

HIGHLIGHTS FROM THE OCTOBER 2017 COUNCIL OF COMMISSIONERS

From June 3 to 6, the Council of Commissioners met in Montreal. At this meeting, the Commissioners reviewed and approved the activity reports of all the departments, along with the school board's 2019-2020 budget. You will find below an overview of the key issues that were also discussed.

The activity reports of all the departments were reviewed and approved, along with the school board's 2019-2020 budget.

In comparison to last year, the school board's budget increased by 8.88%.

With the goal of enhancing the delivery of services to students, the commissioners approved the restructuring of two departments: Complementary and Compassionate Services, and Material Resources.

Complementary and Compassionate Services

Previously under School Operations, Complementary Services were responsible for the delivery of special education and psychosocial support services to students. The department created by the Council of Commissioners is named Complementary and Compassionate Services.

The Compassionate Schools team will be integrated into the new department, with the objective of further integrating trauma-informed approaches into the overall special education and psychosocial service offer.

As a department, Complementary and Compassionate Services will enjoy direct communication lines with schools and streamlined regional coordination of support services to schools and students.

Two new management positions were created as part of this restructuring. These positions will be based in Kuujjuaq, Nunavik.

Material Resources

The restructuring of this department takes into consideration the fact that capital investment funds allocated to the school board over the past 2 years have more than doubled. In addition to vehicles, the school board owns and maintains a total of 247 buildings (more will be built in the coming years). In terms of number of buildings, this is comparable to the largest school boards of the province.

To ensure adequate planning and follow-up of construction and renovation projects as well as purchasing and transportation, the Material Resources department was reorganized around three main areas of services: logistics, capital projects (renovation and construction of new buildings) and maintenance of existing assets.

Four new management positions were created as part of this restructuring. One of these positions will be based in Kuujuaq. In addition, two new Montreal-based technician positions were proposed.

A training program agreement with Vanier College was approved. This will allow the school board's behaviour and special education technicians to access a professional development program leading to Special Care Counselling college certification.

The agreement with Vanier College foresees the delivery of courses both in Nunavik at the college's campus in Montreal. This professional development program will be facilitated by the Complementary and Compassionate Services department.

The courses' content was developed based on best practices that apply to situations the behaviour and special education technicians have to manage on a daily basis. The certification program will provide them with intervention tools and allow them to gain essential knowledge and skills. The objective is that upon completion of the certification program, behaviour and special education technicians feel confident when working with students to address their learning difficulties and/or psychosocial needs.

A group of 14 behaviour and special education technicians from various Nunavik communities participated in an introductory course at Vanier College from June 10 to 14, in Montreal.

There are indications that student retention is improving at the post-secondary level. Data analysis in the next 3 to 5 years will allow the school board to confirm whether this positive development constitutes a new trend or reflects a punctual situation.

In January 2019, 118 students were pursuing post-secondary studies under the school board sponsorship program. Out of these, 113 were still enrolled in their program at the end of the spring semester.

A total of 18 beneficiaries graduated from vocational, college and university programs this year. This includes graduates from programs such as: Dental Assistant, Community Recreation and Leadership, Forensic Science, Airline Pilot, Nursing, Midwifery, Graphic and Web Design and more.

In addition, out of the 19 students who were enrolled at Nunavik Sivunitsavut in January 2019, 19 completed the program. Initial analysis indicates that Nunavik Sivunitsavut contributes to improving the global student retention at the post-secondary level.

The new post-secondary and sponsorship application procedures implemented over the past two years may also have a positive impact on student retention. Indeed, all post-secondary application procedures for program offered outside Nunavik have shifted towards a process that

empowers students to take full ownership of all aspects of their program and sponsorship applications.

Preliminary results from the Qanuilirpita health survey were presented to the commissioners during an *in camera* session. In view of public access to survey results, the Commissioners stressed the importance of data contextualization.

The school board is a member of Qanuilirpita's steering committee and sits on the data management sub-committee. As such, we will continue to be part of conversations related to Qanuilirpita data access for the general public and researchers.

The results of the survey are still being compiled and analysed. There is currently no confirmed date for public release of the survey's data.

For the upcoming school year, the Adult Education and Vocational Training department will be offering new courses as part of its general education, vocational training and pre-college services. In addition, under its services to businesses, the department will also be organizing the delivery of college certification programs in partnership with CEGEP and colleges in the province.

Vocational training to be offered next year will include: Customer Support, Jewelry, Entrepreneurship, Computer Support, Painting and Plastering (AEP), Aluminium Welding (AEP). The Heavy Equipment Operator training will be offered again next year.

In 2018-2019, a total of 22 Nunavik residents graduated from vocational trainings offered by the school board.

Under General Education, the following new courses will be offered: Social Integration, Socio-vocational Training, Preparation for Vocational Training.

In 2018-2019, a total of 185 students were registered in general education courses. Out of these, 42 were enrolled in distance education. Statistics on general education graduates will be available later this year.

Under its services to businesses, the department is planning to offer 5 college level certifications (AEC) in Nunavik: Customer Support, Valorization of Fur, Childcare Educators, Arctic Guides, Managers in Childcare Facilities. In addition, a DEC in Arts, Literature and Communications is currently under development.

In 2018-2019, a total of 33 Nunavik residents graduated from college-level programs organized by the school board and delivered in Nunavik.

Pre-college courses offered at the Adult Education facility in Kangiqsujuaq will focus on math and science pre-requisites for specialised post-secondary programs. These courses are currently not offered to Secondary students by the regular sector schools.

Over the coming school year, student recruitment and retention will remain a priority for the Adult Education and Vocational Training department.

Kativik Ilisarniliriniq appointed Me Caroline Lemay as Student Ombudsman. Her mandate is to help students and parents resolve situations in which they are not satisfied with a service they have received from the School Board or with the application of a regulation, procedure or practice.

The services offered by the Student Ombudsman are confidential. The Student Ombudsman does not represent the school board, nor the students and their parents. She is a neutral third party.

In February and March, the Student Ombudsman explained her role and mandate to school principals, vice-principals and centre directors.

On the school board's website, parents and students can find more information on how to file a complaint. Go to www.kativik.qc.ca. Click on School Board. Then click on Student Ombudsman.

The Student Ombudsman's contact details are also available on the school board's website. They are: 514 716-6468 | info@omega-ombs.ca. Inuktitut speakers may request access to interpretation services, which will be provided confidentially. The Ombudsman does not intervene in cases of conflict between employees.

The graduation rate of students from the regular sector remains stable at a rate similar to that of the Cree School Board.

The data presented looked at cohorts of students who entered Secondary 1 between 2006 and 2010.

During this time period, the Individualized Pathway of Learning (IPL) was not certified by the Ministry of Education, therefore students who completed this program did not receive recognition from the Ministry. As of the 2017-2018 school year, the IPL program was replaced with a certified Pre-Work program.

Between 2012 and 2016, the students' graduation rate for the regular sector varied between 22.5% and 26.4%. There is no trend indicating a steady and slow increase, but rather a fluctuation between this lower and higher figure. This average is slightly lower than the Cree School Board's graduation and qualification rate.

Had the accredited pre-work program been introduced during this time period, the school board's graduation rate would have fluctuated between 24.6% and 33.2%, a range similar to the Cree School Board's graduation and qualification rate.

This year, the school board implemented a new student information system, DASH, which is now operational in all of our schools, for the youth sector. DASH will allow us to better collect and manage student data, which can then be used for more informed decision-making at all levels. In addition, DASH will help the board to better measure some of the objectives outlined in the strategic plan, particularly those that pertain to student success (for example, with better data about class closures and student absenteeism).