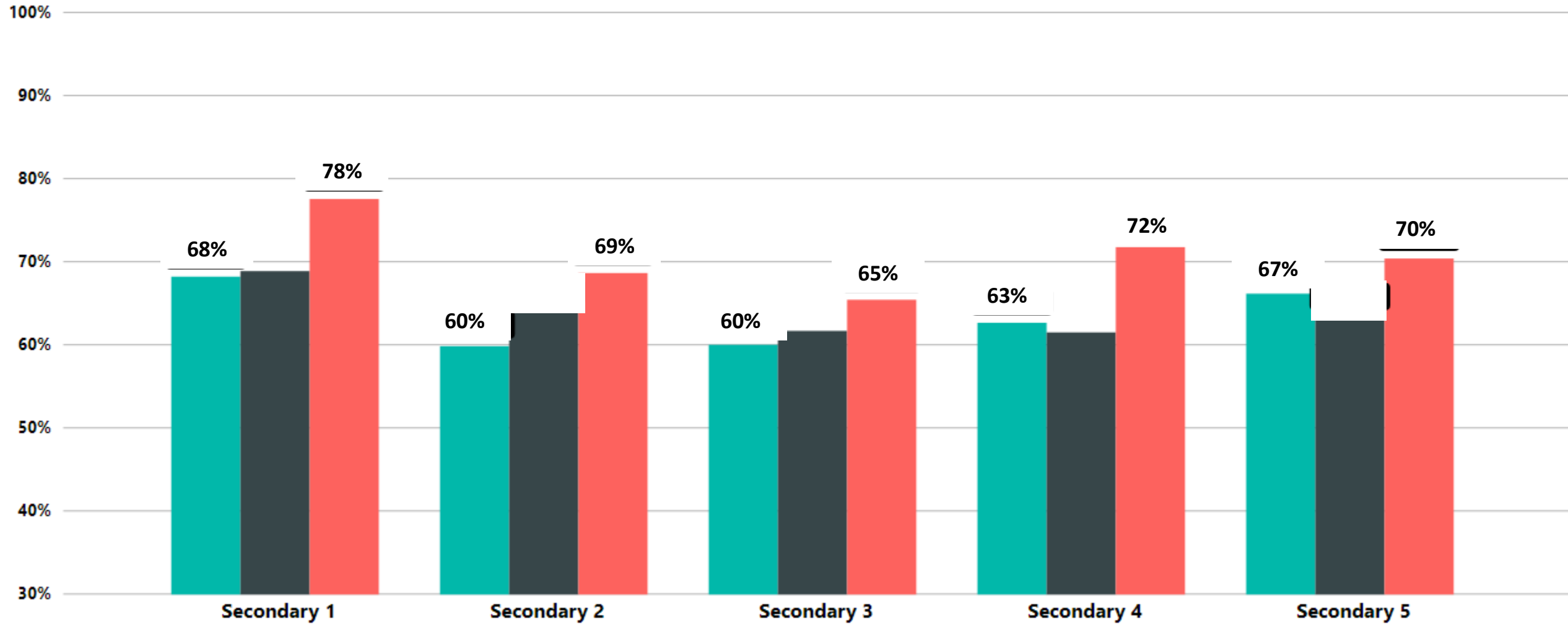
3-Year Elementary Attendance Rate by Year & Level

Year ● 2023 ● 2024 ● 2025



3-Year Secondary Attendance Rate by Year & Level

Year ● 2023 ● 2024 ● 2025



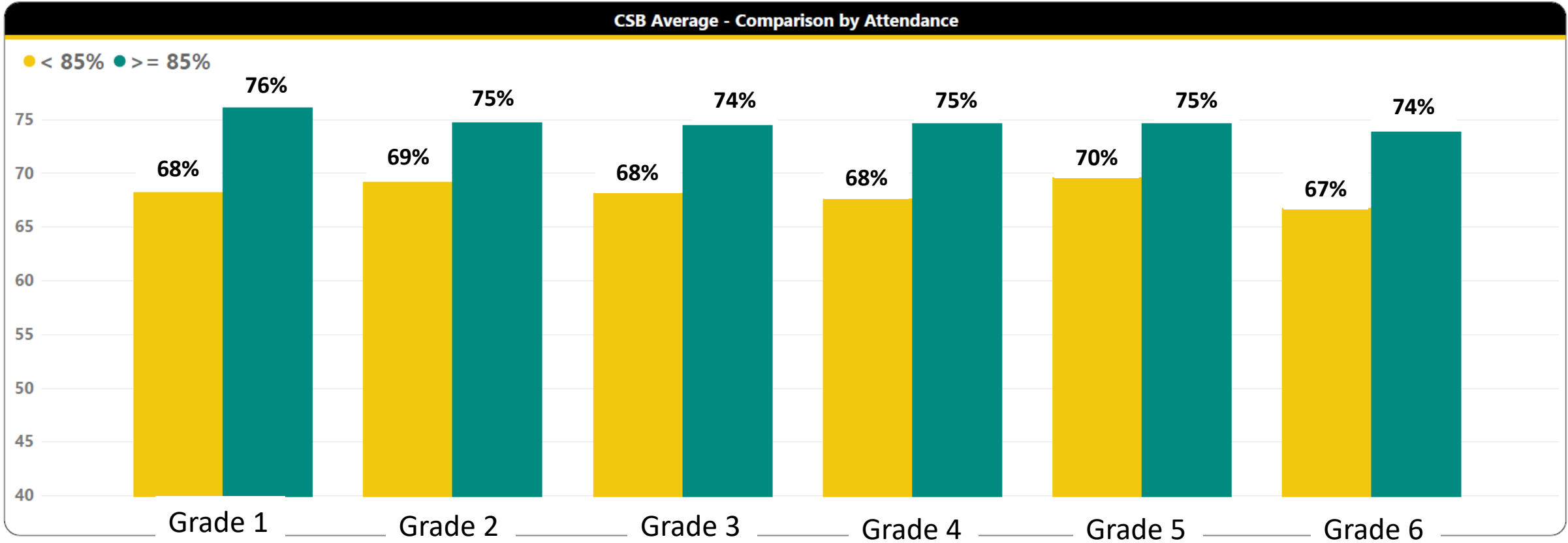
Impact of Attendance

on Academic Performance

in the Youth Sector



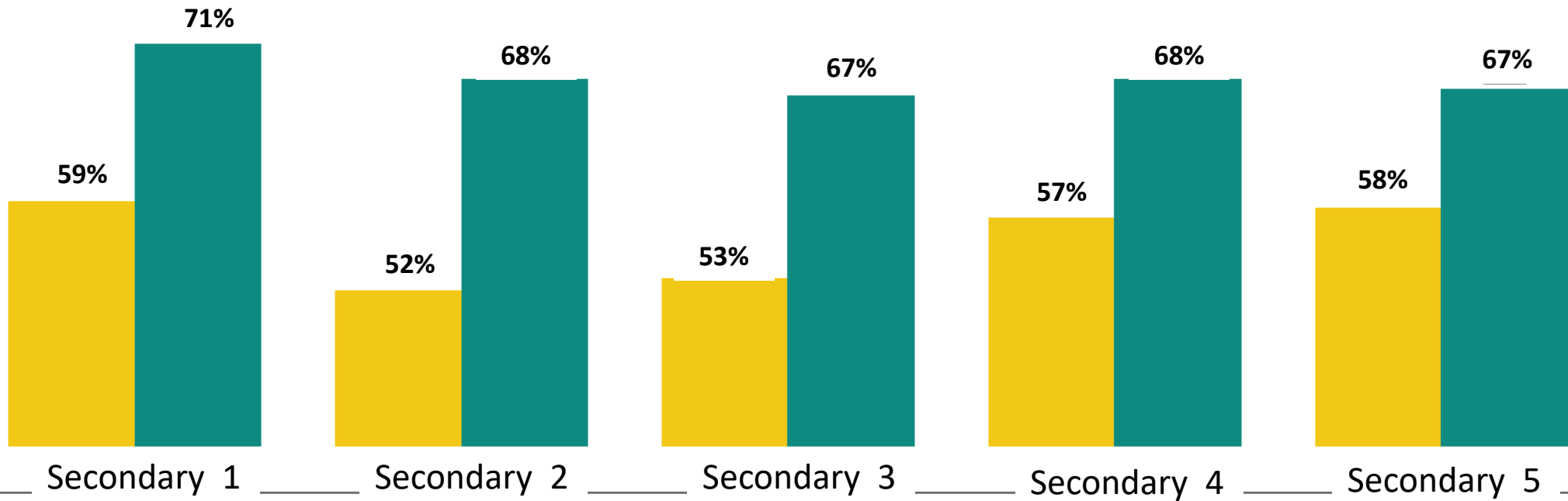
Elementary Student Overall Average Marks with Attendance of < 85% & > 85%



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

CSB Average - Comparison by Attendance

● < 85% ● ≥ 85%



2023-2026 Average Grades for All Subjects





Cree School Board
Commission scolaire crie

PSSS, SAES, & Higher Learning

Program Participation Summaries



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Post-Secondary Student Services (PSSS)

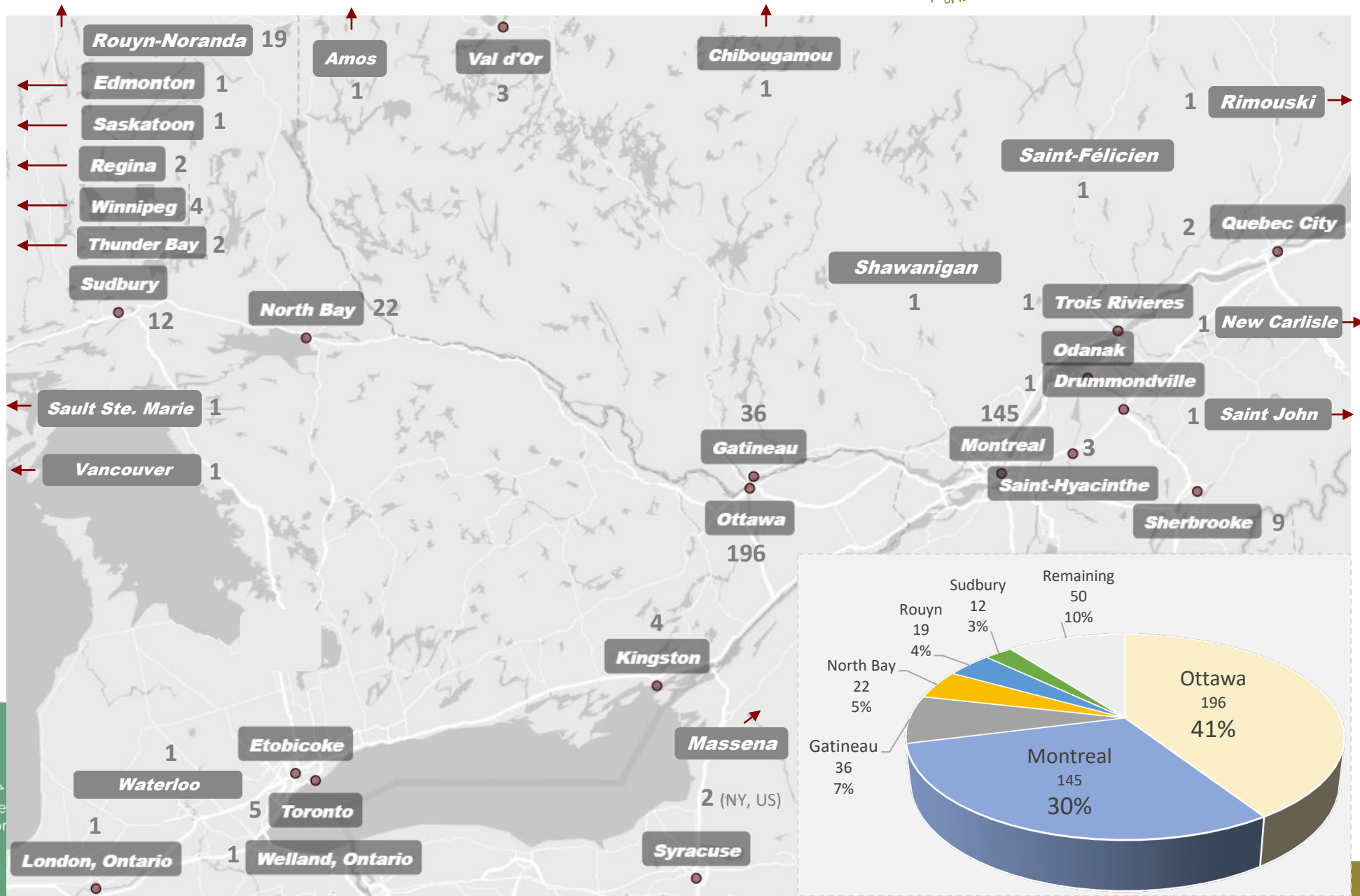


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PSSS Program: Students Place of Study (Cities)



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PSSS Program: Students Place of Study (Province/State)

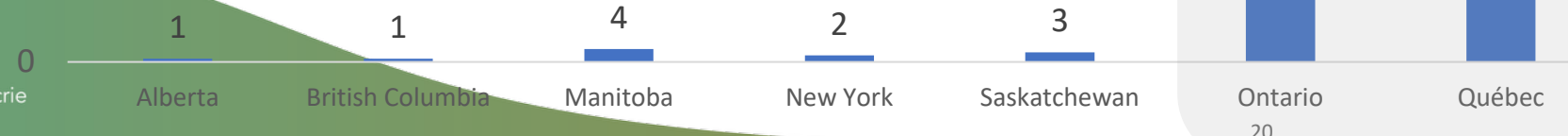


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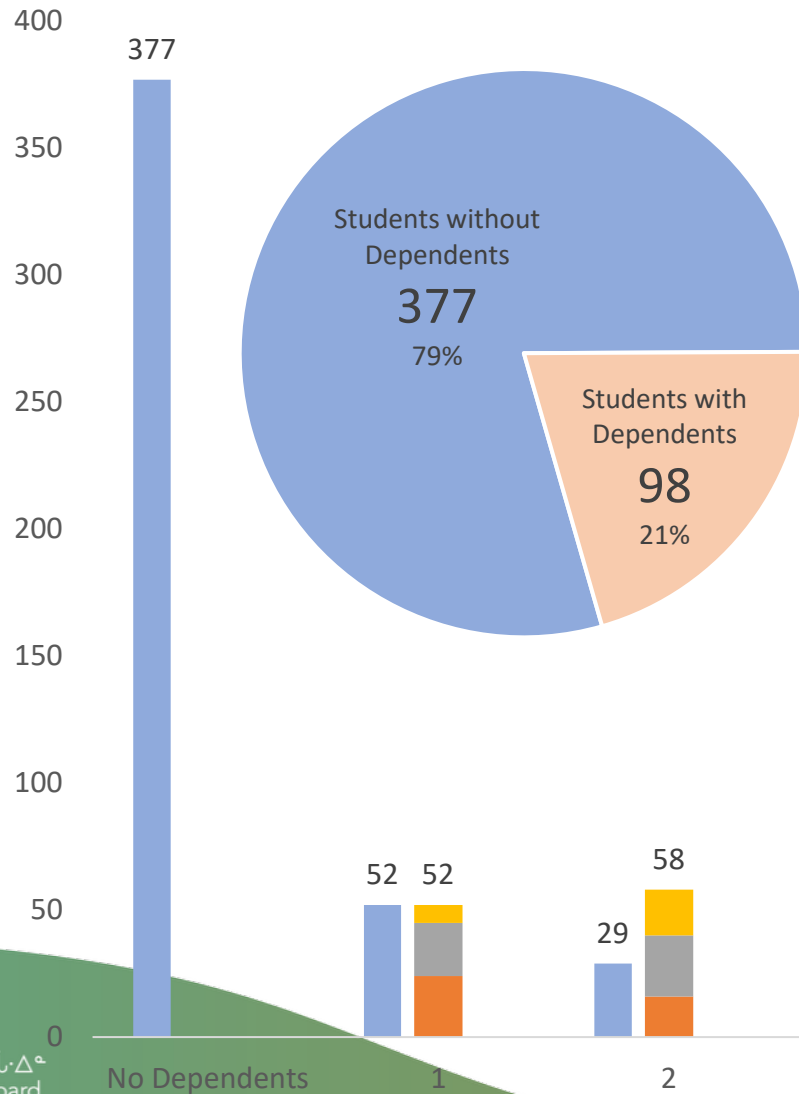
Province/State	Students
Alberta	1
Master's Nursing	1
British Columbia	1
B.Sc.	1
Manitoba	4
B.A. Fine Arts	1
B.A. General	1
B.A. Science	1
Business Administration	1
New York	
Grade 12	1
B.A. Biology	1
Saskatchewan	
B.A. Arts & Science	1
B.A. Psychology	1
B.Ed. Secondary Ed. & Kinesiology	1



