

MEETING HIGHLIGHTS

COUNCIL OF COMMISSIONERS – JUNE 9–11 | MONTREAL

In a resolution, the Council approved the 2026-2027 balanced budget as submitted. The Director of Financial Resources also presented the new organizational structure of the Department, clarifying responsibilities related to internal and external reporting, compliance, accounts payable, and operational activities.

- The restructuring of Financial Resources was initiated in October 2024, following recommendations from the Ministère de l'Éducation du Québec (MEQ).
- The new structure aims to strengthen clarity of roles and accountability, particularly in key areas such as reporting, compliance, and financial operations.
- Commissioners welcomed the improvements, noting progress towards addressing payment delays and enhancing the quality and timeliness of reporting to the MEQ.
- This reorganization supports broader efforts to improve efficiency, transparency, and service delivery within financial operations.
- The Council was also informed of an initiative spearheaded by Administrative Services under General Administration. This special project aims to support the advancement of key organizational priorities by identifying alternate funding sources outside of MEQ funding frameworks. Areas of intervention include professional development for school administrators, language-specific teacher gatherings, and after-school daycare training, as well as providing support for data requests and internal strategic planning initiatives.

The Commissioners participated in an interactive workshop to provide input and review progress toward the development of the Nunavik Education Program (NEP). Through a series of reflective and collaborative activities, they explored the program's core components, including identity, school subjects, Inuit knowledge (*Inuit Qaujimausingit*), values (*Inuit Maligangit*), and ways of being (*Tunngavilirtuiniq*), connecting personal and community perspectives with educational principles. These activities provided a shared experiential understanding of how knowledge is transmitted, valued, and grounded in Inuit culture, helping to establish common foundations for discussions on the program's development. Following discussions, they approved a resolution endorsing the program's foundational principles, including its multilingual, culturally grounded approach and its role in guiding future curriculum development across all sectors.

- This work builds on efforts initiated in 2018, following the Education Research (Program Evaluation – Audit), which highlighted the need for curriculum renewal rooted in Nunavik realities.
- Created in 2021, the Arqusiurtiit Committee leads this work. It has refocused on curriculum reform to strengthen Inuktitut as an academic language across all levels.
- The proposed approach for the creation of the Nunavik Education Program (NEP) is unique in Québec and Canada. It emphasizes the development of multilingual competencies rather than a traditional first-language / second-language model.

- Since 2024, work has focused on identifying the conditions required to implement the reformed curriculum, including resources, pedagogical approaches such as *Inuguiniq*, and pathways to support student success.
- In December 2025, Commissioners expressed strong support for the NEP as a framework for defining the foundational principles guiding curriculum development in Inuktitut, French, and English.
- This initiative is grounded in the provisions for self-governance in education, set out in the James Bay and Northern Québec Agreement (JBNQA), with ongoing collaboration with the Ministère de l'Éducation du Québec (MEQ) toward official recognition.
- The NEP is expected to strengthen teacher support, particularly in the Inuktitut sector, and to inform future teacher training programs offered by Québec universities (including tailored certification programs developed for teachers of the Inuktitut sector in Nunavik).
- Work will continue through 2026–2027 and will include consultations and communication with Kativik Ilisarniliriniq staff and communities.

The Commissioners were informed of progress in developing sex education content for students, in partnership with the Nunavik Regional Board of Health and Social Services (NRBHSS). The proposed content, which is offered in short sessions, aims to support students' personal development and well-being without formal academic evaluation. Commissioners emphasized the need to ensure strong alignment with Inuit culture, particularly the content introduced to younger students. They also stressed the importance of informing and involving parents regarding the content and its educational objectives.

- The content was developed by the NRBHSS in collaboration with Kativik Ilisarniliriniq and tailored specifically to the Nunavik context based on consultations with parents.
- The modules will be piloted in three schools (Kangirsuk, Umiujaq, and Kuujjuaq) during the 2026–2027 school year. During the piloting of this content, public information sessions will be offered to gather feedback and inform Nunavimmiut about the educational goals of this initiative.
- Next steps include training school staff on both the delivery of the content and the handling of potential disclosures by students of sexual abuse.
- Delivery of the modules will be led by trained volunteer staff, with in-person and online support from specialized NRBHSS, Education Services, and psychosocial resources to accompany sessions with students.

The Council received the activity report of the Adult Education and Vocational Training (AEVT) department. The Council also approved the training centre calendars and the ordinance on the 2026–2027 vocational training programs. Key highlights from the departmental report included strong participation across programs—with 379 students enrolled in General Education and 83 in Vocational Training—a strong intake of students for distance education courses, a total of 24 graduates, and continued progress in cultural programming, services to communities, and teacher training initiatives.

