SOARING...

ATTENDANCE MATTERS:
BELONGING BEGINS WITH BEING HERE

2025/26 ANNUAL REPORT

Nisichawayasi Nehetho Culture and Education Authority Inc.

NISICHAWAYASIHK CREE NATION

"To be effective, education must be nurtured in relevancy, commitment, motivation and identifiable purpose. This process must be part of the community activity and community progress."

~ from Wahbung – Our Tomorrows

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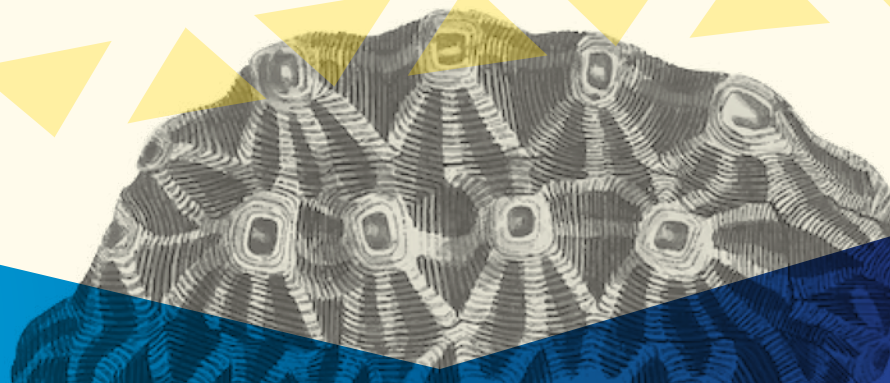

ATTENDANC
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Pathways t

Nisichawayasi Nehetho
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BOARD OF TRUSTEES

Every generation of Nisichawayasihk Cree Nation has carried the responsibility of preparing the next generation. For more than forty years, leaders, Elders, educators, families, and community members have worked together to build an education system that reflects the aspirations of our Nation. Our relatives established First Nations control of First Nations education, invested in schools and language teaching, strengthened land-based learning, and created opportunities that previous generations could only imagine. They built the fire that we have inherited.

Now it is our turn.

Our responsibility is not simply to maintain what has been built. It is to carry it forward, to strengthen it, and to prepare our children and grandchildren for a future where they are deeply grounded in who they are, proud of where they come from, and equipped to pursue whatever future they choose – with our language and culture as their foundation.

This plan is about more than strengthening education. It is about fulfilling the promise of First Nations control of First Nations education by creating a system where the Nehetho language, culture, land, history, and ways of knowing are at the heart of learning. This is a system that ensures every learner develops the knowledge, skills, and confidence to thrive in two worlds.

Like those who came before us, we are feeding the fire with intention. Over the next five years, this plan will guide us so that future generations inherit an education system that burns brighter because of the work we begin today.

The NNCEA School Board of Trustees are:

Chair, **Jerry Primrose** – 2018-current

Trustee, **Lou Moodie** – 2018-current

Trustee, **Melody Wrightson** – October 2024-current

Trustee, **Shirleena Spence-Tait** – October 2024-current

Trustee, **Gail Gossfeld McDonald** – November 2024-current

The Nisichawayasihk Cree Nation Education Portfolio holders are:

Chief Angela Levasseur

Councillor Ron D. Spence

CURRENT SCHOOL BOARD OF TRUSTEES

Jerry Primrose
Chair (2018-current)

Lou Moodie
Trustee (2018-current)

Melody Wrightson
Trustee (October 2024-current)

Shirleena Spence-Tait
Trustee (October 2024-current)

Gail Gossfeld McDonald
Trustee (November 2024-current)

Chief Angela Levasseur
Education Portfolio Holder

Councillor Ron D. Spence
Education Portfolio Holder

NNCEA EXECUTIVE DIRECTOR OF EDUCATION

AGA REPORT

As we reflect on the 2025-26 school year, I am filled with an overwhelming sense of pride and gratitude. This has been a year of growth, innovation, collaboration, and renewed commitment to providing the highest quality education possible for the children and families of Nisichawayasihk Cree Nation.

First and foremost, I want to sincerely thank our students. Every day you came to school, challenged yourself, learned new skills, participated in activities, and represented our schools with pride. Your resilience, curiosity, and determination continue to inspire all of us. Education is about much more than academics it is about building confidence, character, and opportunities for the future and our students continue to demonstrate tremendous potential.

To our parents, caregivers, grandparents, elders, and families thank you for your support. Education is strongest when schools and families work together. Your encouragement, support, and belief in your children make an incredible difference. We recognize the important role you play in every student's success, and we look forward to strengthening these partnerships even further in the coming year.

To our incredible staff, I offer my deepest appreciation. Whether you are a teacher, educational assistant, custodian, bus driver, maintenance, technology, secretary, counsellor, administrator, support worker, or member of our central office team, your dedication to our students has been extraordinary. Every lesson planned, every conversation with a student, every sporting event supervised, every classroom cleaned, every meal prepared, and every challenge overcome contributes to creating safe, welcoming, and successful schools. Your commitment to education and to our Nation does not go unnoticed.

One of the most significant milestones of this school year was the completion of our comprehensive school evaluation. This process involved listening carefully to students, staff, parents, Elders, leadership, and community members to better understand our strengths and identify opportunities for growth. We are grateful to everyone who contributed their voices throughout this important process. The recommendations resulting from the evaluation provide a clear roadmap for continuous improvement, and we are committed to implementing these recommendations thoughtfully and collaboratively over the coming years. School improvement is an ongoing journey, and this evaluation has positioned NNCEA to continue moving forward with purpose and accountability.

This year also saw the development of NNCEA's new Strategic Plan, a document that will help guide our priorities, decision-making, and long-term vision. The Strategic Plan reflects the aspirations of our Nation while placing students at the centre of every decision we make. It represents our collective commitment to educational excellence, language and culture revitalization, student wellness, community engagement, and continuous improvement. We look forward to publicly launching this plan at the beginning of the 2026–2027 school year and working together to bring its vision to life.

Throughout the year, our students demonstrated excellence both inside and outside of the classroom. Our athletic programs continued to thrive, with students proudly representing NNCEA and Nisichawayasihk Cree Nation in numerous competitions and tournaments. Beyond wins and championships, our sports teams demonstrated teamwork, leadership, perseverance, and sportsmanship qualities that will continue serving our students throughout their lives.

Land Based education continued to grow as one of the defining strengths of our educational programming. Students participated in meaningful experiences that connected learning with the land, traditional knowledge, culture, language, and community. Our land Based gatherings provided opportunities for students to strengthen their identity while learning from Knowledge Keepers, Elders, educators, and community members. These experiences remind us that education extends far beyond classroom walls and that our cultural teachings remain essential to student success.

This year also marked continued growth in how we celebrate and communicate the many successes occurring throughout NNCEA. Through the Echoes of the Three Rivers YouTube channel and our expanding communications

initiatives, we have been able to showcase student achievements, school events, community celebrations, classroom learning, and educational opportunities in ways that strengthen connections across our Nation. Sharing these stories reminds us of the incredible work happening every day in our schools.

Student supports also expanded significantly throughout the year. We strengthened our Student Services programming by increasing collaboration between educators, administrators, counsellors, specialists, and support staff to better meet the diverse needs of our learners. Our focus remains ensuring that every student has access to the supports they need to be successful academically, socially, emotionally, and personally.

We also continued investing in our learning environments. Across our schools, new classrooms were created to accommodate growing programming and improve learning opportunities for students. New infrastructure enhancements, including the development of a new kitchen and additional facility improvements, demonstrate our ongoing commitment to creating welcoming, functional, and modern learning spaces. These investments represent more than physical improvements they represent investments in our students, our staff, and the future of education within our Nation.

As proud as we are of everything accomplished this year, we also recognize that meaningful improvement requires honest reflection. One area that requires our collective attention is student attendance.

Our theme for the 2026-27 school year is Attendance Matters.