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PSSS Program: Students Dependent Summary *

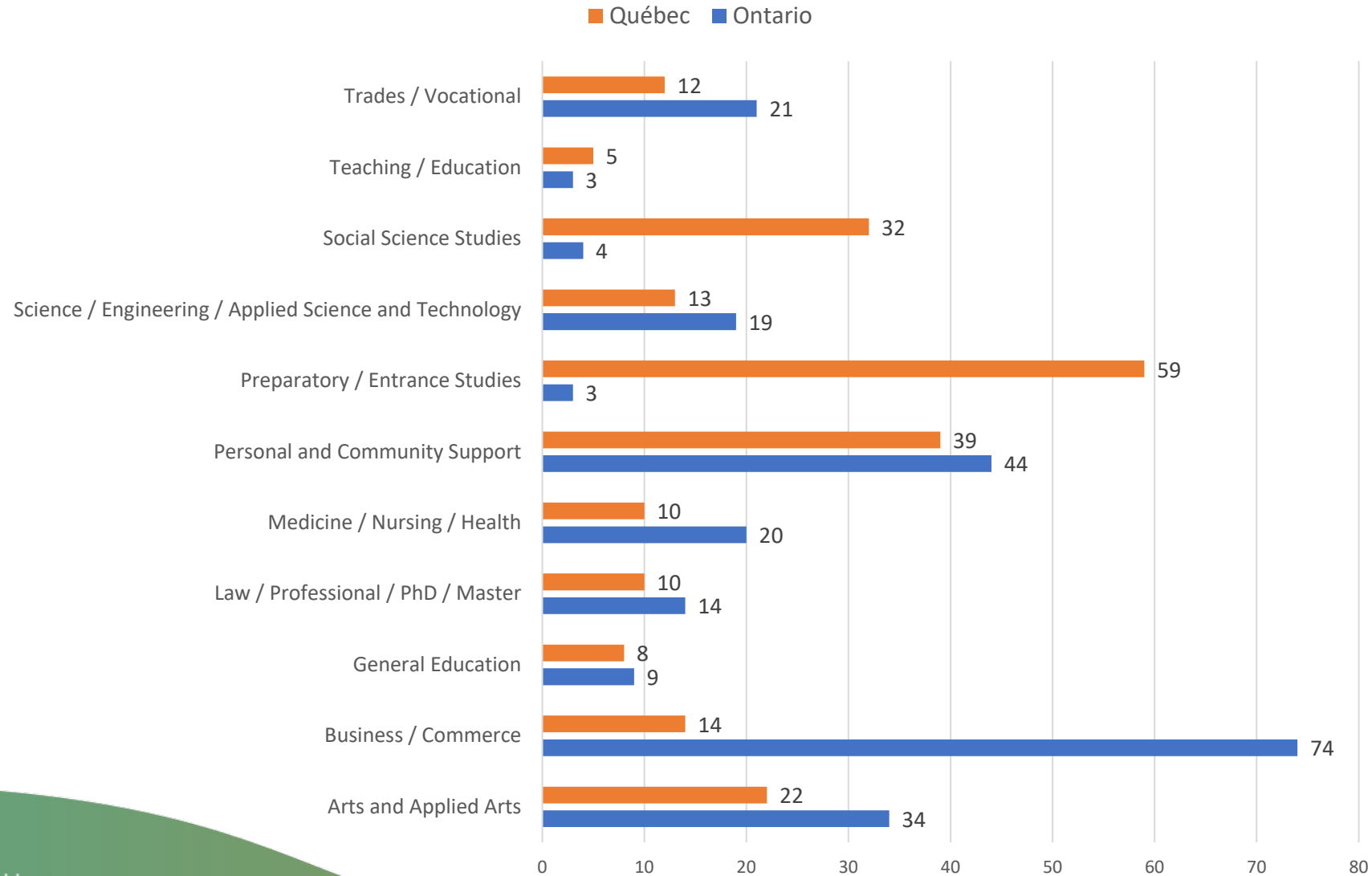


Students	Age Profile of Dependents	
Under 5 years of age	54	32%
Elementary School Age	77	46%
High School Age	37	22%
Total Dependents	168	100%



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

PSSS Program: Students Fields of Study in Ontario and Quebec



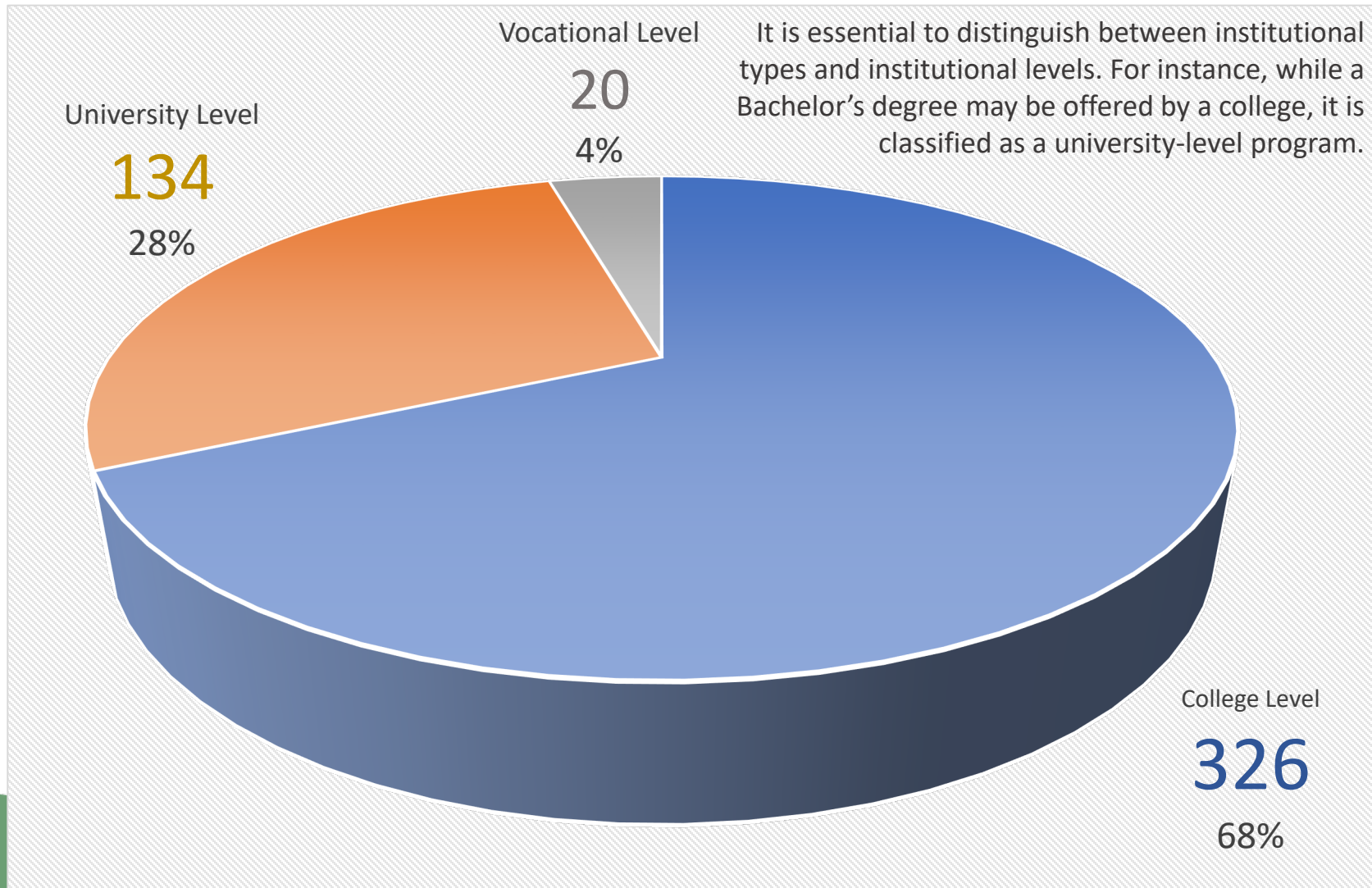
It's worth noting that many preparatory programs offered in Ontario fall under other fields of study, whereas those in Quebec tend to be non-specialized (e.g., Springboard to DCS, Crossroads, Pathways, Journeys, etc.).



PSSS Program: Institutional Levels

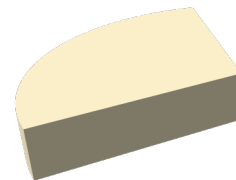
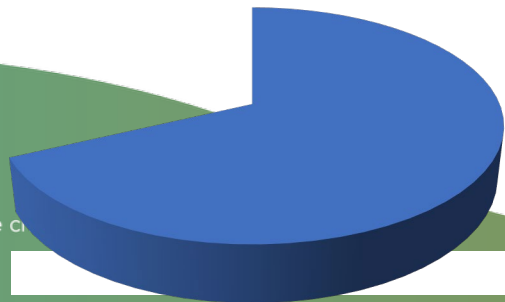
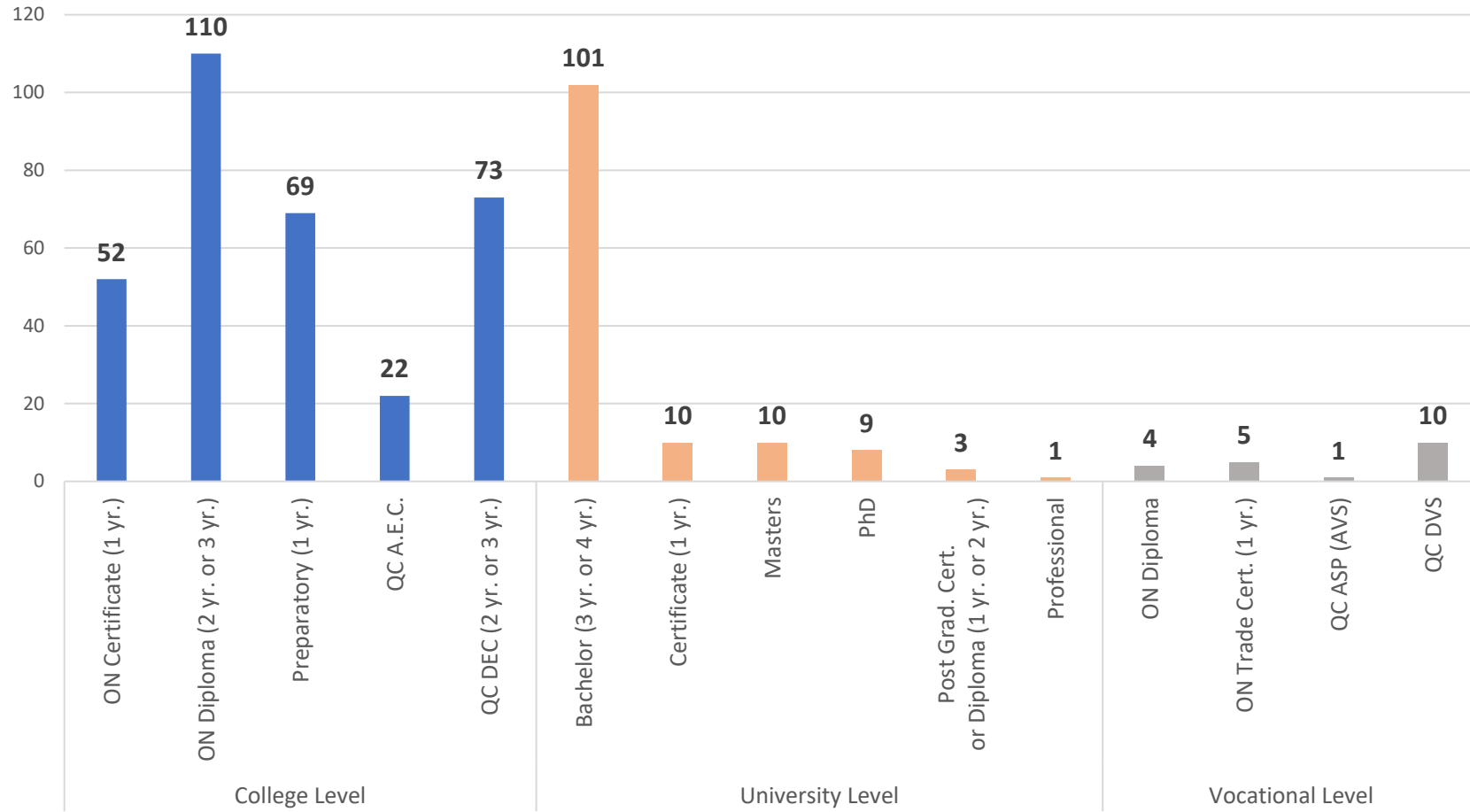


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PSSS Program: Program Accreditations



PSSS Program: 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 ...