- **General Education and Vocational Training:** AEVT served 379 General Education students and 83 students enrolled in Vocational Training programs. Retention and attendance levels were reported to have fluctuated. Smaller cohorts demonstrate stronger attendance and retention, while larger cohorts and remote delivery models require additional intervention to maintain student engagement.
- **Cultural programs (*Ilurqusitigut*):** A total of 18 workshops were delivered in 11 communities and Montreal, reaching 144 participants and supporting the transmission of Inuit knowledge. Some of the courses offered also lead to secondary school credits that can be cumulated toward a Secondary School Diploma (SSD).
- **Parenting and wellness (*Ilagiitsiatigut*):** Initiatives included distribution of cultural activity boxes to families, increased community engagement, and workshops promoting parenting and financial wellness.
- **Services to businesses and communities:** Over 1,297 participants enrolled in a wide range of training activities, with an 87% completion rate. This offering focused on strengthening workforce skills, improving employability, and supporting transitions to the labour market.
- **Teacher training supporting the Inuktitut sector:** Partnerships with McGill University and Université du Québec en Abitibi-Témiscamingue (UQAT) supported course delivery across multiple communities for teachers of the Inuktitut sector employed by Kativik Ilisanriliriniq. In addition, a two-year university program leading to a certificate was offered to the public in Kuujjuaq, with a new cohort being recruited for the fall (to be offered in Inukjuak). These ongoing programs aim to expand pathways to Inuit teacher certification in Nunavik.

The Council was informed about an Education Services initiative that prototyped a gathering of teachers in the Inuktitut sector. The event aimed to provide teachers with targeted pedagogical support, reinforce their mastery of the curriculum, and create opportunities to network and share expertise across communities.

- The gathering brought together 38 teachers in Kuujjuaq, from four schools across three communities (Ulluriaq—Kangiqsualujjuaq, Pitakallak—Kuujjuaq, Jaanimmarik—Kuujjuaq, Ajagutak—Tasiujaq).
- The gathering was supported by multiple departments, including Education Services, Human Resources, and Complementary Services (special education), ensuring a coordinated approach to teacher support.
- Special guests included: Elders, an artist, and a consultant from Université de Sherbrooke. All contributed to the activities and knowledge sharing.

- Workshops were offered for both the primary and secondary levels, covering a range of topics such as mathematics, social sciences, language arts, exams, technology, physical education, and cultural content.
- This first successful event will be replicated in October 2026. An invitation will be extended to all teachers of the Inuktitut sector.

The Council was briefed by various departments on the number of graduates who completed programs of study in Nunavik and outside the region. Commissioners expressed their satisfaction with the breadth of expertise and academic pathways pursued by Nunavimmiut, highlighting the diversity of training achieved across sectors and levels.

- **In Nunavik:**

- A total of 74 Secondary School Diplomas were awarded, including four in the adult sector and 70 in the youth sector.

- Note:** Data from the youth sector was compiled separately after the Council met, at the request of the Council President.*

- In the youth sector, nine students completed work-oriented training paths, supporting pathways to employment.

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- A total of 20 students graduated from Vocational Training programs in Nunavik.

- In addition, Kativik Ilisarniliriniq teachers in the Inuktitut sector completed 14 university-level programs while in employment: five certificates with Université du Québec en Abitibi-Témiscamingue (UQAT), one short program with UQAT, three certificates with McGill University, three bachelor's degrees in education with UQAT, and two bachelor's degrees in education with McGill.

- **Outside Nunavik:**

- A total of 26 sponsored students graduated from programs of study, including eight at the vocational training level, 14 at the college level, and four at the university level.

- In addition, 15 sponsored students from the 2025-2026 cohort completed Nunavik Sivunitsavut.

As part of the activity report presented by the Education Services' School Operations team, the Council received an overview of initiatives aimed at fostering student perseverance, engagement, and academic success. Delivered in collaboration with partner organizations across Nunavik schools, these initiatives complement school-based activities by offering students additional opportunities for learning, mentorship, and personal development.

- An agreement with United for Literacy provides secondary school students with mathematics and literacy support. In the 2025–2026 school year, eight tutors were deployed across eight Nunavik communities (Kuujjuaraapik, Kangiqsujaq, Umiujaq, Ivujivik, Kuujuaq, Kangiqsualujjuaq, Akulivik, and Inukjuak). As in

previous years, deployment remains dependent on housing availability and partner recruitment capacity.