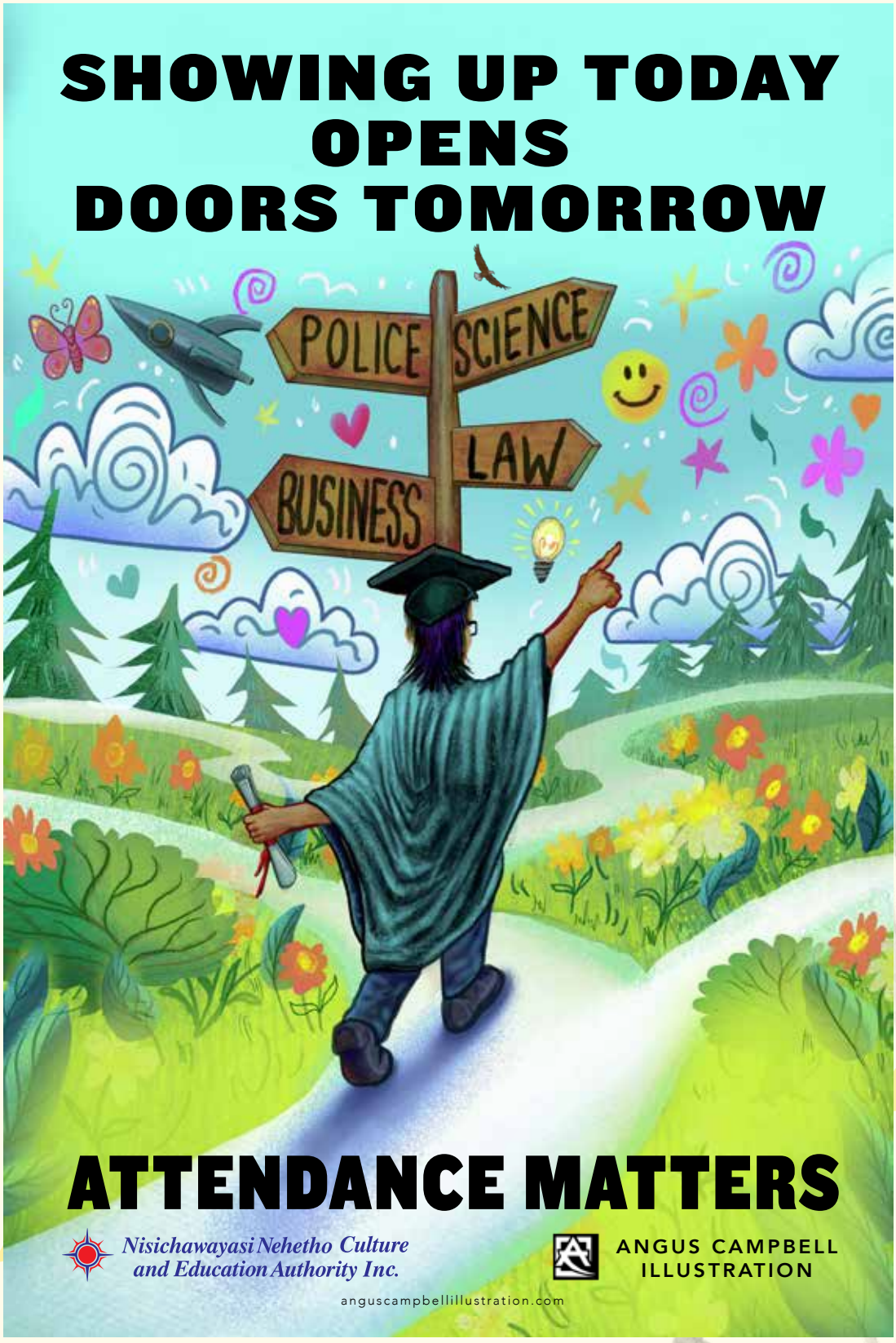
Regular attendance is one of the strongest predictors of student achievement, graduation, mental wellness, and future success. Students simply cannot benefit from our programs, supports, cultural learning opportunities, extracurricular activities, and classroom instruction that NNCEA provides if they are not present. Improving attendance will require all of stakeholders including: students, parents, families, educators, leadership, and the community working together with a shared commitment to ensuring that every child has the opportunity to learn every day.

Attendance is not simply about being present in school. It is about creating opportunities, building relationships, strengthening confidence, and opening doors to future success. Every day matters, every student matters, and every moment of learning matters. As we look ahead to the 2026–2027 school year, I am excited about what lies before us. We will begin implementing the recommendations from our school evaluation, launch our new Strategic Plan, continue expanding student supports, strengthen language and land-based education, invest further in our schools, and work together to improve student attendance across every grade. The future of NNCEA is incredibly bright because it is built upon the dedication of our staff, the strength of our families, the wisdom of our Elders, the leadership of our Nation, and, most importantly, the incredible potential of our students.

On behalf of the entire Nisichawayasihk Cree Nation Education Authority, thank you for another remarkable school year. I wish everyone a safe, restful, and enjoyable summer. We look forward to welcoming everyone back in September as we continue building strong learners, strong schools, and a strong Nation.

Together, we will continue creating opportunities, inspiring success, and ensuring that every student has the support they need to thrive.

Nic Campbell
Executive Director, NNCEA Education


SHOWING UP TODAY
OPENS
DOORS TOMORROW
POLICE
SCIENCE
LAW
BUSINESS
ATTENDANCE MATTERS
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OTAYITISKIWIN KISKINWAHAMAKIKAMIK 2025-26 PRINCIPAL'S REPORT

2025-26 OK Staff

Principal: Ashley M. Boutin

Vice Principal (Grades N-3): Nadine Yetman

Vice Principal (Grades 4-6): Ashley Phelps

Learning Support Administrator: Jennie Tait

Nursery: Lorette Bonner

Kindergarten: Bernice Olson

Kindergarten: Susan Francois-Moore

Grade 1A: Tracy Livesey

Grade 1B: Andrew Murphy

Grade 1C: Darlene McLeod

Grade 1D: Arlene McCaffrey

Grade 2A: Florence Nice

Grade 2B: Ruby Kaura

Grade 2C: Sukhpreet Rattan

Grade 2D: Nabila Butt

Grade 3A: Brittany Warner

Grade 3B: Amelia Scott

Grade 3C: Eulin Brown

Grade 3D: Jefferson Cook

Grade 4A: Debra Duvall

Grade 4B: Kenneth Tang

Grade 4C: Sunrise Nicholas

Grade 5A: Tara Van Segbrook

Grade 5B: Eugenie Bennett

Grade 5C: Jocelyn Whalen

Grade 6A: Margaret Thomas

Grade 6B: Jamila Butt

Grade 6C: Margaret Bird

Physical Education (Grades 1-3): Gaelen Sidney

Physical Education (Grades K, 4-6): Eric Champagne

Art & Computer Science: Dylan Bailey

Land-Based Education: R. Travis Grieves

Cree (Grades 1-3): Lorraine Linklater

Cree (Grades 4-6): Linda Linklater

Cultural Support Counsellor: Susan Kobliski

Child and Youth Counsellor: Aalayna Primrose

Counsellors: Michael Goonan and Emily MacCosham

Autism Specialist: Lisa O'Grady

Occupational Therapist: Braeden Mitchell

Librarian: Rhonda Spence

Literacy Coach: Chantelle Spence

School Nurse: Charlene McIvor

Certified Nurse's Aid: Jodi Ludrigan

Dental Therapist: Rose Andrews

Admin. Assistants: Angeline Linklater, Brenda Spence, and Donna Moore-Linklater

Student Attendance Officer: Sharon Linklater

Alternative Education: Amanda Phelps and Kellanni Monias

Learning Support: Michael Goonan, Flora Hart, Loretta Francois, Frederica Prince, and Emily MacCosham

Security Supervisor: Ron Lewis

Security: Mikey Moose-Bonner, Tonia Wood-Moore, Barb Moore, James Fenton, and Kingsley Francois

School Driver: Hayden Walker

Speech-Language EAs: Tia Spence, Brooklyn Linklater, and Lynnette Moore

Occupational Therapy EAs: Tony Nozicka-Spence and Joslyn Ryan

Network Administrator: Pierre Lirette

IT Support: Saloni Khera

Print Shop Operator: Alex Hart

PRINCIPAL'S MESSAGE

Tansi!

As the 2025-26 school year comes to a close, it is an opportunity to reflect on a year of growth, change, and accomplishment at OK School.

Several significant initiatives and improvements took place throughout the year. We began the school year with a complete renovation of the kitchen in Room 101, enhancing our ability to provide meal and nutrition programs for students. In response to continued growth in student enrollment, two new Cree classrooms were constructed beside the 400 Wing, and additional Grade 1, Grade 2, and Grade 3 classrooms were created. These additions helped reduce class sizes and increase opportunities for student support and success.

This year also marked a transition from a six-day cycle to a regular five-day school week. The change provided greater consistency for students, families, and staff. In addition, two lunch periods were implemented, with one serving Grades 1-3 and the other serving Grades 4-6. This adjustment improved scheduling and helped create a more organized lunch environment and noticeably reduced incidences of violence and bullying in the school yard.

Another exciting development was the introduction of the All Nations team system. Formerly known as House Teams, students now belong to Bird Nation, Insect Nation, Four-Legged Nation, or Fish Nation. Throughout the year, these teams participated in activities that encouraged cooperation, school spirit, and positive relationships among students across grade levels.

Students continued to engage in a wide range of learning opportunities both inside and outside the classroom. Land-based learning remained an important part of school programming, with students learning from Elders and Knowledge Keepers through activities such as fishing, preparing dry meat, and exploring traditional teachings. Students also participated in after-school programs, cultural events, literacy and numeracy initiatives, and science education opportunities, including the Northern Regional Science Fair, where three Grade 6 students earned silver medals.

The success of these initiatives would not have been possible without the dedication of our staff and the support of our families, Elders, Knowledge Keepers, community partners, and leadership. Their contributions continue to strengthen the educational experiences available to our students.

As the school year concludes, our school community continues to mourn the loss of former security staff member Christine Donkey and educational assistant Megan Lapage. Their contributions to OK School and the lives of our students will be remembered, and our thoughts remain with their families, friends, and loved ones.

Thank you to everyone who contributed to another successful year at OK School. We wish all students and families a safe, restful, and enjoyable summer.