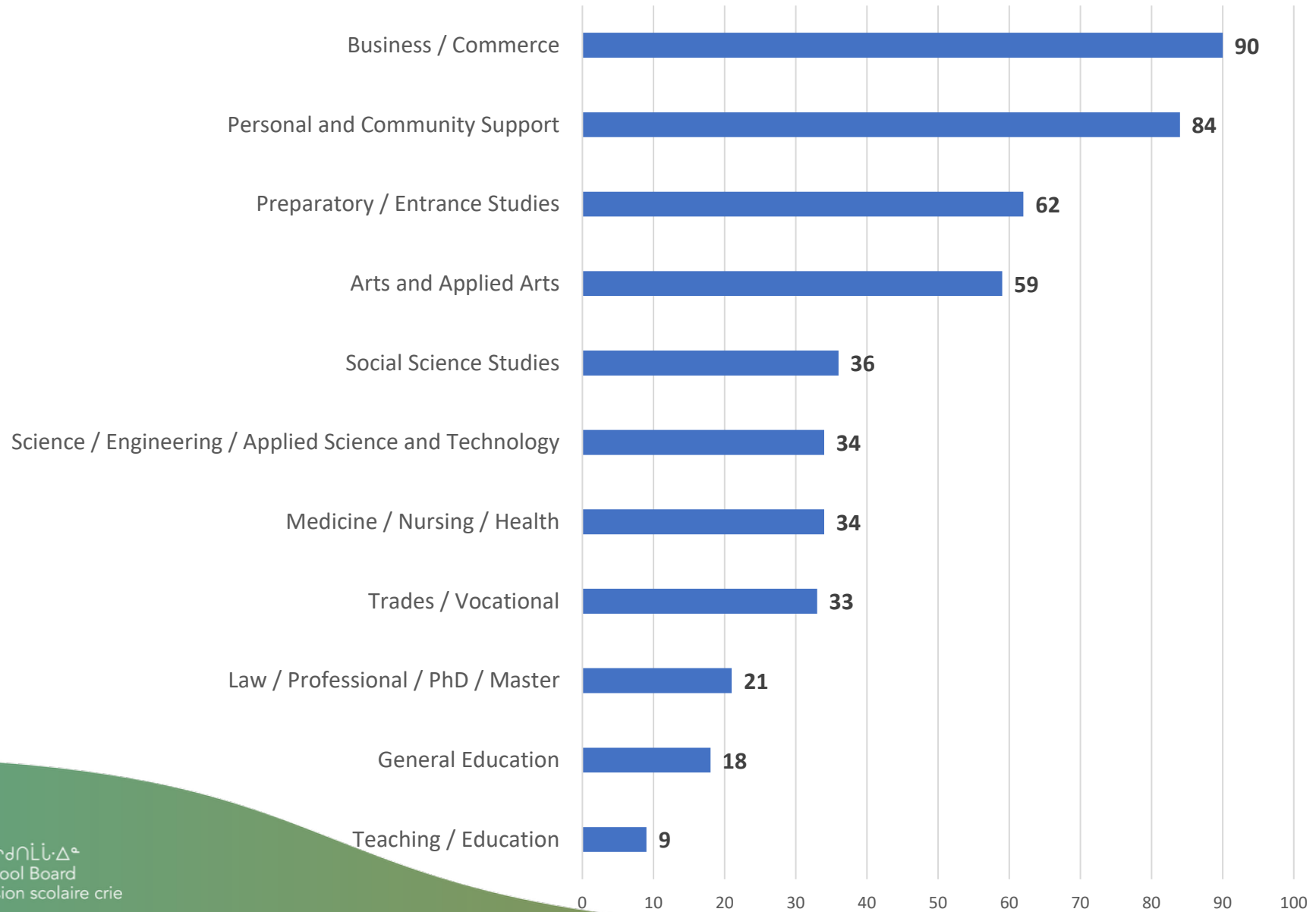
9

Students

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



PSSS Program: Program Fields of Study





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Sabtuan Adult Education Services (SAES)

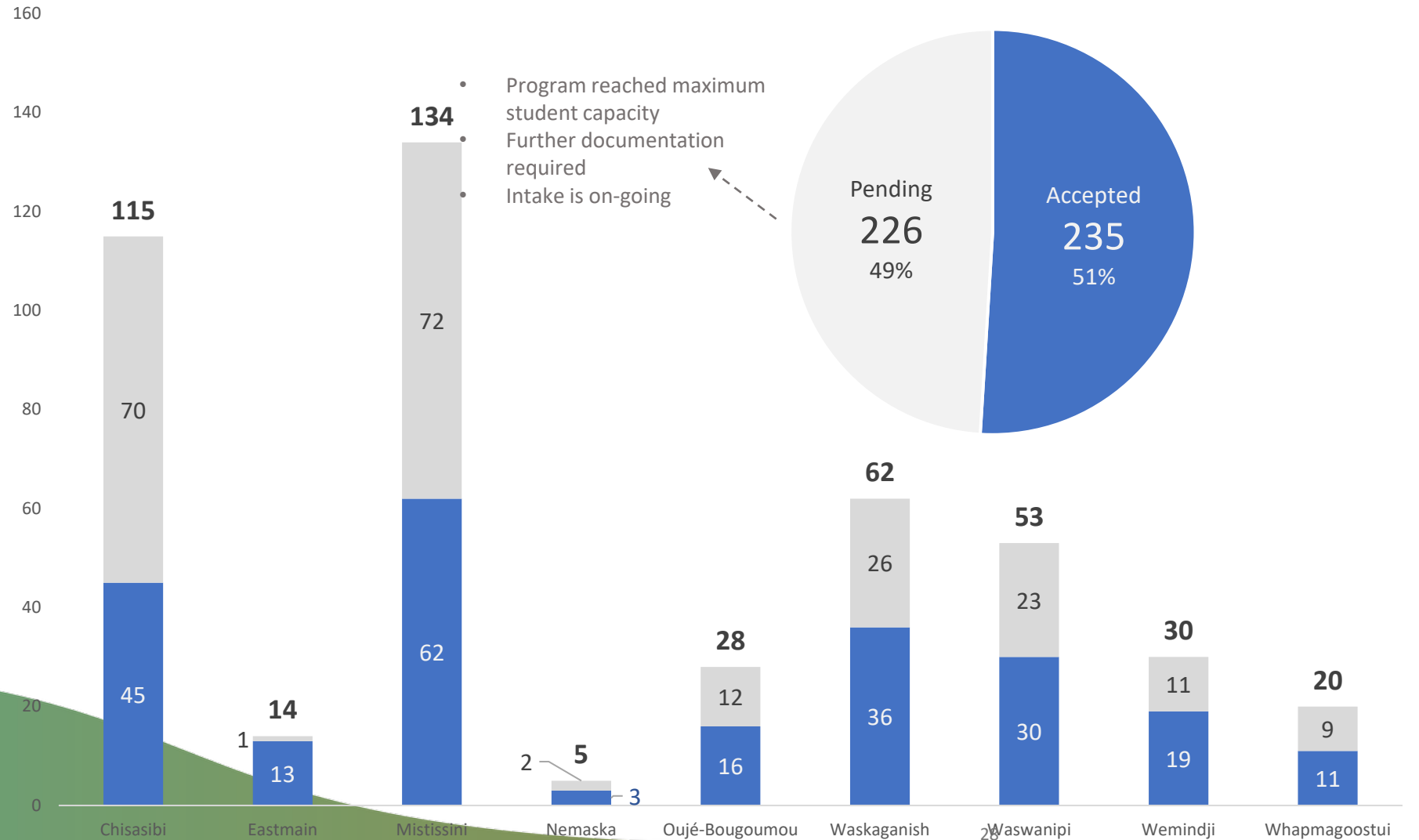


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SAES General Adult Educat 2025-2026

461

Accepted Pending **Total Applications**

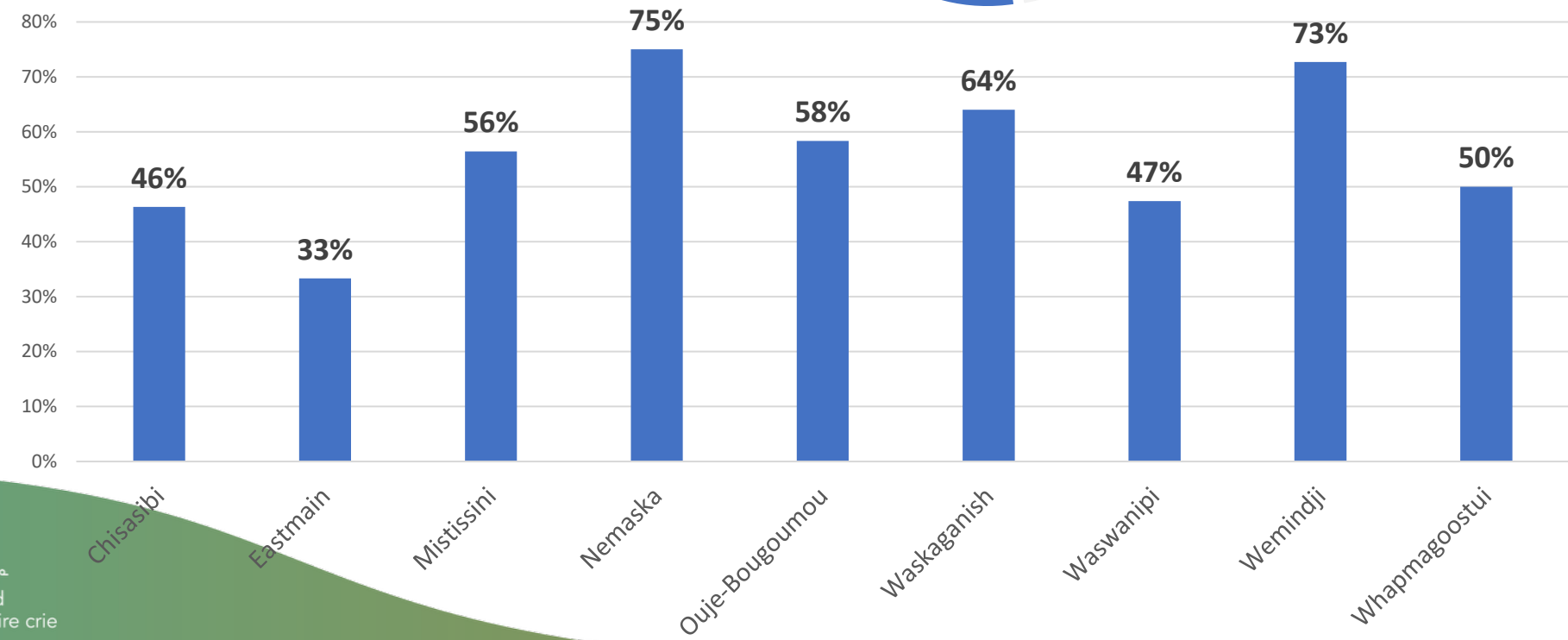
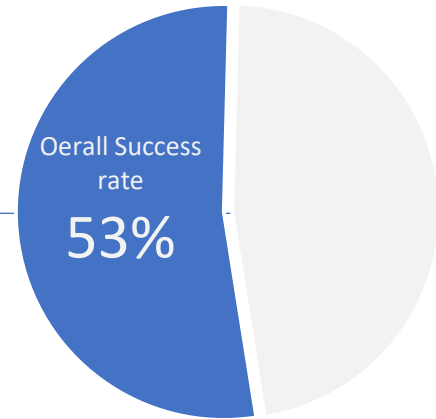


SAES

General Adult Education

2024-2025 SUCCESS RATES

Success rates reflect the proportion of students who have either completed their program or remained enrolled in the subsequent year.



SAES

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	
OUJE-BOUGOUMOU			
Carpentry (Carry over)	8	On-going	
WASKAGANISH			
Carpentry	9	On-going	
WASWANAPI			
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



SAES

Vocational Training 2025-2026 Upcoming Programs

Community	Program
CHISASIBI	Trucking Class I
	Accounting
EASTMAIN	Construction Business Management
MISTISSINI	Heavy Vehicles Mechanics
	Starting a Business
NEMASKA	Construction Business Management
	Starting a Business
OUJE-BOUGOUMOU	Carpentry ***
	Construction Business Management
WASWANUPI (SRVTC)	Support for Assistive Services in Health and Social Services Institution
	Northern Heavy Equipment Operations
	Semi-Automatic GMAW & FCAW
WASKAGANISH	Construction Business Management
	Accounting
	Trucking Class III
WEMIINDJI	Bus Driving Class II
WHAPMAGOOSTUI	Carpentry
PARTNERSHIP PROGRAMS	Installation of power lines and telecommunications
	Diamond Drilling (Ouje-Bougoumou) ***
	Ore Extraction ***
	Plumbing and Heating (Waskaganish)
	Machine Operations, Mineral and Metal Processing ***
	Adm. Support in the Health and Social Services Sector (Chisasibi)
	Powersport Vehicle and Outdoor Power Equipment Mechanics (Whapmagoostui)

LEGEND:

These programs are in the plans for the current school year of 2025-2026

Cancelled



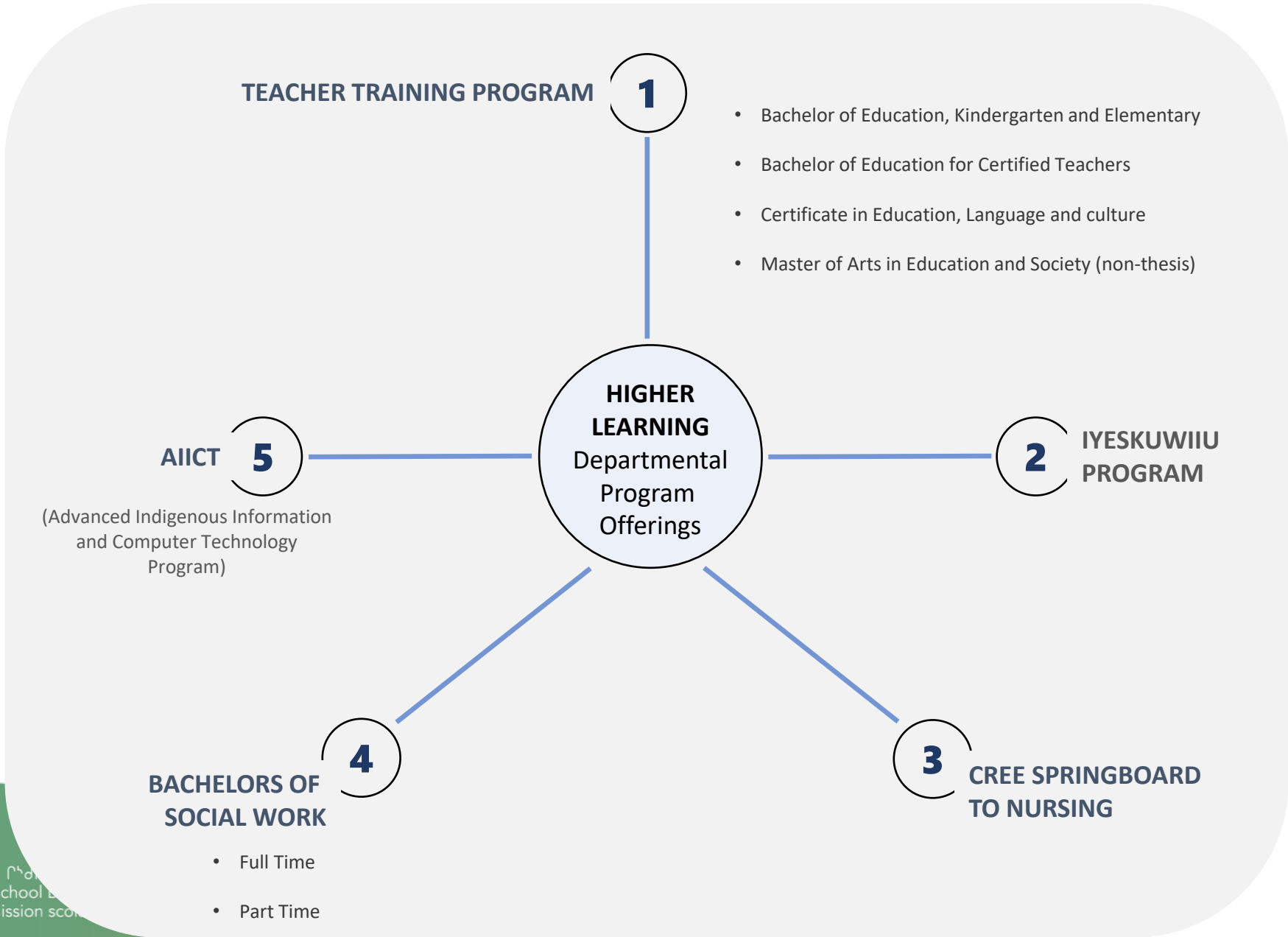


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HIGHER LEARNING



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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	7	12	9	10			2
Wemindji	5	1	1		3	2	
Waskaganish	4	8	7	1			2
Eastmain		5	5	2		1	3
Nemaska							
Mistissini	1	9	5	1	1		5
Waswanipi		2	2	4	1	1	1
Ouje-bougoumou		1	1	1			1
Total	19	42	34	21	5	4	17



Teacher Training Program

Off track students may take courses offered for Bachelor of Education for certified teachers and Bachelor of education, Kindergarten and Elementary.