- In the 2025–2026 school year, Youth Fusion implemented projects in five communities (Kangiqsualujjuaq, Kuujjuaq, Kangiqsujaq, Umiujaq, and Kuujjuaraapik), creating links between schools and communities while encouraging youth engagement and exploration.
- The Nurrait | Jeunes Karibus program continued to offer nature- and adventure-based activities to Secondary students in 12 Nunavik communities (all communities except Salluit and Aupaluk), including successful expeditions held in April.

Summer courses continue to play an important role in supporting student success and graduation. These courses are offered in-community whenever possible, improving accessibility for students who require Secondary-level credits. Additional support is also available throughout the school year through tutoring services funded under the Homeschooling and Tutoring Policy (SO-08).

- Summer courses are offered at the Secondary 4 and 5 levels and include Inuktitut, English, French, mathematics, social studies, and science, with delivery adapted to student needs in each community. In June 2025, a total of two students registered for and passed their courses (Kuujjuaq and Umiujaq).
- In the 2025–2026 school year, 67 students benefited from tutoring services under policy [SO-08](#), both in Nunavik and outside the region.

The Council was informed about the Student Teacher Placement Program, which is developed in partnership with Canadian universities. This initiative brings teacher candidates into Nunavik classrooms, where they gain practical experience while contributing to school support. The program also plays a complementary role in broader recruitment efforts by introducing future educators to the Nunavik context.

- The program targets fourth-year and final-year university students (Bachelor of Education), who complete six- to eight-week placements in Nunavik schools. A qualified mentor teacher and available housing are required for each placement.
- In the 2025–2026 school year, nine placements were completed across five communities: Kangiqsualujjuaq, Kuujjuaq, Umiujaq, Tasiujaq, and Kuujjuaraapik.
- While not solely a recruitment mechanism, the program supports long-term attraction and retention efforts by exposing future teachers to the Nunavik context.

The Council approved change orders to support the continuation of soil decontamination work at construction sites in Puvirnituk and Kuujjuaq. This work reflects Kativik Ilisarniliriniq's commitment to environmental stewardship and is aligned with harmonized practices that have been in place and progressively implemented across its operations since 2019.

- The Council approved contracts and subsequent change orders related to soil decontamination projects in both Puvirnituk and Kuujjuaq. In Puvirnituk, a contract was awarded following a public call for tenders to carry out soil

decontamination at identified units, with the lowest compliant bidder selected to proceed with the work.

- In Kuujuaq, the Council authorized multiple change orders as part of Phase 2 of the decontamination project at Jaanimmarik School. These adjustments were required to address unforeseen conditions and additional remediation needs identified during construction, including structural repairs, material replacement, and environmental mitigation measures. All change orders were reviewed and validated by professional engineers and architects prior to approval.
- These projects are carried out within the framework of funded infrastructure maintenance and aim to ensure safe, compliant, and healthy learning environments.

The Council was updated on progress toward the establishment of a post-secondary institution in Nunavik. This complex initiative is advancing along three key areas: 1) collaboration with Makivvik to support discussions regarding the expansion of Kativik Ilisarniliriniq's post-secondary mandate; 2) development of courses for an Arts, Literature and Communication college program adapted to the Nunavik context; and 3) the creation of an administrative hub aimed at expanding access to post-secondary education for Nunavimmiut within the region.

- The initiative is supported by a multi-year funding agreement with the Ministère de l'Enseignement supérieur, which provides resources to advance the development of a post-secondary institution and related programming through to 2028.
- Work is underway to develop an Arts, Literature and Communication program tailored to the Nunavik context. This includes the hiring of specialized resources to adapt course frameworks and the delivery of initial pilot courses in Nunavik communities that incorporate land-based learning components.
- Meanwhile, an administrative hub is being established to help reorganize post-secondary training, foster collaboration among regional partners, and expand access to programs offered within Nunavik. Initial steps include staffing dedicated to this initiative, consulting regional stakeholders, and gradually transitioning certain college-level programs into this new structure.
- Together, these efforts contribute to building a coordinated and accessible post-secondary education system that reflects the needs and priorities of Nunavimmiut.

The Council was informed of the various challenges faced by the Nunavik Sivunitsavut team over the past year as it navigated staff turnover and organizational transitions while maintaining continuity in its operations and academic programming. In the lead-up to Nunavik Sivunitsavut's 10th anniversary in 2026, Post-Secondary Student Services is undertaking a research project aimed at identifying strengths and key lessons learned to strengthen this unique one-year college-level experience further.

- As part of its 10th anniversary, Nunavik Sivunitsavut is collaborating with the University of Ottawa on a research project that will include interviews with students and staff. The objective is to better understand areas of success, as well

as opportunities for improvement, to support the ongoing development of the program.