Kinanaskomintin,

Ashley M. Boutin, OK School Principal

2025-26 YEAR IN REVIEW

September

- 118 Parents/Guardians attended Meet the Teacher, Sept. 18
- OK School and NNOC Student Services Teams collaborate for a Family Information Night, Sept. 24
- OK School walks in honour of Every Child Matters, Sept. 26

October

- After-School Programs begin
- OK School hosts the first Perfect Attenders' VIP Party, Oct. 1
- Ms. Susan Kobliski and OK students Matilda Spence, Tanner Connell, Kuyper Moore, and Roselina Brooks participate in a walk in Thompson to raise awareness about prenatal care barriers faced by Indigenous women in the north, Oct. 8
- Junior Chief and Council elections, Oct. 9
- Mr. Justin Hart and Dreily Lobster's land-based ed. video about harvesting birch bark goes viral on the OK Facebook Page (over 1 million views!)
- The OK Store opens for the 25/27 school year
- OK Staff participates in MTS PD Day, Oct. 24
- Halloween Dance, Oct. 30

November

- CommUNITY 204 visits, Nov. 6
- Recycle Everywhere and The Green Kids visit, Nov. 6
- Learn to Skate begins, Nov. 17
- Construction of the new Cree classrooms is completed and the classrooms open, Nov. 19
- The Echoes of the Three Rivers YouTube Channel launches, Nov. 20
- Student-Led Conferences, Nov. 27

December

- Term 2 Begins, Dec. 1
- Term 1 Report Card Writing Day, Dec. 1
- Scholastic Book Fair, Dec. 3-16
- Spirit Week, Dec. 1-5
- OK Holiday Concert, Dec. 16
- OK School Feast at the Multiplex, Dec. 19

January

- OK School celebrates the 67th day of school, Jan. 5
- Students participate in after-school ribbon-skirt making with Guantia Hartie
- Dec. Perfect Attenders VIP Party, Jan. 7
- 1 Million Views: A Celebration of Sharing Knowledge, featuring Dreily Lobster, Jan 9
- OK students participate in caribou harvesting with Country Foods in the OK gym, Jan. 19

February

- February is I Love to Read Month
- Bookopoly begins, Feb. 2
- OK School Dance, Feb. 11
- Winter Bazaar, Feb. 20
- Anti-Bullying Awareness Day (Pink Shirt Day), Feb. 24
- Chief Angela Levasseur reads to OK Students for I Love to Read Month, Feb. 25
- Student-Led Conferences, Feb. 27

March

- OK School celebrates the 100th day of school, Mar. 2
- Term 2 Report Card Writing Day, Mar. 5
- OK School Science Fair, Mar. 18
- Monthly *mitho pimatisiwin* Circle of Excellence awards begin

April

- April is National Autism Awareness Month
- Construction of the new Alternative Education building completed
- The 3A Classroom store opens, Apr. 9
- Louis Spence-Morris, Dreily Lobster, and Theoron Soulier earn silver at the Northern Regional Science Fair, Thompson, MB, Apr. 11
- LifeTouch Spring photos and Kindergarten graduate photos, Apr. 14-15
- World Autism Month assembly led by Ms. Brittany Warner, Apr. 22

May

- Ms. Susan Kobliski leads an assembly for MMIWG2S+, May 5
- Mrs. Loretta Francois, Ms. Sharon Linklater, and Ms. Frederica Prince plan and facilitate the Annual Mother's Day Tea, May 8
- Scholastic Book Fair, May 14-22
- Grade 6 transition at NNOC, May 19-21
- Welcome to Kindergarten, May 28

June

- June is Indigenous History Month and Pride Month
- Construction of the storage addition off the boiler room begins
- Grades 5 and 6 Prom, June 4
- Grade 1 field trip to Paint Lake, June 10
- Teach a Skill, June 12
- Pride Colour Run, June 15
- Grade 5 trip to Paint Lake, June 18
- Awards Day Assembly, June 18
- Kindergarten Graduation, June 22
- Grade 6 Farewell, June 23

2025-26 ACCOMPLISHMENTS

- Transitioned from a six-day cycle to a traditional five-day school week.
- Implemented separate lunch periods for Grades 1–3 and Grades 4–6 to improve student supervision and organization.
- Completed a major kitchen renovation in Room 101.
- Constructed two new Cree language classrooms to accommodate increased student enrollment and support language revitalization.
- Added a fourth classroom section in Grades 1, 2, and 3 to reduce class sizes and improve student learning outcomes.
- Launched the All Nations team system, featuring Bird Nation, Insect Nation, Four-Legged Nation, and Fish Nation.
- Continued providing daily breakfast, lunch, and snack programming for all students.
- Expanded Alternative Education programming to support students with complex academic, behavioural, and attendance needs.
- Provided extensive land-based learning opportunities, including fishing, fish preparation, dry meat making, trapping, and traditional teachings.
- Celebrated Indigenous History Month and other culturally significant events through school-wide activities and learning opportunities.
- Maintained monthly assemblies, Perfect Attenders' VIP parties, and Circle of Excellence celebrations to recognize student achievement and positive behaviour.
- Continued the successful OK School Store and OK Bucks positive behaviour incentive program.
- Hosted the annual OK School Science Fair and supported student participation in the Northern Regional Science Fair, where two Grade 6 students earned silver medals.
- Offered a variety of after-school programs, including Learn to Skate, basketball, art, and music.
- Continued school-wide attendance initiatives, including monthly attendance incentives and recognition programs.
- Supported over 180 students with Individual Education Plans (IEPs) and coordinated comprehensive student support services.
- Strengthened partnerships with families, Jordan's Principle, community agencies, and health and social service organizations.
- Continued to prioritize restorative practices, social-emotional learning, and positive behaviour supports to promote student success and well-being.

2025-26 CHALLENGES & OPPORTUNITIES FOR GROWTH

- Managing significant enrollment growth while ensuring students continued to receive high-quality instruction and support.
- Implementing several major organizational changes, including the transition to a five-day schedule and the introduction of separate lunch periods.
- Meeting the increasing demand for student support services, including academic, behavioural, and social-emotional interventions.
- Balancing classroom space requirements as additional sections and Cree language classrooms were added to accommodate growth.
- Supporting student attendance and engagement following years of disruption and changing attendance patterns.
- Providing consistent programming and services amid ongoing staffing shortages and difficulties securing substitute staff.
- Responding to the diverse learning needs of students while maintaining inclusive educational practices and individualized supports.
- Supporting students and staff through periods of grief, loss, and community challenges while maintaining a positive and caring school environment.

VICE PRINCIPAL'S REPORT

Submitted by Ashley Phelps, Grades 4-6 Vice Principal

Student Behaviour, School Safety, & Positive Behaviour Supports

During the 2025-26 school year, administration recorded a total of 91 out-of-school suspensions and 66 student send-home incidents. The most common reasons for suspension were violence, vandalism, and bullying. Of the suspensions issued, 59 were for 1-2 days, 20 were for 3-d4 days, and 13 were for 5 or more days.

Administration documented 56 incidents involving violence toward staff or students, including punching, kicking, stabbing, weapon use, and the throwing of desks or chairs. Additional incidents included 5 cases involving vaping or marijuana use at school, 1 gang-related threat, and 2 incidents involving sexual assault between students.

Student send-home incidents were primarily related to defiance, disruptive behaviour, refusal to attend class, and situations requiring immediate intervention to maintain safety. Send-homes were utilized when students required additional support to regulate their behaviour or when family involvement was necessary to address ongoing concerns.

To support positive student behaviour and engagement, the school continued to operate the OK School Store throughout the year. The store provided students with opportunities to purchase toys, books, snacks, headphones, and other student-friendly rewards using OK Bucks, the school's incentive-based currency. Students earned OK Bucks through positive behaviours and school engagement, including acts of kindness, positive citizenship, participation in school activities, strong attendance, recognition as Student of the Week, and consistently meeting school expectations.

The OK School Store served as an important component of the school's positive behaviour support framework by recognizing and rewarding student success. The program encouraged responsible decision-making, positive relationships, and active participation in the school community while helping to promote attendance and positive behaviour.

Throughout the year, administration and staff remained committed to maintaining a safe, supportive, and inclusive learning environment. Through a combination of restorative practices, social-emotional learning, individualized behavioural supports, family engagement, and positive reinforcement initiatives such as the OK School Store, the school continued to address behavioural challenges while fostering student growth and success. These efforts will remain a priority as the school works to reduce behavioural incidents and strengthen positive outcomes for all students.

LITERACY REPORT

Submitted by Chantelle Spence, Literacy Support

Throughout the year, I have supported students in the literacy through one-on-one and small group instruction focused on reading, writing, comprehension, alphabet recognition. A variety of engaging tools and activities were used, including memory games, flashcards, songs, short stories, white boards, and tracing activities to support student learning.

Assessment Tools & Student Growth

This year, we transitioned from using Fountas and Pinnell to the new Acadience Reading assessment tool. Acadience was implemented across Kindergarten to Grade 6 and provided valuable information about student reading levels, strengths, and areas for growth.

This data helps guide instruction and will continue to support teachers and myself in identifying exactly what students need to achieve academic success.

Successes & Collaboration

Students demonstrated growth in reading skills, comprehension, and confidence throughout the year. While Acadience was a new process for our school, there was strong participation from many teachers, and it provided a clearer picture of student learning across grade levels.

As we move forward, continued collaboration and full staff participation will help us build on this foundation and further support student success. With increased organization and shared understanding of the process, next year's implementation will be even more effective.