Off Track Students

- Certificate in Education, Language and Culture (part-time) students 2
 - Certificate in Inclusive Education (Part-time) 3 students 2
 - Bachelor of Education, Kindergarten and Elementary (2020 cohort) 3 students
-

Master of Arts in Education and Society (non-thesis) **LAUNCHED IN WINTER 2026**. The Master of Arts in Education and Society program is offered in-community in partnership with McGill University. It is a 45-credit program that consists of coursework and includes two 6-credit project. This program is part-time with a mix of online and in-person instruction. The M.A non-thesis program is more appropriate if someone who wishes to pursue the MA alongside full-time work or are primarily pursuing the degree for career growth in the field of education. [Applications are open from Aug 19 – Sept 19, 2025](#)



Higher Learning Iyeskuwiiu Program

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 Complete 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	



Higher Learning

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 Complete Rate	94%	100%	100%	100%	100%	100%	67%	100%		

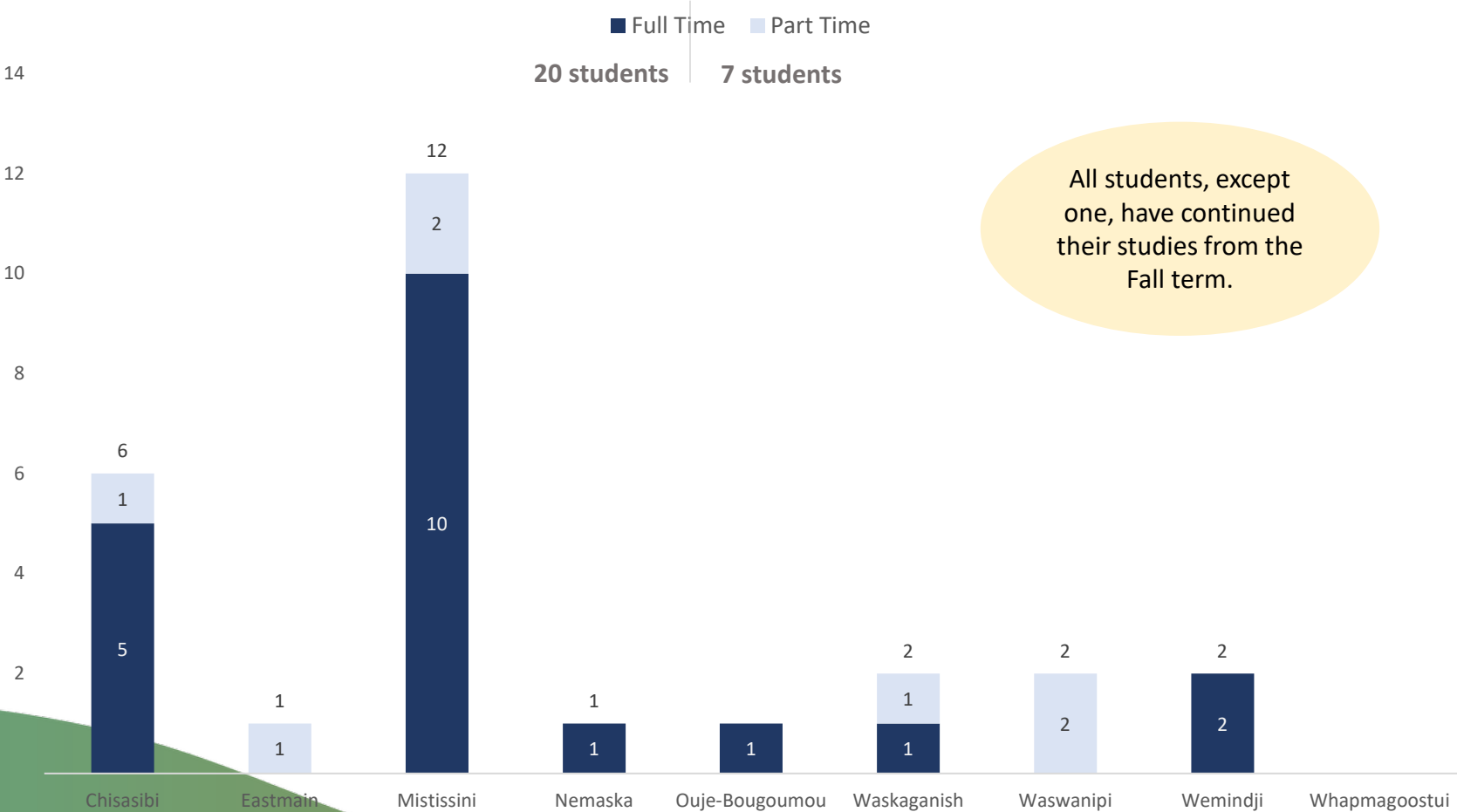
2025-2026 (Cohort 5)										
	Total	Chisasibi	Eastmain	Mistissini	Nemaska	Oujé-Bougoumou	Waskaganish	Waswanipi	Wemindji	Whapmagoostui
Applications	38	15	1	11		2	6	2		1
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Accepted	32	13		11		1	4	2		1
		↓	↓	↓	↓	↓	↓	↓	↓	↓
Fall Enrollments	26	10		9	2		2	2		1
Winter Enrollments	20	9		6	2		1	1		1



Higher Learning

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

	<u>Tier 1</u>	<u>Tier 2</u>	<u>Change</u>
Chisasibi	2	1	-1
Eastmain	-	-	
Mistissini	3	2	-1
Nemaska	2	1	
Ouje-Bougoumou	1	1	
Waskaganish	2	2	
Waswanipi	2	2	
Wemindji	1	1	
Whapmagoostui	1	1	
TOTAL	14	11	

100%
Students
Retention

79%

**Current Overall
Annual Retention**



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



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Cree School Board
Commission scolaire crie

Department Chart iiyiyuiyihtiwin Research and Development (iR&D)

Staffing assignments follow three dialects:

- Northern, Southern (Coastal) and Southern (Inland)

Director
iR&D
Angela Gates

Administrative
Officer
Jessica Otter

Coordinator Of iiyiyiu
Chiskutimaachaawin
Pearl Weistche

Coordinates and implements iiyiyiu academic models and competencies. Works across the CSB, particularly with the Youth and Adult and Higher Learning sectors providing guidance and support to the development of curriculum.

Coordinator of
Cultural Responsiveness
Jamie Moses

Provides language and culture expertise and guidance to CSB staff and initiatives, engages Elders and knowledge keepers, as well as builds promotes and sustains cultural sensitivity and awareness.

Coordinator of
Land-Based Education
Job Masty

iiyiyuiyihtiwin comes from the knowledge that the land has to offer. The land and the teachings of our elders is central in our education system. The land based team provide support on how to teach from the land.

Coordinator of
Cree Programs *
Angela Tapiatic

Develops and creates high-quality iiyiyiu academic curriculum resources, as well as providing translations in various areas of CSB. Cree Programs works across the CSB, particularly with the Youth, and the Adult and Higher Learning sectors.

Shared Services staff:

- Administrative tech
- Executive Secretary
- Secretary

Working together to support all of iiyiyuiyihtiwin department

Land Based and Cree Culture Support

- Land based teaching with students
- Nature journaling
- Cree Culture training with Land Based team and local Elder



Bringing Elders in for Support in Various Events



Land-Based Community Tour



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iR&D Services



Develop iiyiyiu/iinuu pedagogical models, this is something we are looking at how we go back to our ways of learning and teaching. As iiyiyiuch we learned in a wholistic way, to understand it better we learned many subject areas at the same time.

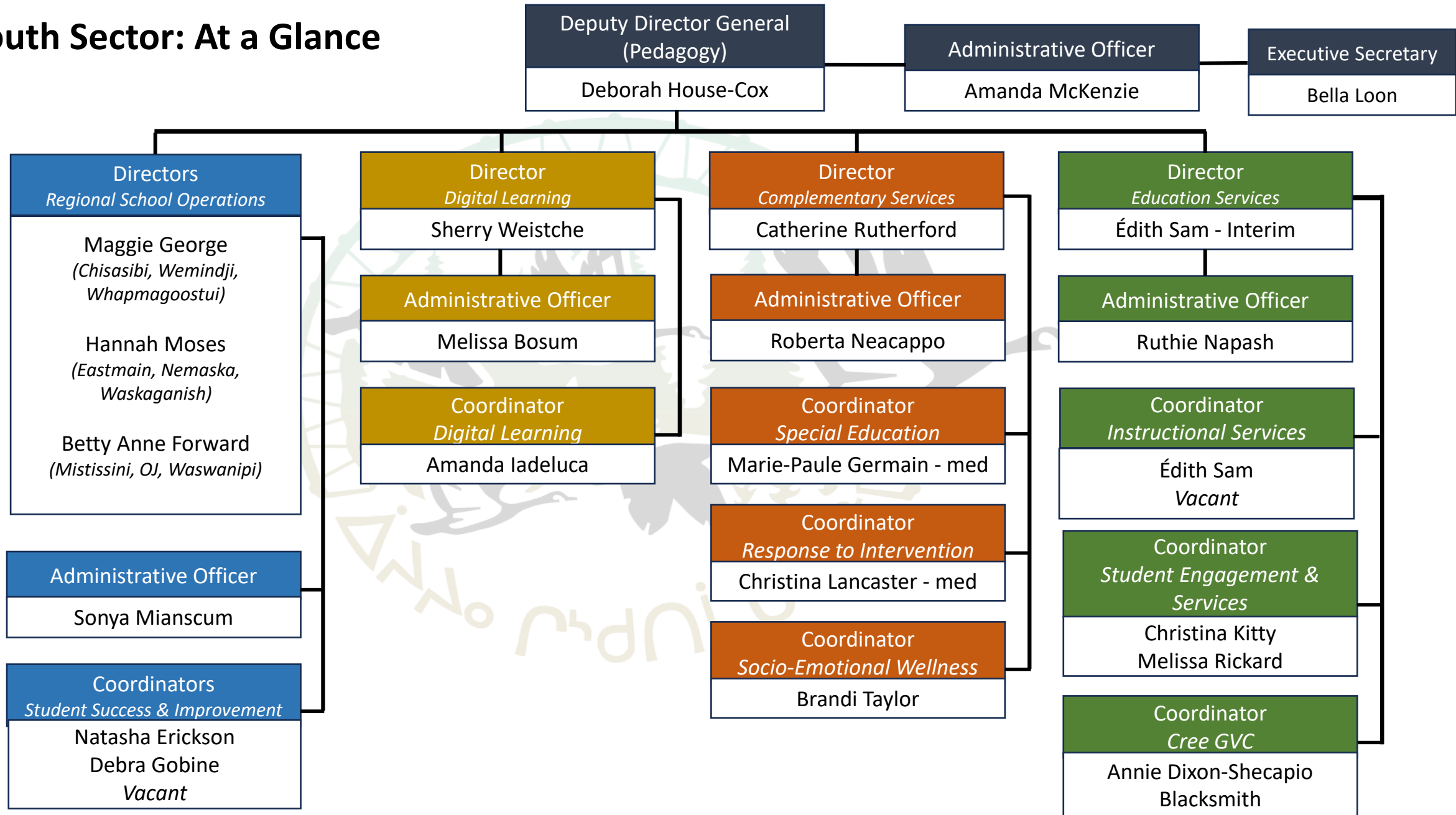


Youth Sector Information

- Learn more about the Youth Sector teams:
 - Who we are
 - What we do
- Share more information about each team's role and achievements



Youth Sector: At a Glance



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

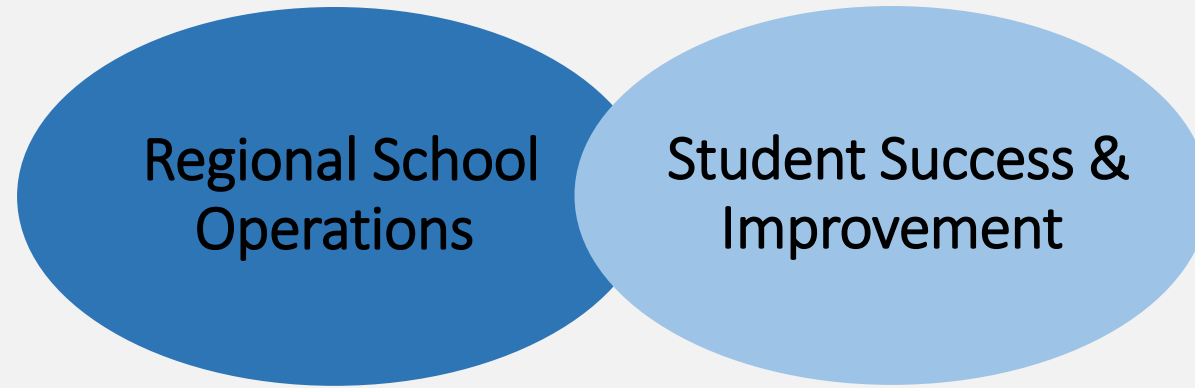
Deputy Director General

Purpose

Pedagogy

- Official administration of Youth Sector
- Represent Youth Sector at Council
- Attend all CSB Management meetings
- Attend all Council of Commissioners meetings
- Assist the DG and take over the duties occasionally
- Other responsibilities

Directors Regional School Operations Overview



School Operations leads the youth sector pedagogical team in place in our schools with the goal of ensuring that all schools provide focused and effective leadership through evidence-based practices and collaborative environments.

Regional School Operations

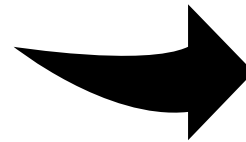
Deliverables

Regional School
Operations

Local Education Plan
For each school
Schools create their own Education Plan each year

Student Success &
Improvement

Local Education Plan
For each school



Digital Learning

Overview

What is the
Department
of Digital
Learning?

Digital Learning supports and empowers teachers and students with the use and integration of educational technology in the classroom. This includes assessing learning content and the security of platforms, setting up online libraries, training on the Digital Learning Framework, and creating digital content and resources.