- In addition, Commissioners were briefed on a number of operational challenges experienced during the year, including staff turnover and vacancies, and the impacts those had on program delivery.
- In their discussion, Commissioners emphasized that student attendance and active participation should be developed as expected competencies, rather than seen as recurring challenges. They highlighted the importance of instilling a strong work ethic and supporting students in developing time management skills, noting that participants are adults and youths preparing for the transition into the workforce or higher education.

The Council was briefed on key initiatives led by the Psychosocial Support team within Complementary and Compassionate Services. Those initiatives focused on strengthening prevention of substance use and promotion of approaches to support student well-being and foster safe school environments.

- **Frameworks and approaches:** An overview of procedures addressing psychoactive substance use on school grounds was presented. Grounded in prevention, harm reduction, restorative practices, and Inuit values, these procedures emphasize supportive responses rather than solely punitive ones.
- **Roles, responsibilities, and response processes:** Clarification of shared responsibilities among school staff, students, families, and partners, along with structured incident response approaches promoting consistent, fair, and compassionate actions.
- **Collaboration and targeted prevention initiatives:** Emphasis on coordinated work with external partners (health and social services, police services, and youth protection) and the implementation of wraparound, community-based initiatives addressing bullying and violence. This includes an inhalant abuse prevention toolkit developed in collaboration with the Nunavik Regional Board of Health and Social Services (NRBHSS), adapted for Nunavik students and introduced as early as the primary level.

The Council was informed about Kindergarten screening procedures used to assess students' fine motor skills, understanding of language, speaking skills, attention, and behaviour. The results inform the local and regional planning of resources for schools. They also highlight a significant decline in Inuktitut language proficiency among students for the period covering 2013 to 2025.

The Council was briefed on the following key elements related to Kindergarten screening:

- **Purpose and process:** Kindergarten screening is conducted to assess early developmental areas and identify students requiring additional support, enabling schools to plan and allocate appropriate special education services and resources at an early stage.
- **Key findings and trends:** The results indicate evolving student needs over time, including a notable and rapid decline in Inuktitut language proficiency among incoming students between 2013 and 2025.

- **Implications for services:** The data underscores increasing demands for targeted interventions, language support, and resource allocation, highlighting the importance of early identification and culturally relevant strategies to better support student success.

The Council was briefed on the Transition from School to Active Life (TSAL) approach, which supports students with special needs in preparing for life after school. The presentation highlighted efforts to strengthen transition planning, promote student autonomy, and ensure coordinated support for pathways toward employment, community participation, and independent living.

- **Purpose and individualized transition planning:** TSAL is a structured, student-centred process designed to support students with special needs in planning their transition from school to active life. It begins early in the student's educational pathway and focuses on identifying strengths, interests, and realistic post-school goals.
- **Collaborative, multi-partner approach:** Successful transition planning involves coordinated efforts among schools, families, and external partners, including health and social services and community organizations. This collaboration ensures continuity of services and shared responsibility for supporting each student's transition to active life.
- **Focus on autonomy and life outcomes:** The approach emphasizes the development of functional skills, employability, and independence to facilitate integration into the workforce, further education, or community life. It reflects a holistic vision of student success that extends beyond graduation.

The Council was briefed on the proposed 2026–2027 action plan and the strengthening of internal processes related to research and special projects. The presentation highlighted the organization's commitment to improving coordination, decision-making, and accountability through structured planning, enhanced collaboration, and the establishment of clearer procedures for the review and approval of research initiatives.

- **Strategic and coordinated approach:** The action plan establishes priorities across all departments, aligned with organizational objectives and Sivumuattiit, with a focus on improving services, strengthening decision-making, and ensuring more effective allocation of resources.
- **System-wide improvement and innovation:** Based on cross-departmental collaboration and capacity building, the plan prioritizes the development of a more cohesive organizational structure. It includes enhanced data use, standardized practices, and integrated approaches to student support, educational programming, and operations.
- **Research project approval procedures and governance:** A structured and coordinated framework is being developed to ensure that research projects align with organizational priorities, follow formal review and tracking processes, and are supported by a cross-departmental Research Committee, standardized tools and guidelines, and a phased implementation timeline.

- **Implementation timeline:** Key steps include confirming committee membership (June 2026), launching revised procedures at the start of the 2026–2027 school year, and finalizing supporting tools and presentations to departments in fall 2026.

In March 2026, the Council was briefed on important changes implemented to improve the planning and delivery of school programs that support food security. Namely, a three-year partnership agreement with Breakfast Club of Canada replaced the previous annual renewal process, while a long-term agreement with Makivvik was also reached to fund lunch and snack programs until the end of the 2028–2029 school year.

- Following the creation of a new project development position in March, a professional was hired to support the regional implementation of these school programs.

END.