An Educational Assistant supported Kindergarten students under my direction and supervision. I provided modeling, instruction, and ongoing guidance to ensure literacy strategies were consistently and effectively implemented in alignment with student needs.

Next Steps

Moving forward, Acadience will continue to be an important tool in guiding literacy instruction and interventions. With stronger coordination and preparation, it will help ensure all students receive the targeted support they need to grow in their reading skills.

CULTURAL SUPPORT AND COUNSELLING REPORT

Submitted by Susan Kobliski, Cultural Support Counsellor

Cultural Program Development (Ongoing Process)

Please Note: The implementation of the Cultural Component into the school is with utmost respect, and without intent to convert, nor to disrespect other's religion. These teachings are simply an awareness of *Ithinisiwin* (Our Way of Life). The intent is to create an awareness of Kisimanitou's Creation. The Children of our community will become aware of the beauty of our language, culture, and Cree identity. An Identity of a people will enhance the Academic Journey in a child's life. Adhere to the Cultural & Language Reconciliation & Reconnect to the Student's and Staff Identity.

- Sacred Significance of Kisimanitou & Prayer
- Sacred Circles Teachings (Sharing Circles, Restorative Circles, etc.)
- Medicine Teachings (Wild Mint, Muskrat Root, Labrador Tea, Birch Tree, etc.)
- Ceremonies (Pipe Ceremonies, Grandmother Moon, Pow Wow Ceremony, etc.)
- Traditional Protocols for (Ceremonies, Gatherings, Assemblys etc.)
- Smudging Teachings
- Mother Earth Spirit Teachings (The Spirit of All Natural Entity Created by Kisimanitou)
- Spirit of the Drum Teachings. (How the Heart Beat of the Drum is scientifically proven to stimulate the Intellect and Awaken the Blood Memory of our children and people.)
- Teaching & Utilizing the Medicinal Properties of our earth plants that assist in alleviating Anxiety, Depression, Fatigue, etc.
- Traditional Activities (Tobacco Tie Making, Rattle Making, Beading, etc.)
- Spirit Walks and Teachings of Mother Earth's Energy & Spirit.
- Medicine Picking
- History of Cree Language & NCN Culture
- NCN Memorial Feast Teachings

Completed Forms

- Traditional Action Plan (Counselling Sessions, Restoration Circle)
- OK School Crisis Team (Tweak and Edit 2014 Crisis Plan)
- Referral Form

Completed Programs

- Ithinisiwin Teachings
- Sweetgrass Teachings
- Grieving & Loss
- Safety Plan & Reinstatement Program
- Action Plan Format
- Holistic Theory
- On-Site Sweat Lodge Teachings & Protocol

Assist in Crisis

Total 10 – Nursery & Kindergarten & Grades 1-6

Nursery-Kindergarten-Grades 1-6
OK School Counselling Session & Follow Up

Total 89 – Counselling Sessions 64 Follow Up

Teacher & Staff Support

Total 12 Staff and 22 Students – NNOC Ongoing Counselling & Support Sessions

Total 30 Staff – OK Elementary Ongoing Counselling & Support Sessions

Professional Development

Total 1
Educational Language, Implementing Culture

Parental Involvement

Total: 56 Calls – 39 Verbal Referrals, 46 Sessions, 89 Verbal Consents, 78 Follow Ups

OK School & NNOC Cultural Support

September 2025 – June 2026

Total	42	Traditional Sessions Staff
Total	0	Sweat Lodge Ceremony
Total	6	Young Girls Traditional Teachings
Total	0	Smudging & Blessing Teacher's Units
Total	73	Traditional & Medicinal Cleansing for Staff
Total	0	Traditional Restoration Circles
Total	0	Classroom Land Based Teachings
Total	4	Pipe Ceremonies
Total	10	Classroom Smudge Teachings
Total	7	Naming Ceremonies
Total	6	Assembly
Total	0	Round Dance & Feast
Total	1	3 Day Wellness for Staff (36 staff signed up)
Total	2	Traditional Teachings Teaching Certificate
Total	6	Resolution Circles
Total	6	Elder Prayers for School Functions

OK School Cultural Support & Counselling Services Community Initiative

Total	52	Home Visits

Referrals

Total	36	Verbal Referrals 0 Written Referrals

Admin Meetings, Resource Team Meetings & Staff Meetings

Total	8	Support for Administration on Discipline
Total	6	NCN Community Resources Services Involvement for Students

Traditional Teachings OK School 2025-26 Grade 1-Grade 6

Month	Year	Students	Classes	Time (per class)
September	2025	498	44	40 minutes
October	2025	457	43	40 minutes
November	2025	507	49	40 minutes
December	2025	225	26	40 minutes
January	2026	581	56	40 minutes
February	2026	379	39	40 minutes
March	2026	372	39	40 minutes
April	2026	638	63	40 minutes
May	2026	496	49	40 minutes
June	2026	281	36	40 minutes

LAND-BASED EDUCATION REPORT

Submitted by Roland Travis Grieves, Land-Based Education Teacher

Land-Based Learning Reflection

This year's land-based program had both successes and challenges across the grade levels.

For Grades 1 to 3, it was difficult to design activities that were both age-appropriate and manageable within the time limits. Younger students often struggled with longer walking distances and had limited patience for structured learning outdoors. Activities needed to be more hands-on and presented in a game-like format to maintain engagement. For example, ice fishing proved to be too challenging for this age group. However, activities that were closer to the school worked much better. The moose and goose mock hunts were highly engaging, and both the fall and winter shelter-building activities were very successful.

For Grades 4 to 6, the program generally ran well. One of the main challenges was that many students were not dressed appropriately for the weather. A significant number lacked proper winter clothing such as boots, gloves, neck warmers, and toques, which impacted their participation and comfort.

In addition, there were occasions when supplies had already been used by the high school classes, leaving limited resources available for planned activities. Despite these challenges, overall, the year was positive and successful for these students.

OK SCHOOL STUDENT SERVICES REPORT (GRADES 5C, 6A, 6B, & 6C)

Submitted by Frederica Prince, Learning Support Teacher

I currently support 54 students with Student Support Plans (SSPs); or were referred to as, Individual Education Plans (IEPs). I have been working with students primarily in small groups of three, providing targeted support based on their individual learning needs. Many of these students demonstrate limited literacy and numeracy skills, so my programming has focused on building foundational skills in reading, writing, and mathematics. I used to be a Reading Recovery Teacher, so I borrowed some of the ideologies or strategies and incorporated to the group of students, that I worked with. I believe that these helped them grow, even if it was a step up from where they first began.

My work has included supporting intermediate students in Grades 5C and 6, both directly and in collaboration with their classroom teachers. I have assisted teachers by identifying appropriate resources, helping assess student progress, and conducting testing to better understand student strengths and areas of need. Based on this information, I have contributed to the development of IEP reports and helped ensure that programming reflects each student's learning goals.

In addition to direct student support, I have provided teachers with some materials, instructional suggestions, and strategies to help students experience greater success in the classroom. I have also worked to strengthen home-school connections by meeting with parents in the community to discuss practical ways we can support their child and improve success within the school environment.

Overall, my role has involved a combination of direct instruction, assessment, planning, collaboration, and family outreach to support student learning and well-being.

I look forward to my next endeavour in the upcoming New School year!

ALTERNATIVE EDUCATION REPORT

Submitted by Amanda Phelps & Kellanni Monias, Alternative Education Teachers

During the 2025-26 school year, the Alternative Education Program for Kindergarten to Grade 6 continued to evolve into a vital and much-needed support system within our school community. The program was intentionally designed to meet students where they are by providing individualized programming that recognized the diverse academic, social, emotional, and behavioral needs of each learner.

A key component of the program's success was the implementation of personalized student schedules. These schedules were carefully curated for each student based on their unique strengths, challenges, learning styles, and goals. By creating flexible and responsive programming, students were able to access learning opportunities in ways that supported their engagement, growth, and overall success.

Our approach focused on supporting the whole child rather than concentrating solely on academic achievement. Through relationship-building, individualized supports, social-emotional learning opportunities, and consistent collaboration with families and community partners, the program fostered an environment where students felt safe, valued, and capable of success. This holistic approach contributed to increased student participation, improved self-regulation, and stronger connections to school.

Throughout the year, the program also developed an exceptional partnership with Jordan's Principle. This collaboration created meaningful opportunities to extend support beyond the school setting and helped address barriers that may prevent children from accessing educational services. Through this partnership, we were able to support children within the Nisichawayasihk Cree Nation

(NCN) community who had not yet been attending school, providing pathways for engagement, connection, and early intervention.

As the program continued to grow, it demonstrated the importance of flexible, student-centered educational approaches that prioritize overall well-being alongside academic development. The positive outcomes experienced this year highlight the significant role the Alternative Education Program plays in supporting students and families within our school community and provide a strong foundation for continued growth and development.

Looking ahead to the 2026-27 school year, we are excited to move the Alternative Education Program into its new facility, creating opportunities to further expand and strengthen the supports available to students. Planned enhancements include the addition of Life Skills programming, increased one-on-one student support, expanded land-based education opportunities, and a broader range of individualized learning experiences. These developments will allow us to offer a more comprehensive and well-rounded program that better supports children with exceptionalities, behavioral differences, and diverse learning needs. Our goal is to continue creating an inclusive, nurturing environment where every child can develop the skills, confidence, and connections needed to thrive both in school and within the community.