Digital Learning

Purpose

Digital
Learning

Any instructional practice that effectively uses technology to strengthen a student's learning experience. We help our students learn important digital skills by:

Training teachers on the use of digital tools, skills & knowledge for 21st century learning;

Support critical thinking and team collaboration;

To prepare students for life in a digitally connected world.

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

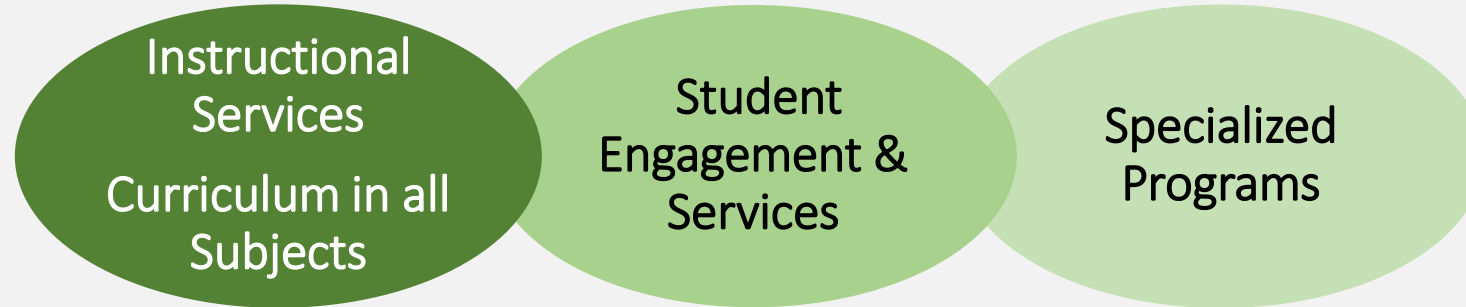
Socio-Emotional
Wellness

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 Team

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 Team

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.



History of liiyuu/liiyiu Aschii program

Secondary III and IV

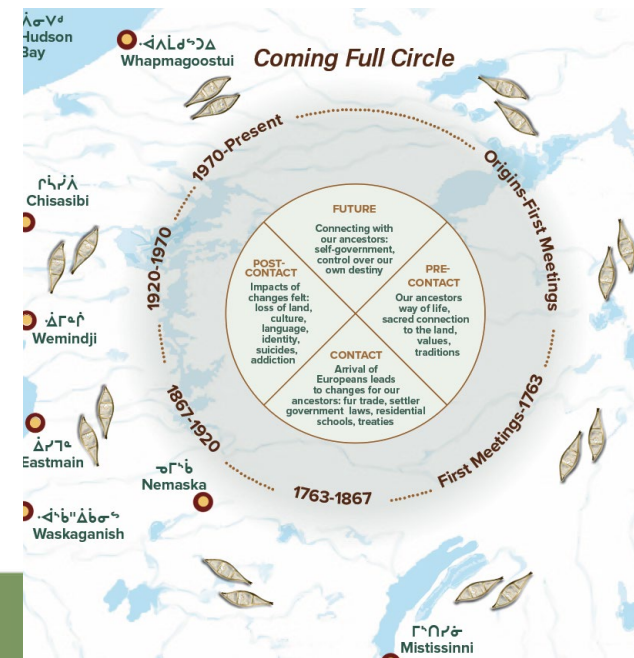
Secondary 3: The Foundation

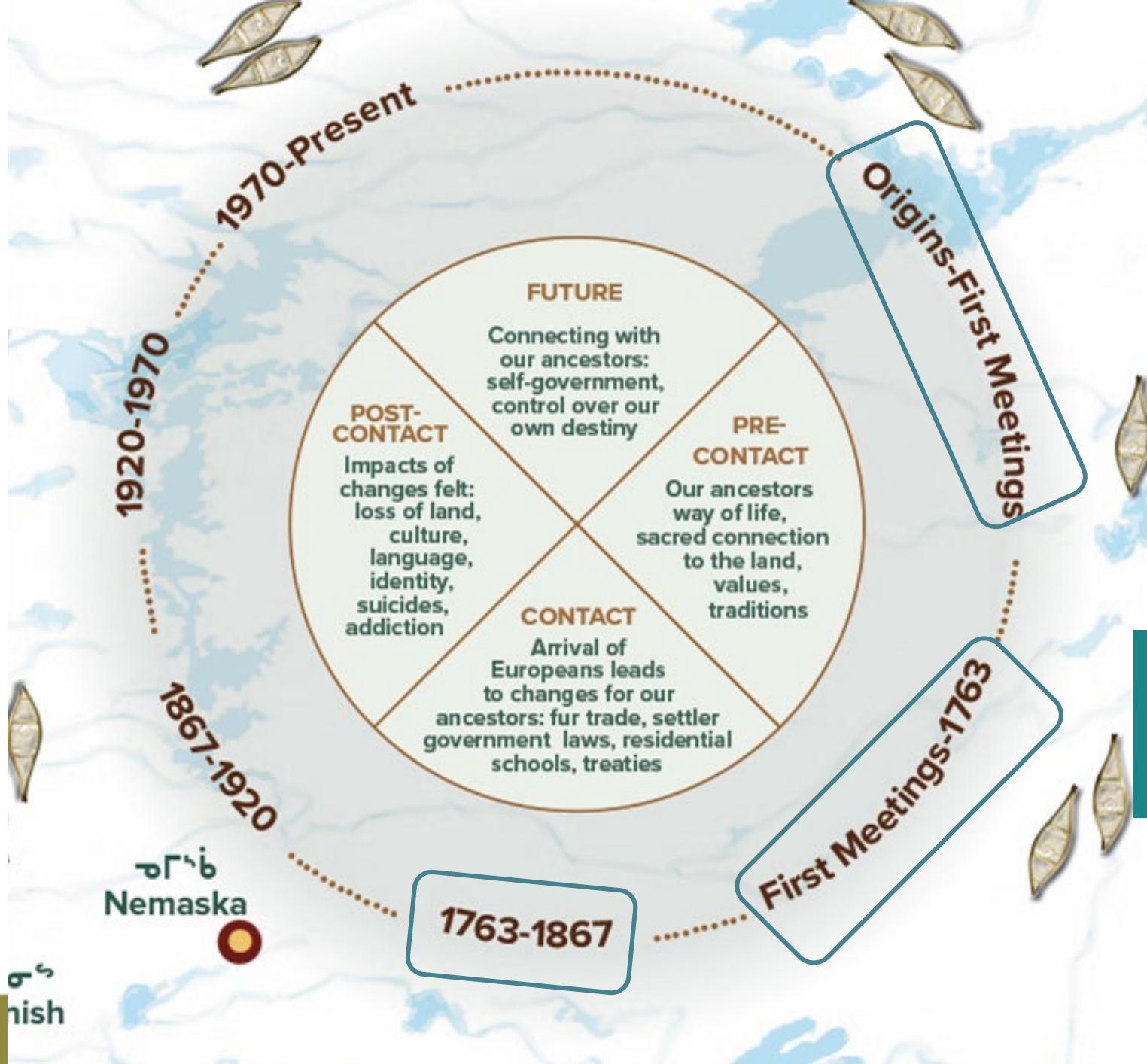
- Students develop a strong sense of identity as Eeyouch.
- They learn about the ways in which their people continue to pass on traditional knowledge.
- They learn about the ideas (seeds) and events that shaped the Canada and Quebec of today.



Secondary 4: The Journey

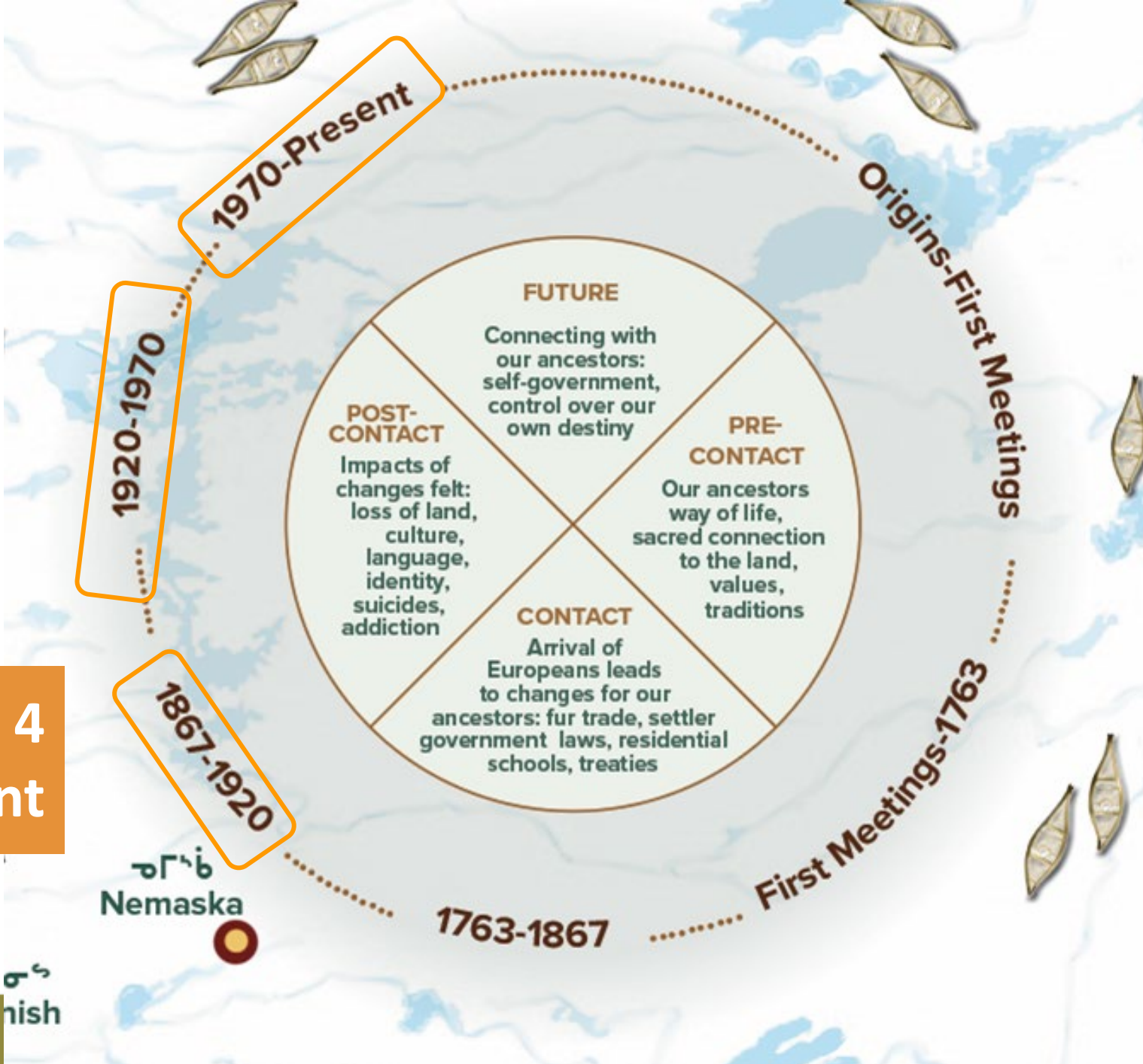
- Students learn about the events of the past 150 years.
- These events are often traumatic and difficult - they are not neutral "facts".
- Students will be well-served by their learnings from Sec 3 on the journey through the Sec 4 content.





Secondary 3 Content

Secondary 4 Content





Aayanischaau Nandouchischuydimuun

Social Science
Secondary Cycle 1

Land Relationships in Large Empires

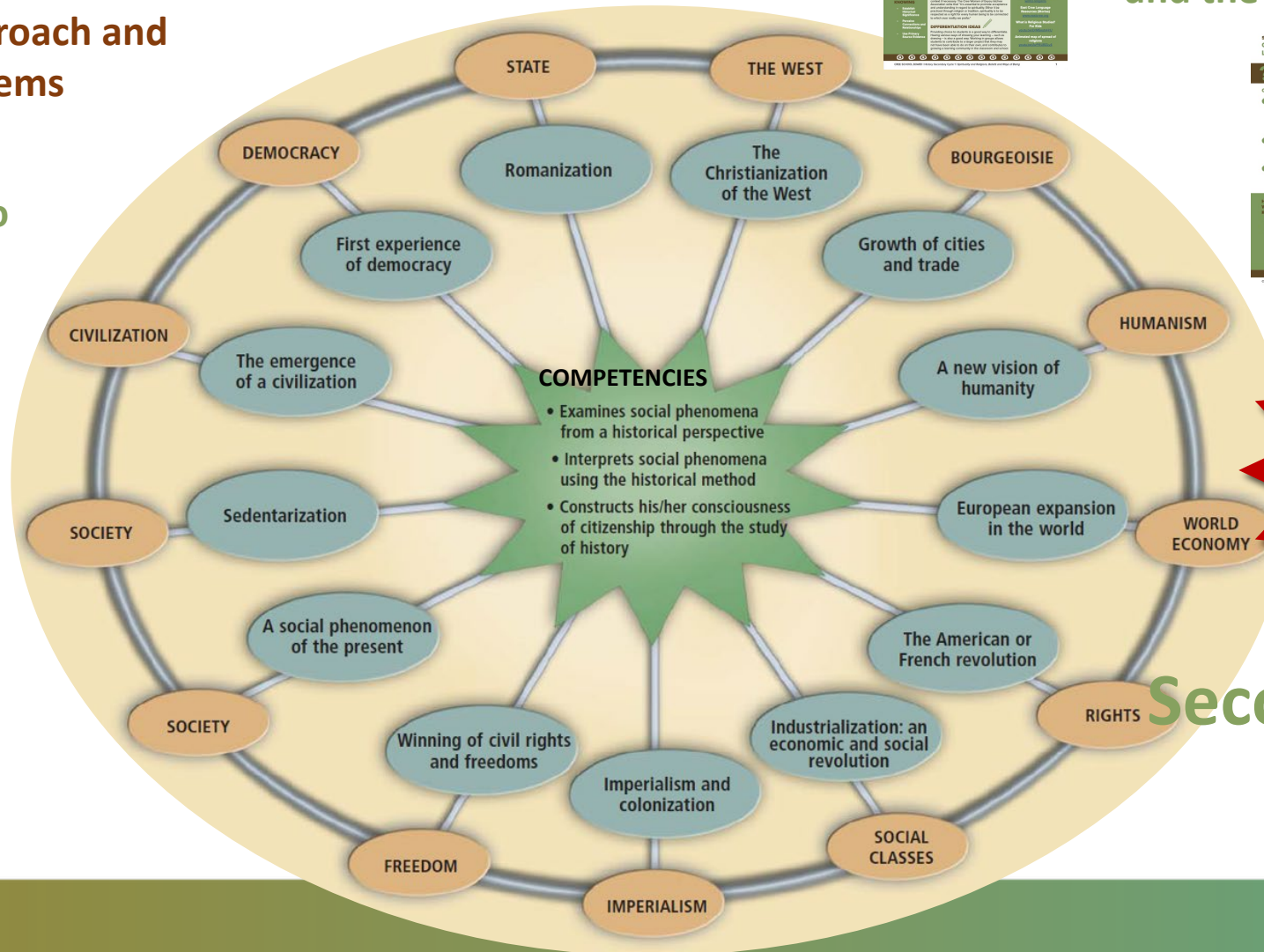
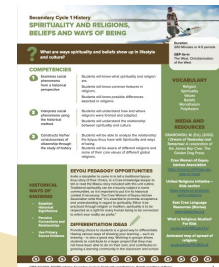
Spirituality and Religions