AFTER SCHOOL PROGRAMS REPORT

Submitted by Tracy Livesey & Brittany Warner, After-School Program Coordinators

The 2025-26 school year marked another successful and enriching chapter for the After School Programs at the OK School. This year, we proudly offered twenty-one diverse programs to students enrolled in Grades 1 through 6, providing meaningful opportunities for growth beyond the classroom. These programs were thoughtfully designed to engage students in a wide range of interests, including athletics, art and creativity, literature, cultural awareness, and leadership development.

Throughout the year, students demonstrated enthusiasm and eagerness to participate in the daily offerings. Programs such as **Jr. Chief and Council**, facilitated by Ms. Whalen, empowered students to explore governance and leadership within their school community. **Pride Club**, led by Mr. Bailey, created a safe and inclusive space that celebrated diversity and supported the LGBTQ+ community. Physical wellness was encouraged through **Fitness Club**, facilitated by Mr. Sydney and Mr. Champagne-Bisson, while creative expression thrived in **Gallery Goods**, led by Mr. Murphy and Ms. Livesey. Additionally, **Girls Club**, facilitated by Ms. Warner, provided a supportive environment that encouraged confidence, teamwork, and self-expression. These programs, along with many others, contributed to a well-rounded and enriching after-school experience.

A key highlight of this year was the meaningful connections students formed. Participants built long-lasting friendships with their peers and developed a deeper understanding of their identities and community. Through various program activities, students explored leadership roles, strengthened their communication skills, and gained insights into both their school environment and the broader Nisichawayasihk Cree Nation. The emphasis on unity, collaboration, and cultural awareness allowed students to express themselves through literature, mathematics, and art while deepening their connection to their heritage and surroundings.

While the year was filled with achievements, there were also challenges that provided valuable learning opportunities. One notable challenge was the imbalance in program availability between grade groups. A significant number of programs were geared toward students in Grades 4-6, leaving fewer options for younger students in Grades 1-3. Moving forward, we strongly encourage facilitators to design and implement programming that is inclusive of all grade levels, ensuring equitable access for every student.

Another challenge involved program consistency. There were instances where some facilitators were unable to run their programs regularly, resulting in cancellations. These interruptions had a noticeable impact on students, particularly those who looked forward to attending their chosen activities. Regular attendance and reliability are essential to maintaining student engagement and trust, and we aim to strengthen consistency in the coming year.

Looking ahead to the 2026-27 school year, we are excited about the opportunity to expand and enhance our programming. We are encouraging the introduction of new initiatives that focus on developing practical and culturally meaningful skills. Proposed programs include a **Typing Club**, which will build essential digital literacy skills; a **Health Club**, centered on nutrition and cooking based on Canada's Food Guide; a **Traditional Teachings Club**, focusing on the Seven Grandfather Teachings and their application in daily life; a **Cree Club**, aimed at strengthening language learning; and a **Volunteer Program**, which will encourage students to give back to their community through service opportunities within Nisichawayasihk Cree Nation.

Although the specific programs offered may change from year to year, the positive impact of After School Programs remains constant. These initiatives continue to inspire curiosity, foster personal growth, and empower students to expand their horizons. The enthusiasm and dedication demonstrated by our students affirm the importance of providing enriching opportunities beyond the regular school day.

We are incredibly proud of the accomplishments of our students and grateful to all facilitators who contributed their time and passion. We look forward to continuing this important work and further enhancing the After School Programs in the years to come.

OK SCHOOL IT REPORT

Submitted by Pierre Lirette, NNCEA IT Administrator

This school year, IT had several large projects that we got off the ground, despite a hectic summer where we were unable to work due to the smoke and evacuations. The most significant was the addition of ID badges for staff and visitors at OK school. All employees got their picture taken as part of the process, and ID cards were issues with the department they work in listed on it. We now also have cards that contain fobs in them also, so employees won't need a badge and a card, but have a dual-purpose item to get them through the locked doors, as well as helping people identify them.

Both schools and the AMEC building had their phone numbers changed as we switched from using Bell landlines to a digital phone system that we host and manage ourselves. This means that in the event of an issue, it's much easier for us to troubleshoot issues with our phones, and we save money as we don't have to pay Bell MTS for the service or tech visits.

The OK School now has two sets of bells, one for the Sun side and one on the Moon side, to help teachers realize the class change times with two different, distinct tones. In addition, new phones have been installed throughout the school, including in rooms where no intercom system was present, to help communication throughout the school.

While our hallway doors and the fob readers that lock them have had issues throughout the year that IT have had to struggle with resolving, it does seem as though the flow of students moving about the hallways has slowed down considerably, The learning curve of fixing these issues has been steady, but all members of the IT staff have gained some important knowledge in the working of these systems. Our department has also taken over doing IT support for the Youth Center, ensuring that their cameras and computers are running smoothly.

Finally, IT's Saloni Khera spent time with each of the Kindergarten to Grade 2 teachers on how properly use Reading Eggs and the other subscriptions we have on our iPads for the younger students.

STUDENT ATTENDANCE REPORT

Submitted by Sharon Linklater, Attendance Coordinator

This year-end report provides an overview of the work completed as the School Attendance Officer throughout the school year. My role focused on promoting regular school attendance, supporting students and families, building positive relationships, and working collaboratively with school staff, parents/guardians, and community members to address attendance concerns.

The goal of the Attendance Program was to encourage students to attend school consistently, identify barriers affecting attendance, and provide support that promotes student success, connection, and well-being.

Attendance Monitoring & Tracking

Throughout the school year, I monitored daily student attendance and followed up on student absences through:

- Attendance reviews and tracking
- Contacting parents/guardians regarding student absences
- Maintaining attendance records and documentation in Power School
- Communicating attendance concerns with teachers, administration, and support staff

Regular monitoring allowed for early identification of students who required additional support and intervention.

Family & Community Engagement

Building strong relationships with families was an important part of improving attendance. Throughout the year, I worked to maintain open communication with parents and caregivers by:

- Making phone calls, text messages, messenger messages and home visits when required
- Discussing attendance concerns in a respectful and supportive manner
- Listening to family concerns and identifying barriers
- Encouraging families to work together with the school
- Promoting the importance of education and regular school attendance

Positive relationships with families helped create stronger partnerships between home, school, and community.

Collaboration with School Staff

I worked with school administration, teachers, and support staff to strengthen attendance efforts. Collaboration included:

- Sharing attendance information and concerns
- Referring students to counselling and other support services
- Started encouraging parents to come and speak to the Principal and teachers

Teamwork was essential in creating a supportive environment where students felt valued and encouraged.

Attendance Challenges Identified

Some of the common barriers affecting student attendance included:

- Bullying
- Transportation challenges
- Family circumstances
- Health and wellness concerns
- Lack of motivation or engagement
- Personal and social challenges
- Weather and seasonal factors
- Recognizing these barriers helped guide more effective and compassionate approaches when supporting students and families

Statistics for 2025-26 Academic School Year

Month	Total Participants
September 2025	519
June 2026	551

Otayitiskiwin Kiskinwahamakikamik

09/03/2025 to 06/12/2026 = 159 school days

Grade Level	Carry Fwd.	Gain	Mult Gain	Loss	Ending	Actual Days	Off Track	Days N/E	Days Absent	Days Attd.	ADA	ADA %
-1	14	23	0	0	37	5883	0	570	0.00	0.00	0.00	0.00%
0	49	19	0	2	66	10812	0	1069	43.00	6.00	0.04	0.06%
Subtotal	63	42	0	2	103	16695	0	1639	43.00	6.00	0.04	0.04%
1	85	7	0	6	86	14628	0	885	6419.00	7037.00	44.26	51.20%
2	75	9	0	4	80	13356	0	1174	5007.00	6887.00	43.31	56.53%
3	85	7	0	4	88	14628	0	889	5094.00	8248.00	51.87	60.03%
Subtotal	245	23	0	14	254	42612	0	2948	16520.00	22172.00	139.44	55.90%
4	69	3	0	5	67	11448	0	715	3955.50	6372.50	40.08	59.37%
5	66	4	0	6	64	11130	0	1033	3831.50	6107.50	38.41	60.49%
6	65	4	0	6	63	10971	0	680	3715.00	5590.00	35.16	54.32%
Subtotal	200	11	0	17	194	33549	0	2428	11502.00	18070.00	113.65	58.06%
Grand Total	508	76	0	33	551	92856	0	7015	28065.00	40248.00	253.13	46.89%

Perfect Attenders 2025-26 Academic School Year

Month	Students with Perfect Attendance
September 2025	28
October 2025	66
November 2025	65
December 2025	64
January 2026	60
February 2026	55
March 2026	59
April 2026	49
May 2026	43

Successes & Accomplishments

Some accomplishments achieved during the school year included:

- Increased communication with families regarding attendance
- Improved tracking and documentation of attendance concerns
- Strengthened relationships with students and caregivers
- Increased awareness of the importance of regular attendance
- Supported students in returning to and remaining connected with school
- Contributed to a more positive attendance culture within the school

Every student reached and every conversation with a family contributed to building stronger connections and encouraging student success.

Goals for the Upcoming School Year

Moving forward, my goals are to:

- Continue strengthening relationships with students and families
- Work collaboratively with other organizations
- Encourage greater student engagement and connection to learning
- Work with families and community partners to address barriers
- Support a school culture where students feel safe, respected, and valued
- Continue promoting the message that education is a pathway to personal and community success
- An Attendance Team is needed, and the Attendance Team should consist of:
  - 1 Admin
  - 1 Elder
  - 1 Parent
  - 1 Teacher
  - 1 Coordinator
  - Attendance Class Ambassadors where students support each other
  - Parent Attendance Ambassadors to encourage other parents

Data Dashboard

- Public postings of attendance at different locations on the reserve by class which will include stats, graphs by percentage.
- Attendance Celebration
- One per month not for perfect attenders only but by 99-90%, 89-80%.
- These students need to be recognized too.
- We are expert trackers and monitors, but nothing is hardly done.
- All tracking, but no improvement plan

My Reflections on the Role as Attendance Coordinator

This year has reinforced the importance of having an Attendance Officer who is present, approachable, and committed to supporting students. Attendance is not only about being physically present at school; it is connected to belonging, relationships, cultural identity, family support, and student confidence.

Working as an Attendance Officer has allowed me to build connections with students and families while supporting them in overcoming challenges. I have seen the importance of patience, compassion, cultural understanding, and being present for students when they need someone to listen and encourage them.

I am grateful for the opportunity to work with students, families, and staff. Continuing to build trust and understanding will remain an important part of improving attendance outcomes and supporting student achievements.

PHYSICAL EDUCATION REPORT

Submitted by Gaelen Sidney & Eric Champagne

Throughout the school year, the K-6 Physical Education program focused on developing students' physical literacy, teamwork, confidence, and enjoyment of active living. Across all grade levels, students worked to establish positive routines while building cooperation, agility, balance, coordination, and overall fitness through a variety of activities, games, and sports.

Our Kindergarten students were introduced to physical education through activities designed to strengthen gross motor skills and fundamental movement patterns. Climbing exercises, movement stations, and engaging games provided opportunities for students to develop confidence in their physical abilities while learning how to move safely and effectively in a group setting.

Students in Grades 1-3 continued to build on these foundational skills throughout the year. They developed confidence in daily warm-up routines, stretching exercises, and movement activities. Through cooperative games and tagging activities, students strengthened their communication and teamwork skills, which allowed them to successfully explore a variety of team sports including baseball, soccer, basketball, and hockey. It was encouraging to see students become more comfortable taking on new challenges and supporting one another during activities.

The Grades 4-6 program emphasized fitness development, skill refinement, and personal growth. Students demonstrated dedication during physical fitness testing and showed measurable improvements in speed, strength, endurance, and overall performance. In addition to

participating in conventional sports such as basketball, hockey, handball, and soccer, students were encouraged to think creatively by modifying games and developing their own sport adaptations. These experiences helped foster leadership, problem-solving, and collaboration while maintaining a high level of engagement.

One of the greatest successes of the year was the consistent growth observed across all grade levels. Students demonstrated increased confidence, stronger teamwork skills, improved physical abilities, and a greater understanding of the importance of healthy, active lifestyles. Those who participated regularly and embraced challenges found considerable enjoyment and success throughout the program.

As we look ahead to next year, we hope to continue expanding opportunities for student leadership, introduce new activities and sport variations, and further support individual fitness goal setting. Continuing to build positive routines and encouraging lifelong participation in physical activity will remain key priorities.

Overall, it has been a rewarding year, and we are proud of the progress made by all students. Their growth, enthusiasm, and perseverance highlight the tremendous potential within our school community. We wish our students who are moving on all the best in their future endeavours and look forward to another exciting year of physical education.

JUNIOR CHIEF & COUNCIL REPORT

Submitted by Jocelyn Whalen, 5C Teacher & Junior C&C Supervisor

Grades 4-6 voted for Chief and Council in October, and the winners were Matilda Spence (Chief), Echo McKay (Deputy Chief), and Councillors Matilda Flett, Theron Swanson, Zuri Grieves, Zoey Wood, Kiara Linklater and Dreily Lobster.

Our goals for the school year were safety, fun, and an end of the year overnight trip. We hosted Bake Sales throughout the year to fundraise for our trip.

We are looking forward to our trip to Paint Lake on June 17-18, where we will stay in yurts and spend time outdoors.

Throughout the school year we practiced leadership skills and spread love around the school through poster making. We also distributed Christmas cards to Elders in the community, made an anti-bullying bulletin board to honour Pink Shirt Day, and prepared grow kits with squash, pumpkin, beet, potato, and bean seeds, and distributed them to the Grades 4 and 5 classrooms during Earth Day.

Grade 5C prepared the greenhouse and raised beds to plant the seedlings when they were ready. The remaining seedlings were distributed to the kindergarten classes and were planted in the raised beds. Grades 1 and 3 also planted flowers and vegetables in the raised beds and greenhouse.

On June 4, Jr. Chief and Council also hosted the 2026 OK School Prom for Grades 5 and 6.

RESOURCE TEACHER REPORT

Number of students serviced:

4B Tang – 14
4C Nicholas – 13
5A Van Segbrook – 15
5B Bennett – 13
Total: 55

Types of interventions delivered:

Push-In Support (Inclusive Classroom) – 15%
Pull-Out Intervention – 35%
Small-Group Intervention (Flexible Grouping) – 35%
Consultation and Collaborative Coaching – 10%
Intensive Individual Intervention (Tier 3) – 10%

Assessment Results: ELA & Math

After doing level B assessments using Brigance CIBSII, the findings indicated that there are many skills gaps throughout the students in grade 4 & 5. Phonemic awareness was weak. Most of these students had basic good alphabet knowledge. The students that came to the resource room, participated in small group activities for sight word recognition activities (Dolch Sight Word Activities).

Student Growth

Reading skills, reading comprehension, and writing skills. Some grade 4 & 5 students were still not able to recognize the phonetic sounds. The grade 4 & 5 students with IEPs were found to be grade levels behind. Most of the students were unable to write complete sentences and paragraphs. Most hardly had any knowledge of proper punctuation rules. Handwriting or printing legibility skills needed improvement. Most of the students had good group skills using their pencils and coloring supplies. There were some students on my caseload who still had weak grip skills for their pencils.

Math skill levels most were found to be grade levels behind. Most of the students were not able to double digit adding with regrouping, and double-digit subtraction with regrouping, measurement, fractions, geometric 3D shapes, place value, multiplication and division were unknown to them. Some of the students were not able to tell time on analog clocks.

What Worked Well

Intervention planning strategies worked well with the students. When they were asked to relate to the subject in real life, they were able to understand the concepts a bit better. Micro learning sessions helped with students who had a hard time settling down to focus.

Barriers Encountered

The barriers encountered were the lack of attendance from the students. Prior knowledge was weak and sparse. Networking with different agencies and organizations, communication needed to be improved.

The location of the resource room area to the proximity of the classrooms serviced was a far distance from the resource room for pullouts, there was a loss of learning and intervention time for pullouts (walking in between transition times). Teachers were not utilizing the Educational Assistants efficiently.

EA attendance was very low and the students who required coverage and stability suffered. Also, EAs were used a lot by administration for coverage and subbing. EAs did not have sufficient knowledge to work with the students that they were working with or assigned to.

Staffing Challenges

- EA attendance and training needed improvement
- Resource Teacher Burnout and overwhelming workloads
- Student Attendance needed improvement

Scheduling Concerns

Even though we had our own schedules we couldn't keep to them because we were pulled away to for other resource duties, like, meetings, parent conferences, home visits, looking for signatures, developing IEPs and SSPs, assessments, filing system revamp, etc...

Resource Shortages

Math manipulatives, Indigenous RTI, reading books (levelled), writing exercises, math games, reading games, art supplies, etc...

Next Steps

Suggestions for the Resource Program to better serve the children of NCN and OK School. Implement, develop, and design.