Global Trade Routes and the Land

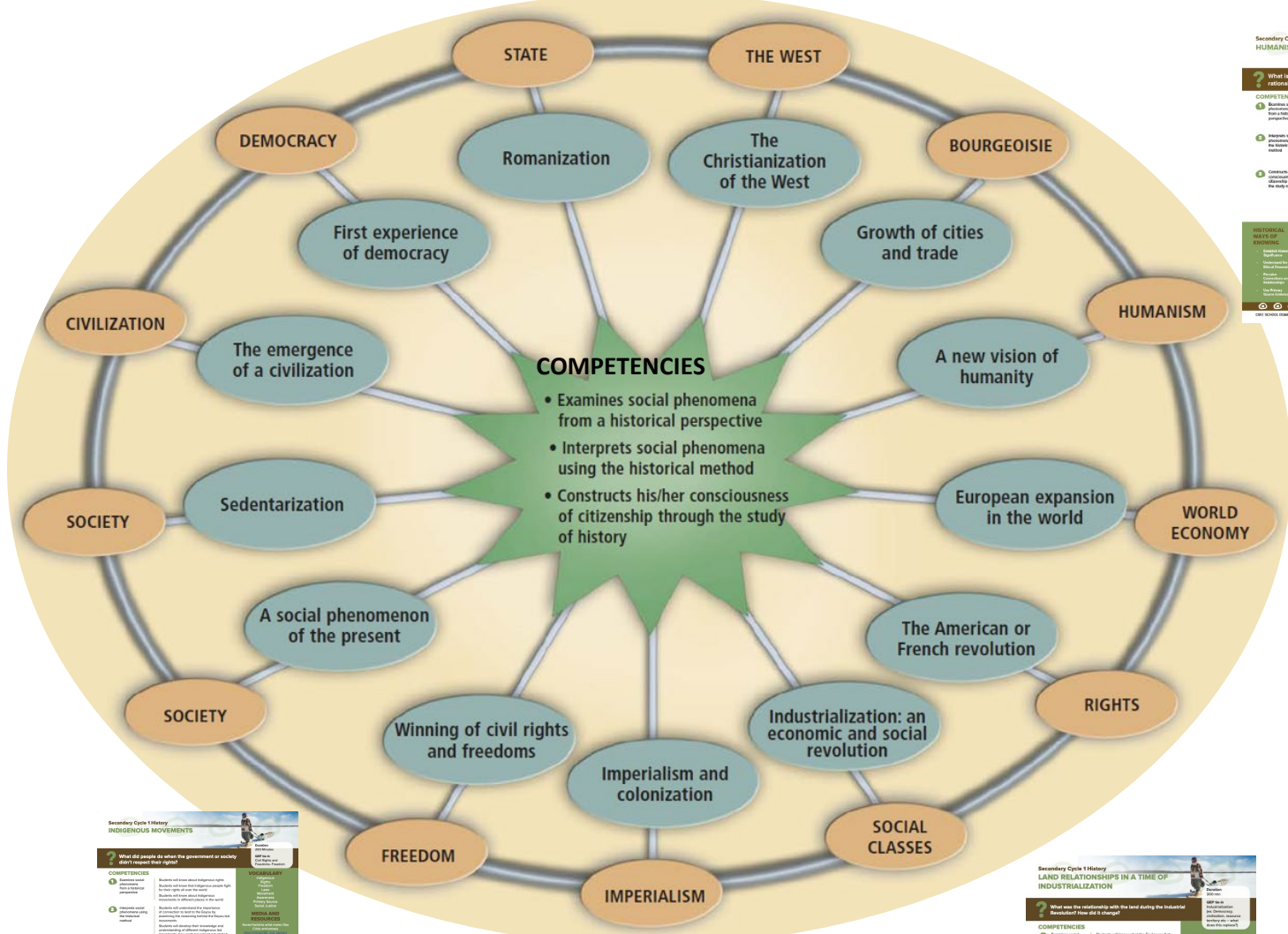
Governance Approach and Systems

From Nomadic to Sedentary and Beyond: Land Relationships

Nationhood & Relationship with the Land



Secondary Cycle 1 - Year 1 HISTORY



Secondary Cycle 1 History
HUMANISM

What is the relationship between individualism, rationalism and the Renaissance?

COMPETENCIES

1. Analyze social phenomena from a historical perspective
2. Interpret social phenomena using the historical method
3. Construct his/her consciousness of citizenship through the study of history

REVISIONAL SKILLS OF KNOWLEDGE

RECOGNITION IDEAS

EVOLUTIONARY OPPORTUNITIES

VOCABULARY

RESOURCES

Humanism

Secondary Cycle 1 History
THE FUR TRADE, RELATIONSHIP WITH THE LAND

What was the relationship of the Fur Trade, the Beaver and the land? How was the relationship impacted during the Fur Trade?

COMPETENCIES

1. Analyze social phenomena from a historical perspective
2. Interpret social phenomena using the historical method
3. Construct his/her consciousness of citizenship through the study of history

REVISIONAL SKILLS OF KNOWLEDGE

RECOGNITION IDEAS

EVOLUTIONARY OPPORTUNITIES

VOCABULARY

RESOURCES

Intro to Fur Trade

Secondary Cycle 1 History
RIGHTS AND TREATIES: RELATIONSHIPS WITH THE LAND AND WITH EACH OTHER

What are rights? How are rights claimed?

COMPETENCIES

1. Analyze social phenomena from a historical perspective
2. Interpret social phenomena using the historical method
3. Construct his/her consciousness of citizenship through the study of history

REVISIONAL SKILLS OF KNOWLEDGE

RECOGNITION IDEAS

EVOLUTIONARY OPPORTUNITIES

VOCABULARY

RESOURCES

Rights and Treaties



Secondary Cycle 1 History
LAND RELATIONSHIPS IN A TIME OF INDUSTRIALIZATION

What was the relationship with the land during the Industrial Revolution? How did it change?

COMPETENCIES

1. Analyze social phenomena from a historical perspective
2. Interpret social phenomena using the historical method
3. Construct his/her consciousness of citizenship through the study of history

REVISIONAL SKILLS OF KNOWLEDGE

RECOGNITION IDEAS

EVOLUTIONARY OPPORTUNITIES

VOCABULARY

RESOURCES

Industrialization and the Land

Indigenous Rights Movements

Global Colonization

Secondary Cycle 1

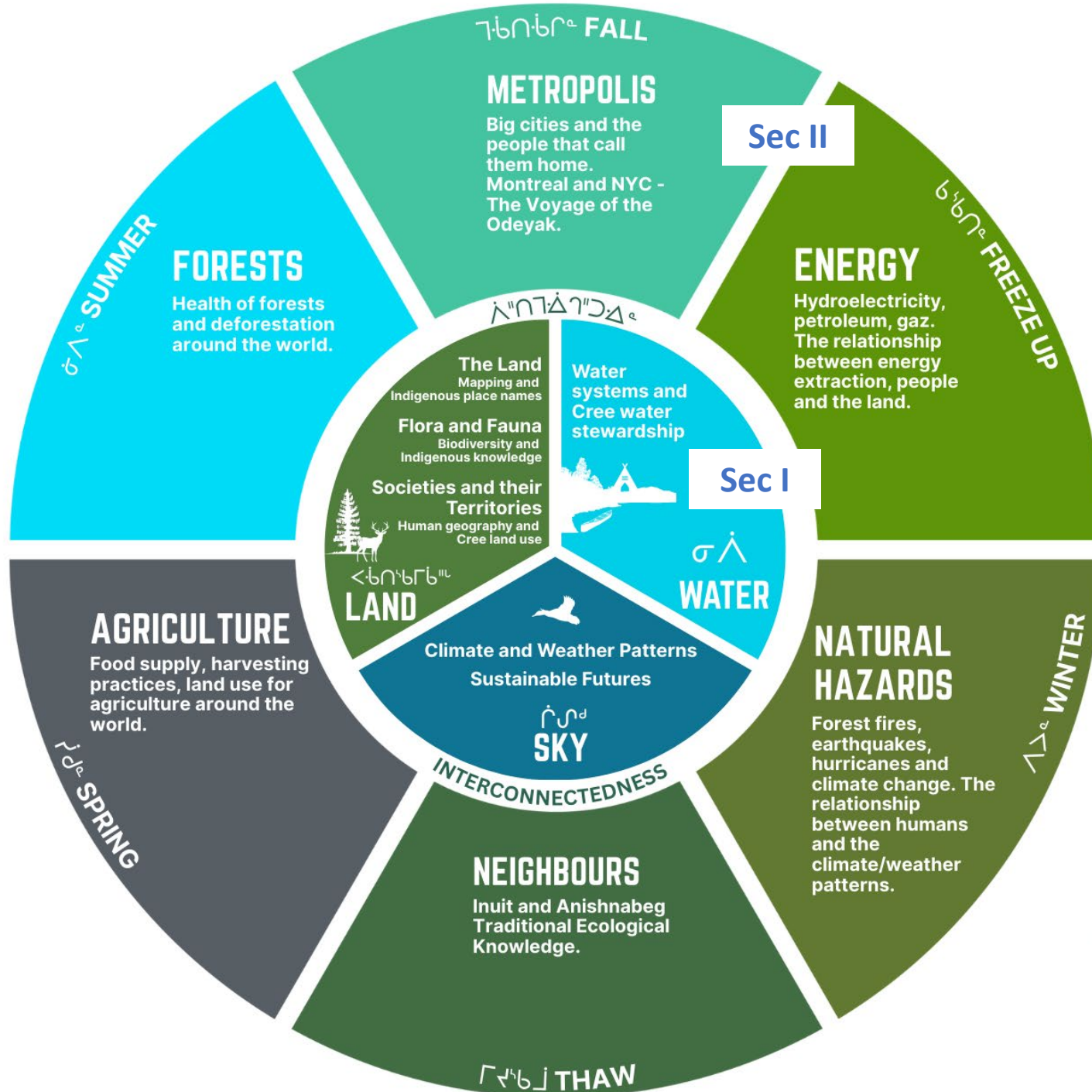
- Year 2

HISTORY

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

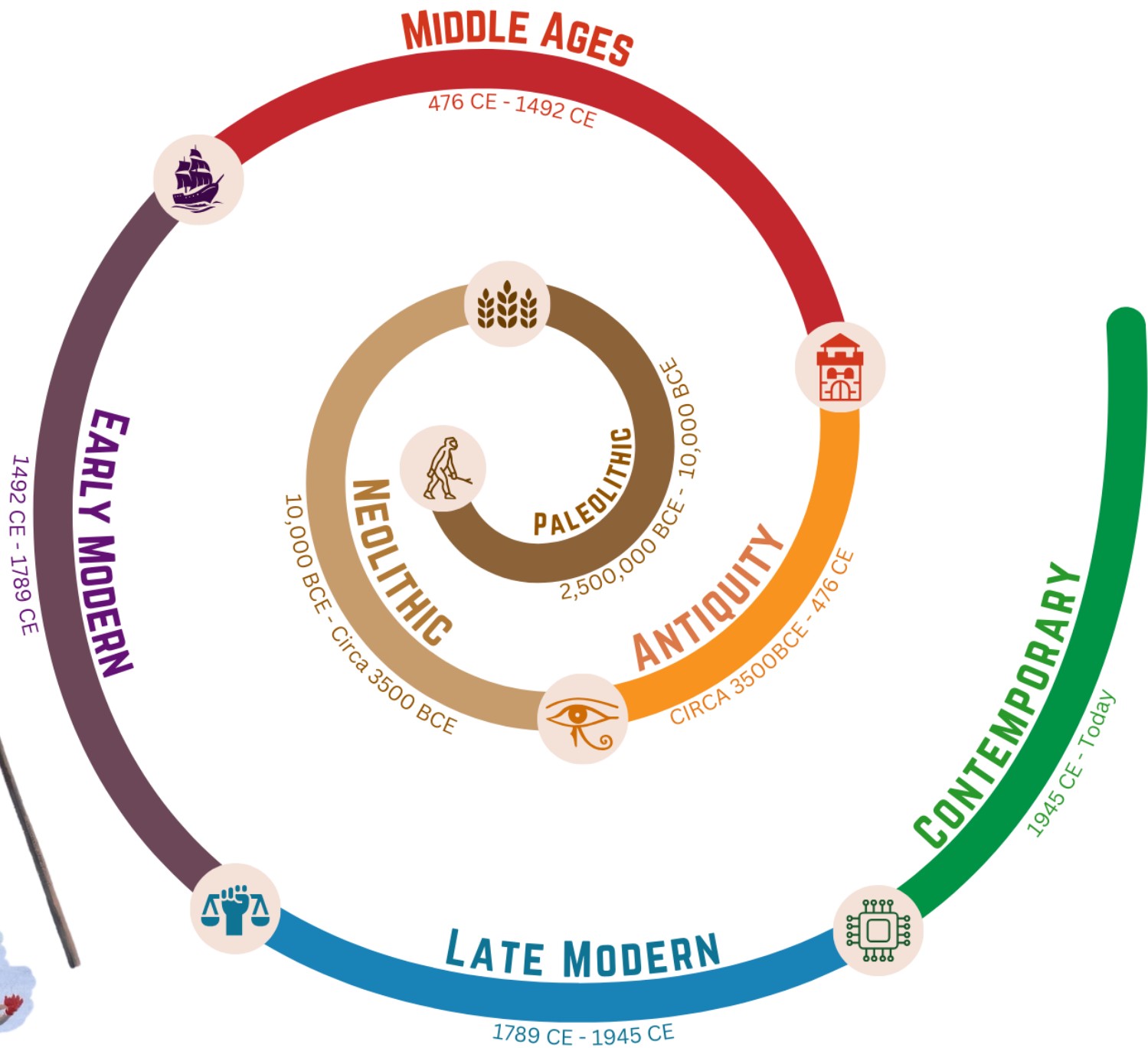


Sec I and II Geography



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

Presented by Catherine Rutherford Director of Complementary Services
and Brandi Taylor Coordinator of Socio-Emotional Wellness