Reading Lab – Room 402
Math Lab – Room 401

Life Skills Lab – New Building

Autism Team – Room 404

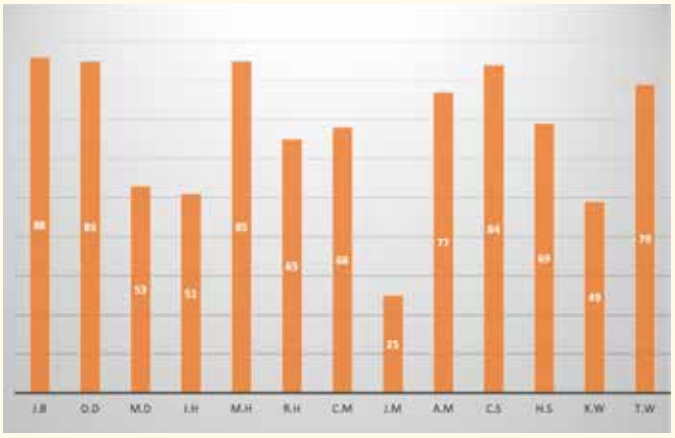
Alternative Education – New Building

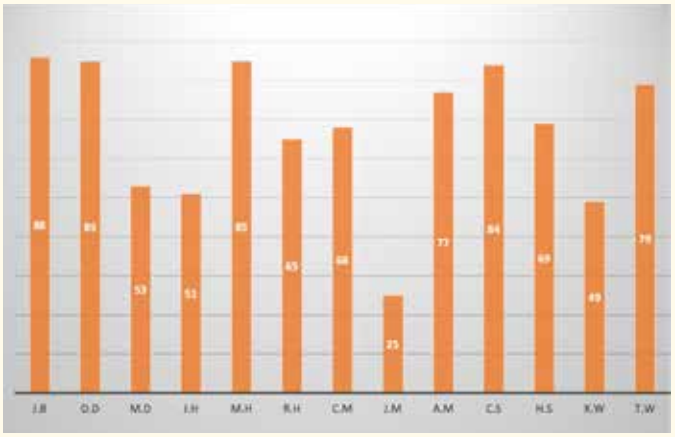
Inclusion Hub – Room 403

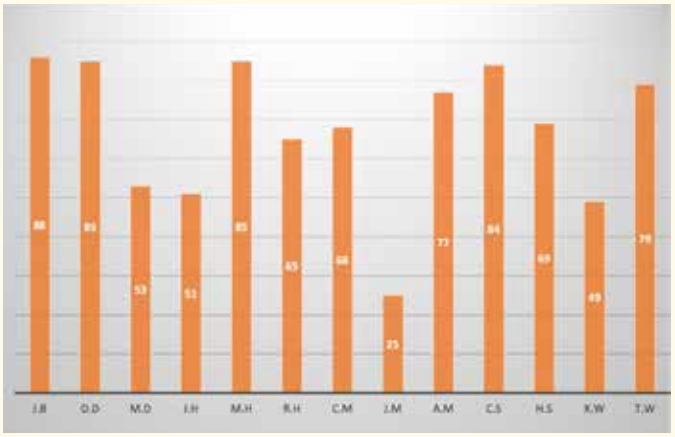
Sensory and Self-Regulation – Room 206

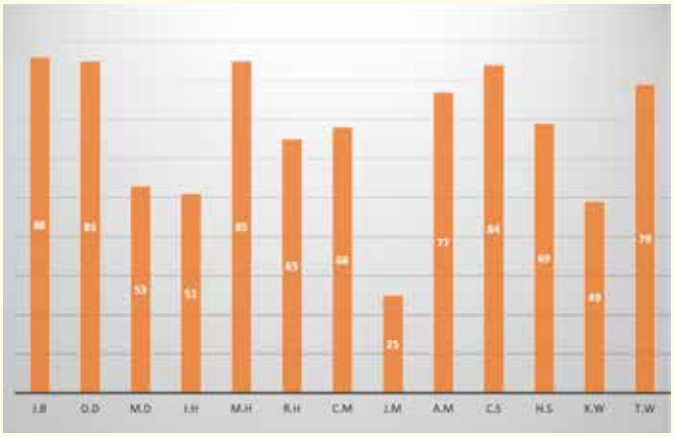
Speech and Language – Room 203

Attendance Data for Resource Students on my Caseload









ATTENDANC
MATTERS

Pathways

Nisichawayasi Nehetho
Culture and Education Authority Inc.
NISICHAWAYASIHK CREE NATION

anguscampbell

CE
S
to Success
ANGUS CAMPBELL
ILLUSTRATION
illustration.com

NISICHAWAYASIHK NEYO OHTINWAK COLLEGIATE 2025-26 REPORT

FALL TERM

Opening Day – August 28, 2025

Number of Teaching Days for the Fall Term:

September – 19 days

October – 17 days

November: – 17 days

December – 15 days

Total – 68

Last teaching day before Christmas Closure:
December 19, 2025

Holidays & Vacations During Fall Term:

Labour Day – September 1, 2025

Truth & Reconciliation Day – September 30, 2025

Thanksgiving – October 13, 2025

Remembrance Day – November 11, 2025

Christmas Break – December 22, 2025-January 2, 2026

In-Service & Administration Days During Fall Term:

Staff Orientation – August 28 and 29, 2025

Professional Development – Friday October 24, 2025

Report Card Writing Day – November 24, 2025

Staff Meetings – 3 x 1 hour = 0.5 days

Total = 4.5 days

School Closures for Fall Term Beyond Our Control

Not Applicable

Total Days Fall 2025:
68 days

SPRING TERM

Opening Day – January 5, 2026

Number of Teaching Days for the Spring Term:

January – 17 days

February – 16 days

March – 15 days

April – 16.5 days

May: – 18 days

June – 19 days

Total – 101.5 days

Last teaching day before Christmas Closure – June 25, 2026

Holidays & Vacations During Spring Term:

Louis Riel Day – February 16, 2026

Spring Break – March 30-April 3, 2026

Victoria Day – May 18, 2026

In-Service & Administration Days During SpringTerm:

Report Card Writing – February 5, 2026

Report Card Writing – June 23, 2026

Staff Meetings 1 hour x 6 = 1 day

School Closures for Spring Term Beyond Our Control

January 9, 2026 – No water in community

January 16, 2026 – No water in community

January 28, 2026 – No water in community

April 20, 2026 – 0.5 days staff funeral

April 23, 2026 – Inclement weather

April 24, 2026 – Inclement weather

Total Days Spring 2026:
101.5 days + 5.5 closures beyond our control = 107 days

Flex Days

Monday September 29, 2025 – 1

October 14-17, 2025 – 4

November 10, 2025 – 1

February 13, 2026 – 1

February 23, 2026 – 1
March 23-27, 2026 – 5
May 15, 2026 – 1
June 26, 2026 – 1
Total Flex Days – 15

Fall Term

Instructional Days – 64
Flex Days – 6
Total Fall 2025 – 70 days

Spring Term

Instructional Days – 107 Days
Flex Days – 9
Total Spring 2026 – 116 days

Grand Total:
64 + 116 days – 1.5 days for staff meetings = 184.5 instructional days

Verified by: Principal, Valerie MacIntyre
June 25, 2026

NNOC ACADEMIC ADVISOR REPORT

The 2025-26 school year has been one of growth, collaboration, and opportunity for students at NNOC High School. Throughout the year, my role as Academic Advisor focused on supporting student success through academic planning, career exploration, post-secondary readiness, student advocacy, and collaborative initiatives designed to improve student engagement and graduation outcomes.

A significant focus this year was supporting students in Grades 9-12 through academic planning and course selection. I met regularly with students to review credits, discuss graduation requirements, explore career interests, and develop individualized success plans when needed. Particular attention was given to Grade 11 and 12 students to ensure they remained on track toward graduation. Several academic plans were developed to support students facing credit, or course completion challenges. I also worked collaboratively with school administration and student services to create semester schedules and develop a school timetable that maximizes opportunities for student success and credit attainment.

Throughout the year, I collaborated closely with the Attendance Officer, Student Services team, teachers, parents, and community partners to address barriers impacting student achievement. Numerous parent meetings were held to review student progress, discuss concerns, and create supportive plans to help students achieve their educational goals.

Career and post-secondary readiness remained a priority. On October 30, NNOC hosted a Post-Secondary Fair featuring representatives from UCN, Brandon University, Red River College Polytech, and the University of Manitoba. On November 3, Grade 12 students toured the UCN campus and the University of Manitoba Northern Social Work Program building, providing valuable exposure to post-secondary opportunities. Additional initiatives included a Grade 12 Post-Secondary Counsellor Meeting on March 16, a Financial Literacy Presentation for Grade 11 and 12 students on May 6, and a UCN Pre-Law Presentation hosted at NNOC on June 1. I also supported several students in securing employment opportunities and exploring future career pathways.

Student transitions and educational awareness were another area of focus. On May 4 and 5, presentations were delivered to Grade 8 classrooms to help students prepare for the transition to high school and understand the supports available through the Academic Advisor role. Throughout the year, I met with students in Grades 9, 10, and 11 to discuss educational planning, career interests, and future goals.

In addition to direct student support, I worked on several initiatives aimed at strengthening educational programming at NNOC. A major project this year involved the development of a new Introduction to Land-Based Education and Culture course. This work supports student engagement, cultural identity, experiential learning, and the creation of meaningful educational pathways that reflect community values and ways of knowing. Participation in the planning of cultural and land-based learning opportunities helps create inclusive educational experiences that increase student connection to school while supporting academic achievement and graduation outcomes.

Other notable accomplishments included the development of a framework for a new Credit Recovery Program, ongoing collaboration with Student Services, and the promotion of students' rights to a safe and supportive educational environment.

As I reflect on the 2025-26 school year, I am proud of the relationships built with students, families, staff, and community partners. Together, we have created opportunities for student success, strengthened pathways to graduation and post-secondary education, and continued working toward a supportive and culturally responsive learning environment for all students.

Bailey Tays

ATTENDENCE REPORT

Academic Year: September 2025 – June 2026: Grades 7-12

Submitted by Candishia Spence, Attendance Officer

Introduction

Student attendance continues to be a priority area for our school, as regular attendance is directly linked to academic achievement, credit attainment, graduation rates, and overall student well-being. Throughout the 2025-26 school year, staff monitored attendance, implemented intervention strategies, conducted home visits, and provided incentives to encourage student engagement and improve attendance outcomes.

This report summarizes attendance trends, interventions, achievements, challenges, and recommendations for Grades 7-12 during the 2025-26 school year.