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



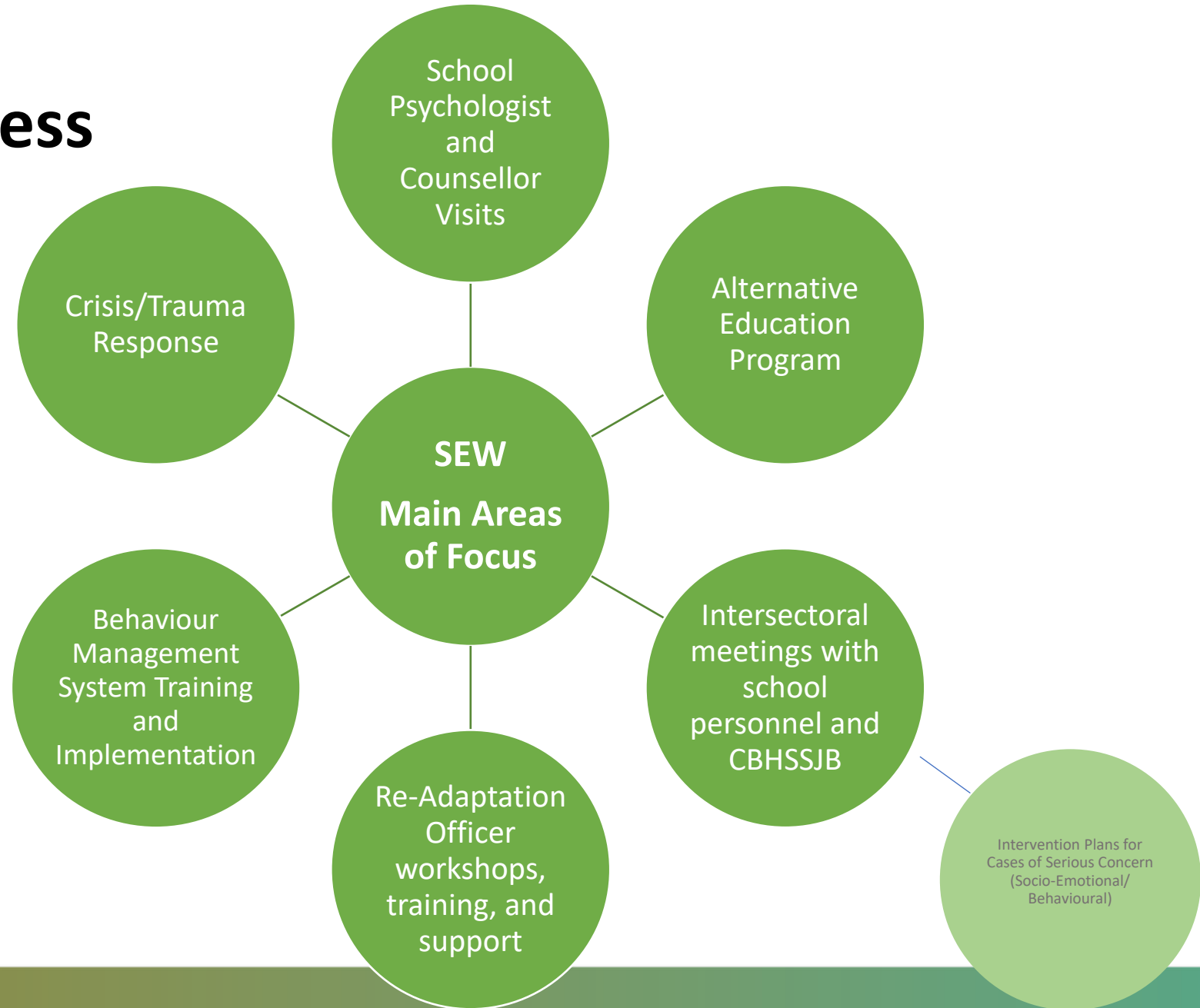
Response to Intervention

- 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)

School Year 2024-2025:
109 School Visits
4276 support hours
9 in person trainings

Socio-Emotional Wellness

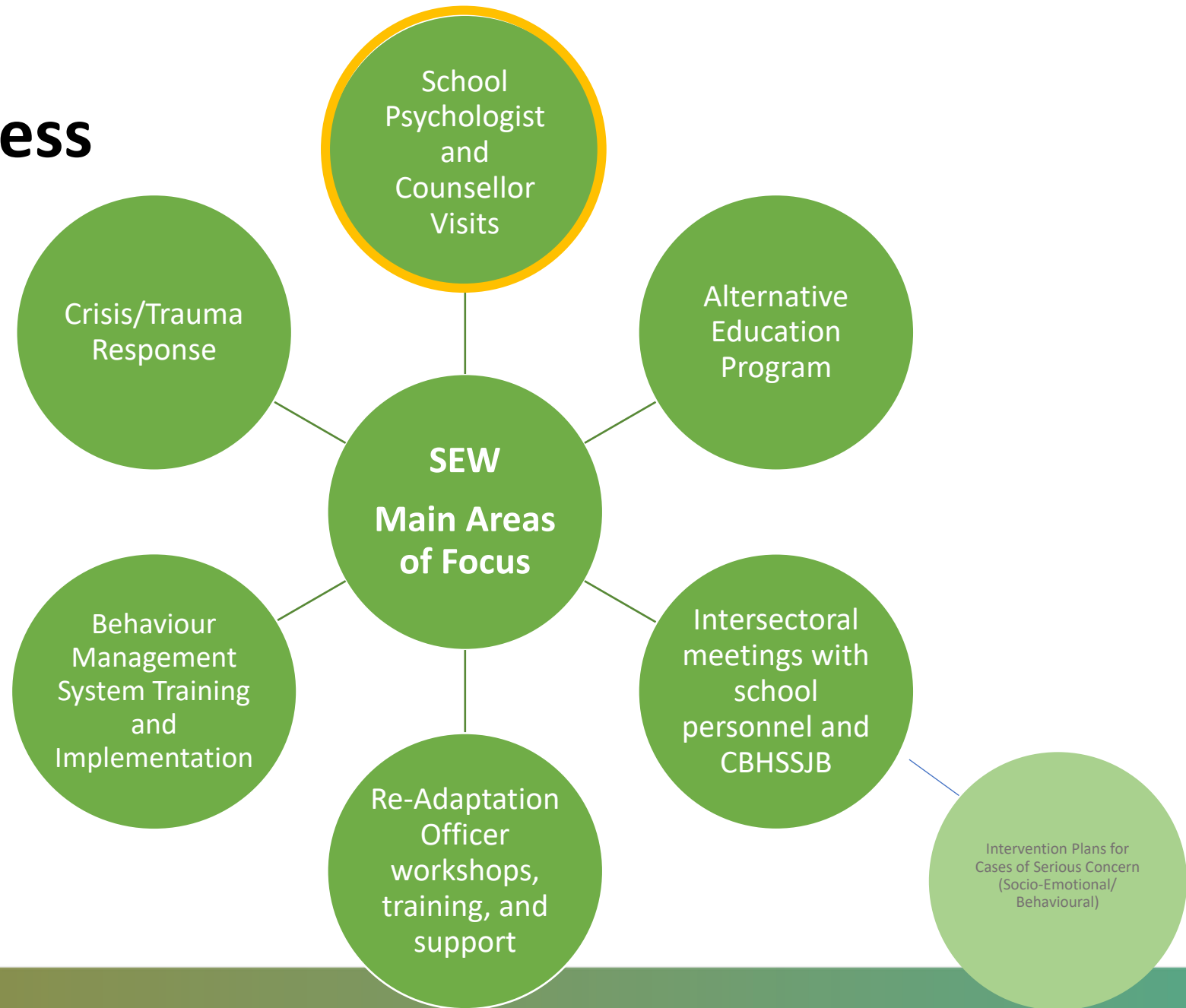
Socio-Emotional Wellness (SEW)



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*.

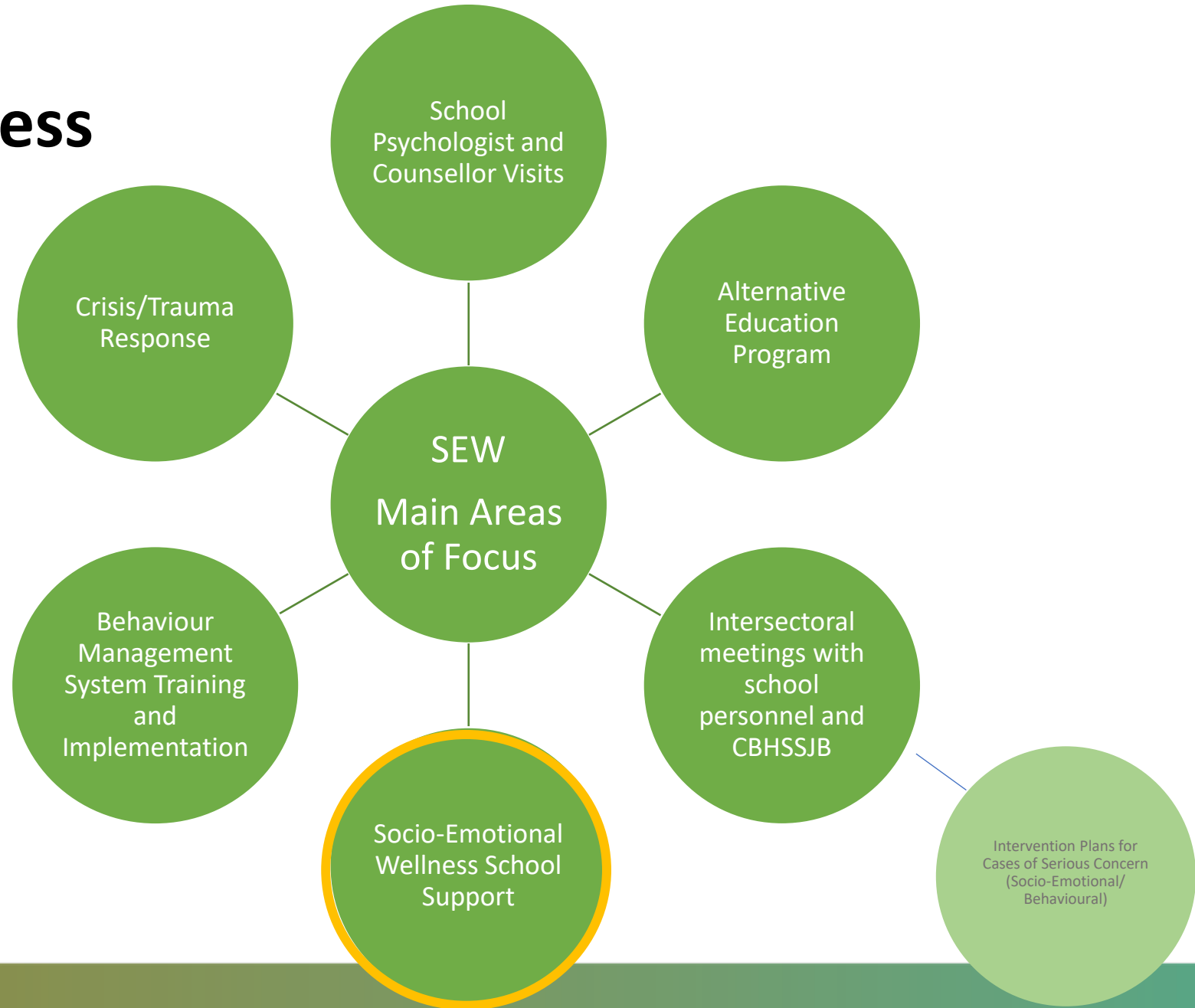
Focus: **Provide recommendations concerning classroom strategies, collaboration with parents, and/or referral for further assessment**

School Counsellor

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

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

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

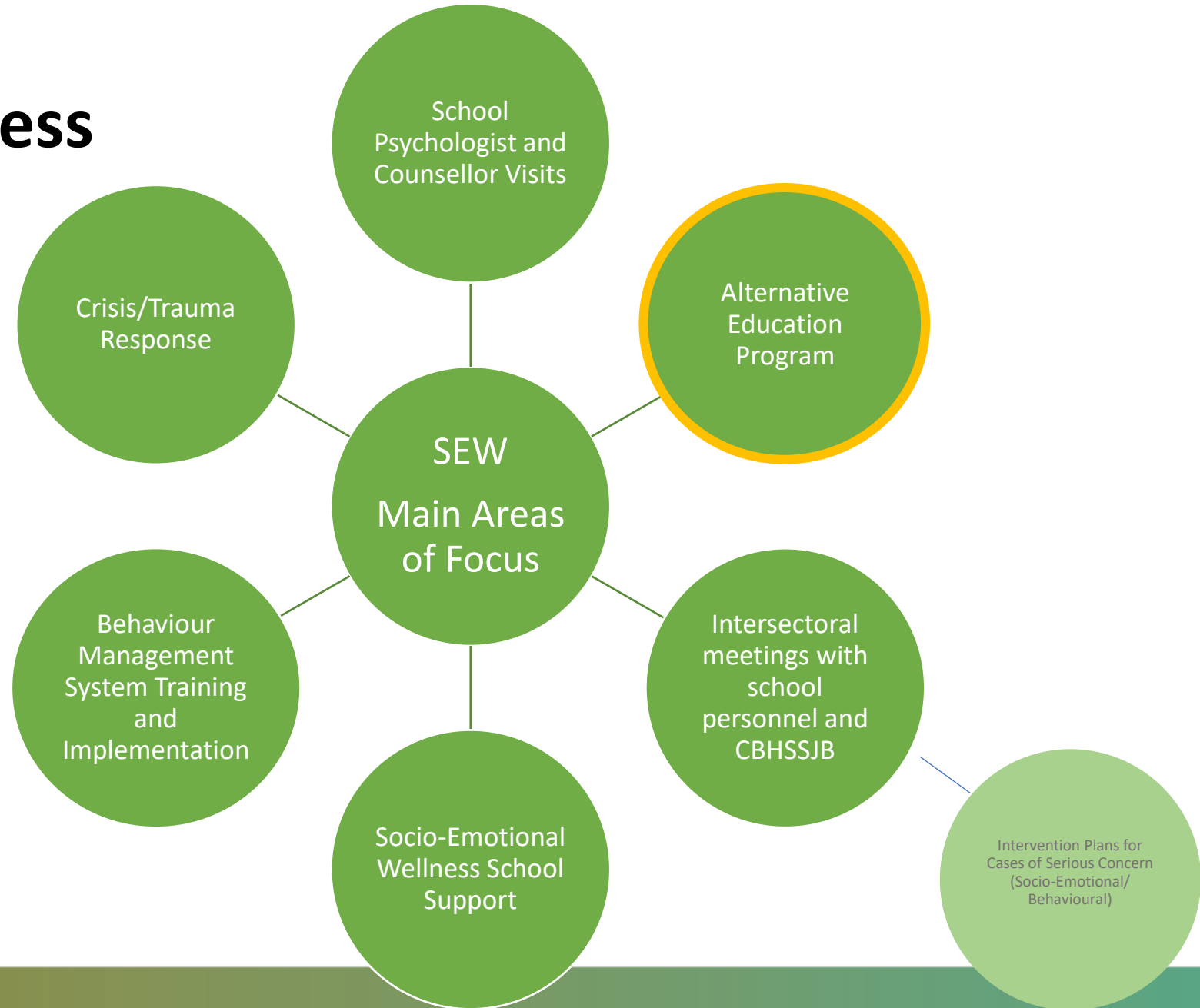
This includes:

22

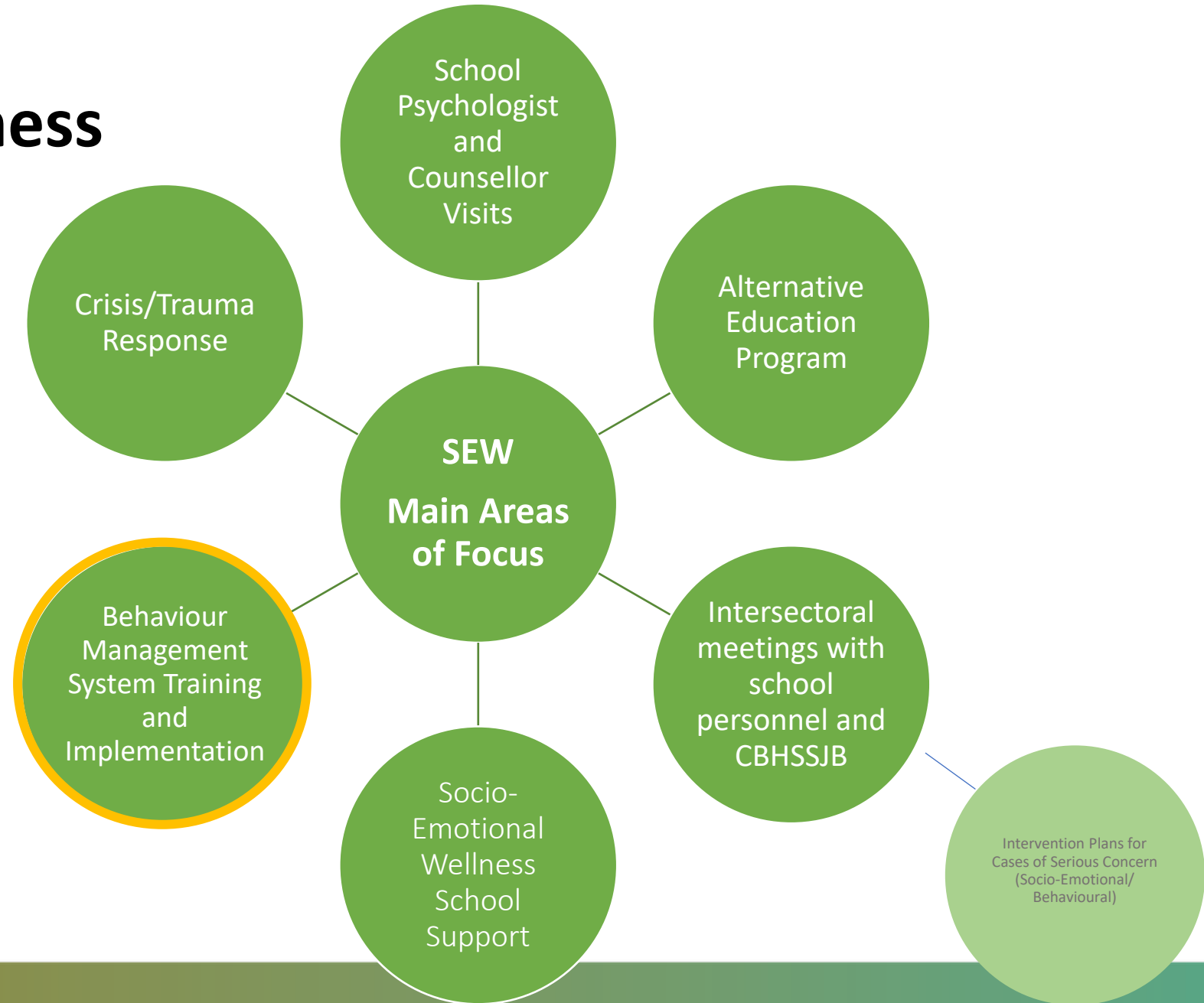
in-person school
visits (avg. 3.5
days per visit)



Socio-Emotional Wellness (SEW)



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

Next training April 14-16th, 2026

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



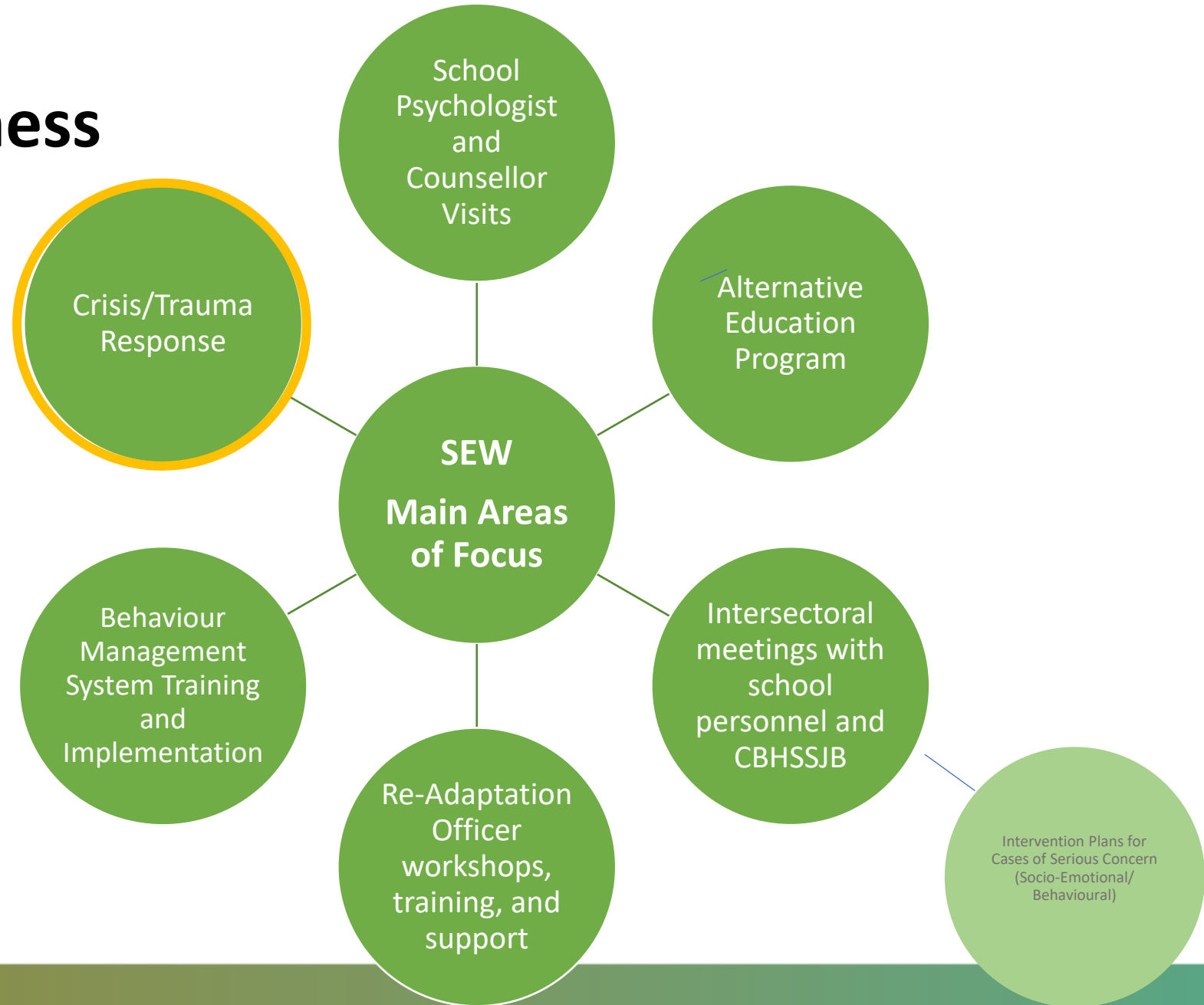
Participants

242

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



Socio-Emotional Wellness (SEW)



Traumatic Incident Response Plan

Purpose:

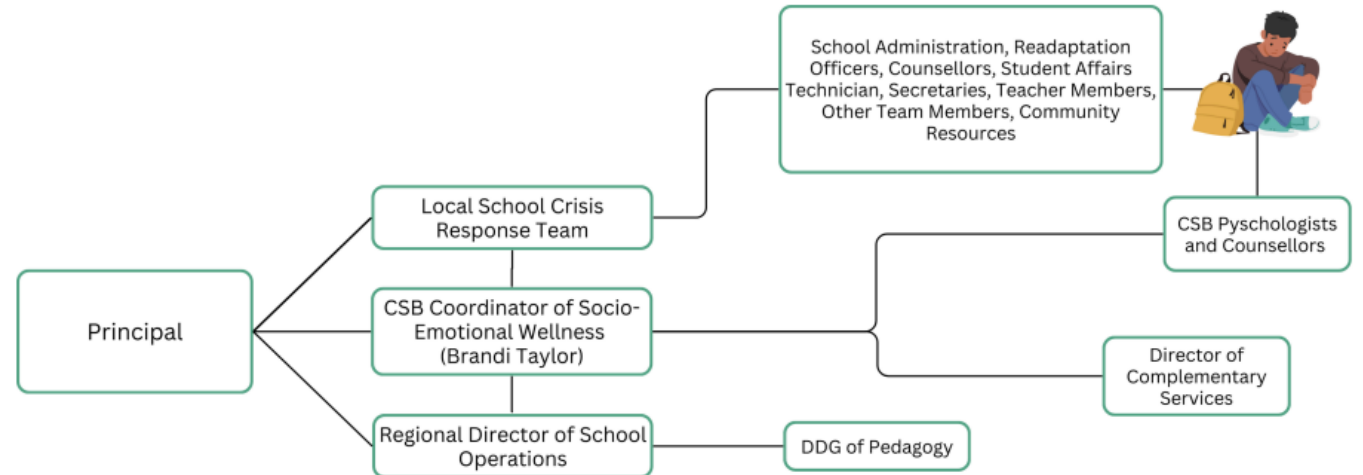
Increase capacity to respond to a traumatic incident in a universal, consistent, and appropriate manner

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



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)

Literacy & Psychosocial Well-being

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



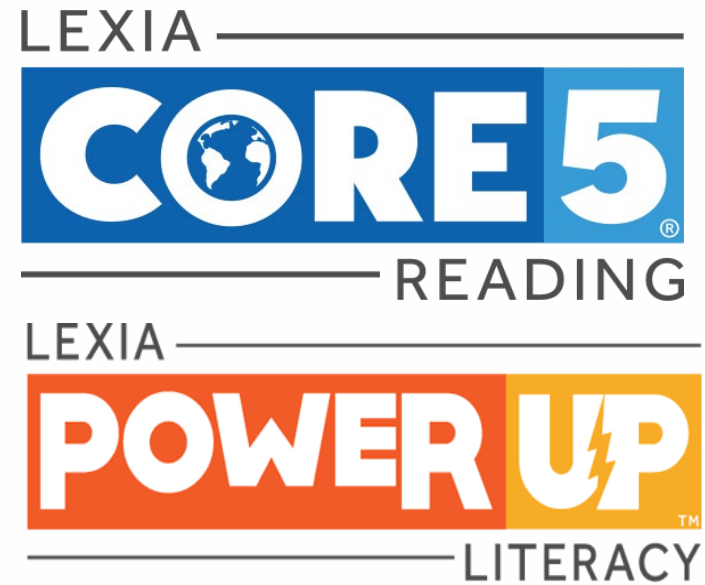
- For students in grades six to secondary three
- Accelerate literacy gains for students who are not meeting college and career-ready standards
- Focuses on grammar, word study, and comprehension, helping students make significant academic growth

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**
 November 2024

2905	1823 (63%)	610 (33%) of those with usage
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 **Term 2**
 February 2026

2978	1799 (60%)	548 (30%)
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 **Term 3**
 June 2026

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Snapshot of Student Reading Progress in Lexia Reading Programs

<i>Lexia Core5 Student Progress</i>	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.

The Cree School Board has been implementing the program since 2014.



Empower Update: Term 1

NOVEMBER 2025



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 (ESL AND HIGH SECTOR)

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



Third grade is a kind of pivot point. We teach reading for the first three grades, and then after that, children are not so much learning to read but using their reading skills to learn other topics.

In that sense, if you haven't succeeded by 3rd grade, it's more difficult to [remediate] than it would have been if you started before then."

-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

678
HRS

**TOTAL SUPPORT
OFFERED BY RTI**

495
HRS

**IN PERSON
SUPPORT**

183
HRS

**VIRTUAL
SUPPORT**

Term 1

August 2024					
Alphabet Skills & Letter Sounds					
Class	Part A	Part B	Part C	Part D	Part D
1B	Letter Names (Uppercase)	Letter Names (Lowercase)	Consonant Sounds	Long Vowel Sounds	Short Vowel Sounds
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					
Class	Part A	Part B	Part C	Part D	Part D
1B	Letter Names (Uppercase)	Letter Names (Lowercase)	Consonant Sounds	Long Vowel Sounds	Short Vowel Sounds
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



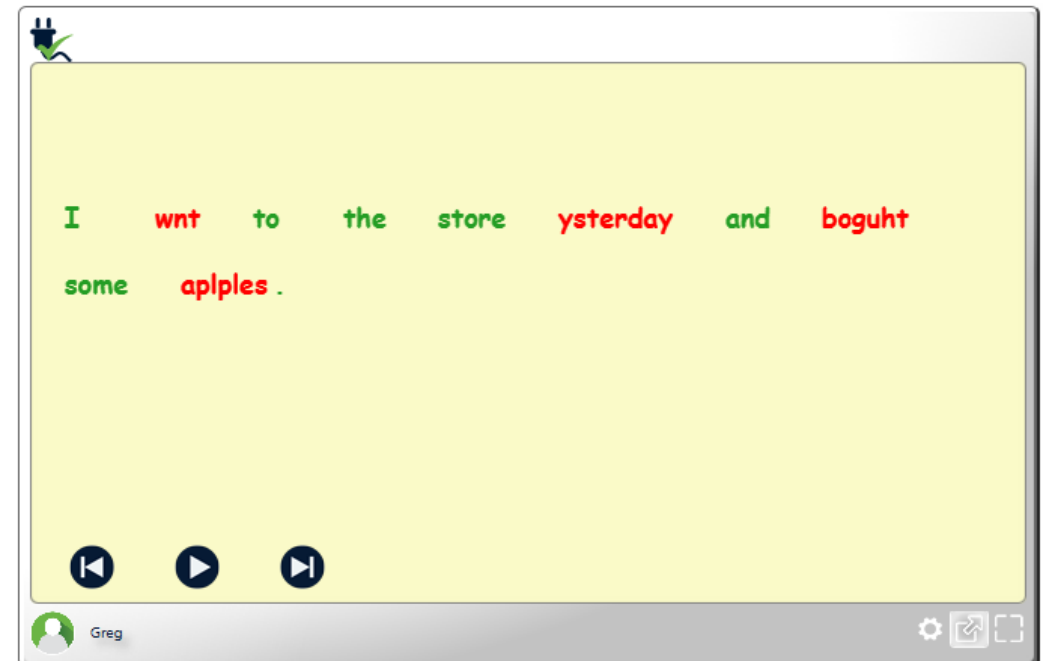
Lexibar Implementation

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



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., English, 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



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
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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

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.



Information Collected

SES Coordinator ensures all documents are collected from the CNG childcare centres.

Documents Sent

SES team sends documents to each school's administrators and SEDH for review.

Transition Meetings

Schools organize transition meeting to discuss all new students with support needs. SES team member attends each school's transition meeting.

Follow-Up Meetings

For students who are identified as having high needs
SEDH and administration conduct additional, separate meetings to discuss the supports required. SES team member attends, and parents should also be invited to these meetings.

Report Support Needs

School administrators/SEDH report complete list of new pre-K & K students with support needs to the SES team.



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