Attendance Zone Summary

As of June 2026, students were distributed across attendance zones as follows:

The majority of students fell within the Blue and Pink attendance zones, indicating ongoing attendance concerns and the continued need for intervention and support.

As of June 2026, students were distributed across attendance zone as follows:

Grades 7-8 Attendance Zone Breakdown

Zone: Class Absents	# Students
Green: Under 50	27
Yellow: 51-131	37
Orange: 132-160	6
Pink: 161+	22
Blue: Chronic none attenders	45

Grades 9-12 Attendance Zone Breakdown

Zone: Class Absents	# Students
Green: Under 50	8
Yellow: 51-131	19
Orange: 132-160	15
Pink: 161+	61
Blue: Chronic none attenders	108

Attendance Warnings

Attendance warning letters were issued throughout the school year to notify students and families of attendance concerns and encourage corrective action before students became at risk of credit loss.

Term 1 – October 2025

Grade Group	Warnings Issued
Grades 7-8	90
Grades 9-12	135

Term 2 – February 2026

Grade Group	Warnings Issued
Grades 7-8	65
Grades 9-12	125

A total of **415 attendance warnings** were issued during the 2025-26 school year.

Home Visit Initiative

To support students experiencing chronic absenteeism, school staff conducted home visits to connect directly with students and families, identify barriers to attendance, and provide support where needed.

April 8–9, 2026 Home Visits

Grade Group	Warnings Issued
Grade 7	41
Grade 8	36
Grades 9-12	Home visits were completed as letters were delivered.

The home visit initiative strengthened relationships with families, provided opportunities to discuss attendance concerns, and helped identify supports that could assist students in returning to school regularly.

April 8–9, 2026 Home Visits

Grade Group	Warnings Issued
Grade 7	41
Grade 8	3

Student Attendance Achievement

Grades 7-8 Attendance Recognition

Month	80%	90%	100%
September	17	23	2
October	26	9	2
November	15	12	5
January	32	31	7
February	55	21	8
March	9	16	6
April	27	7	2
May	31	14	5

Grades 9–12 Attendance Recognition

Month	80%	90%	100%
September	14	7	41
October	20	9	1
November	16	11	13
January	28	13	11
February	19	11	3
March	2	13	7
April	22	4	5
May	12	13	7

These figures demonstrate that many students maintained strong attendance throughout the year despite ongoing attendance challenges across the school population.

Loss of Credits Due to Attendance

Student attendance continued to impact course completion and credit attainment throughout the school year.

Reporting Date	Term	Students Impacted
November 2025	1	48
April 2026	2	36
May 2026	Final for Term 2	58

Although some students lost credits due to attendance, many students remained eligible to earn credits in courses where attendance and academic performance allowed for successful completion.

Attendance Incentives & Student Engagement

Throughout the 2025-26 school year, attendance incentives were used to encourage students to attend school regularly. Monthly attendance initiatives included gift cards, prizes, attendance draws, and recognition opportunities designed to celebrate positive attendance habits and increase student engagement.

While these incentives generated excitement and encouraged participation among many students, attendance remains a significant challenge. Incentives alone cannot address the complex factors that contribute to chronic absenteeism; however, they remain an important tool for promoting positive attendance behaviors and recognizing student efforts.

Attendance Challenges & Community Responsibility

Attendance continues to be one of the most significant challenges facing our school community. The data demonstrates that consistent attendance is influenced by a variety of factors that extend beyond the classroom and require a collaborative approach.

Improving attendance is not solely the responsibility of the school. It is a community-wide challenge that requires the collective efforts of students, families, school staff, community organizations, Elders, leadership, and community partners.

As a community, we must continue working together to ensure our children are on the right path toward academic achievement, graduation, employment opportunities, and lifelong success. Every day a student attends school is an opportunity to learn, build relationships, and develop the skills necessary for their future.

Through continued monitoring, early intervention, family outreach, home visits, positive attendance incentives, and community partnerships, we remain committed to supporting students and reducing barriers that impact school attendance.

Recommendations for 2026-27

Based on attendance trends observed throughout the 2025-26 school year, the following recommendations are proposed:

1. Implement Quarterly Attendance Recognition

Transition from monthly attendance incentives to a quarterly attendance recognition program held in:

- December
- March
- June

Quarterly recognition would allow students to work toward longer-term goals while maintaining motivation throughout the school year.

Recognition categories may include:

- Perfect Attendance
- 90% Attendance or Higher
- Most Improved Attendance
- Attendance Turnaround Award
- Attendance Champions

Awards may include gift cards, certificates, school merchandise, community-sponsored prizes, and special recognition events.

2. Increase Attendance Supports Following Breaks and Flex Weeks

Attendance data and staff observations indicate that many students struggle to re-engage after extended breaks, holidays, and flex weeks. Attendance often declines immediately following these periods.

Recommended strategies include:

- Attendance awareness campaigns before scheduled breaks.
- Student and family reminders prior to returning to school.
- Attendance challenges during the first two weeks following breaks.
- Additional outreach to students identified as high risk.
- Early intervention meetings when attendance declines following extended absences.

3. Establish a "Back-to-School Momentum" Initiative

Develop a structured re-engagement plan following major breaks that includes:

- Welcome-back activities.
- School-wide attendance challenges.
- Incentive draws during the first two weeks back.
- Student check-ins and mentoring opportunities.
- Attendance recognition for classes or students demonstrating strong return rates.

4. Continue Home Visit and Early Intervention Programs

Maintain and expand home visits, attendance monitoring, and family outreach initiatives to address attendance concerns before they become chronic and result in credit loss.

5. Strengthen Community Partnerships

Continue working collaboratively with families, Elders, coaches, community organizations, and support agencies to reinforce the importance of school attendance and student success.

Conclusion

The 2025-26 school year highlighted both the successes and challenges associated with student attendance. Staff worked diligently to monitor attendance, issue warnings, conduct home visits, provide incentives, and support students at risk of disengagement.

A total of 415 attendance warnings were issued, 77 home visits were completed, and numerous attendance incentive initiatives were implemented to encourage student participation and engagement. While attendance remains an ongoing challenge, the school remains committed to fostering a culture where attendance is valued and every student is supported in reaching their full potential.

Moving forward, the implementation of quarterly attendance recognition, targeted re-engagement strategies following flex weeks and school breaks, continued family outreach, and strengthened community partnerships will be essential in improving attendance outcomes.

By working together as a school and community, we can help ensure that our students remain engaged in their education, achieve academic success, and stay on a positive pathway toward graduation and future opportunities.

AFTER-SCHOOL PROGRAMS REPORT

This year's NNOC after-school program (ASP) coordinators were Joshua Thatcher and Sherene Bell. The purpose of this year's programs ranged from encouraging student wellness and building cultural knowledge, to supplementing in-class curriculum instruction and fostering fitness/teamwork. A significant side benefit was also creating a safe space for students with turbulent home lives to extend their time at school each day. Similarly, for some students the snacks offered during ASP constitute their only source of food until breakfast is served in the morning. Clubs ran 1-2 times per week this year, Monday to Thursday 4-5PM, with the exception of school closures. Some weeks, particularly before/after major holidays (especially Christmas), admin requested that clubs not run. Clubs began for this year at the end of September 2025 and concluded at the end of May 2026.

After-School Programs Offered in this Year

Automotive Club, Fun Club, Cooking Club, Volleyball Club, Special Projects Club, Woodworking Club, Beading Club, Art Club, Chess Club, Self-Care Club, Math Club (later renamed to Help Club), Basketball Club, Badminton Club, Paddle-Making Club (note: an added benefit was that payment for this club helped a student teacher to defray the costs of relocating to Nelson House for his practicum), Track and Field Club, and Gardening Club.

There was also a music/podcast studio run by Spirit Horse that operated after school, as well as open gym, boxing nights, and later (after 5PM) sports practices, but ASP coordinators have no information or role in those as everything related to them was handled by Spirit Horse, the phys. ed. teachers, and/or admin.

Frequency of Operation & Student Audience

Club attendance was typically majority grade 7/8s, with interest/attendance decreasing within the student body as students got closer to grade 12. Anecdotally, clubs were usually most popular with students who have turbulent home lives, students who are very high-achieving, and students whose friends stay because they fit one of the former two criteria.

Constraints & Barriers

By far the greatest barrier to student participation this year was the requirement for students to have a permission slip signed by parents/guardians in order to participate. Many students are simply forgetful, while others lack a consistent parent/guardian to sign for them. Following direction from the Education Authority, we instituted the requirement of permission slips at the beginning of January 2026 after giving months of consistent warnings to students, and saw more than a 50% reduction in after-school program attendance which gradually recovered thereafter. Aside from that, the only other major systemic barrier was students who were employed (largely at the OT Gas Bar) and who had shifts that start right after school.

Major Changes this Year & Their Results

- **September:** a maximum of 3 clubs per night and 2 per facilitator per week was implemented, with exceptions only being made with outside (grant) funding available
  Result: students had a narrower choice of programs and sometimes did not stay at all because none of the options for the night were interesting to them (particularly when a facilitator was sick)
- **October:** facilitators were asked to submit attendance on a nightly basis to coordinators
  Result: coordinators and admin were better able to respond to inquiries from parents
- **November:** facilitators were required to complete weekly reports for their ASP.
  Result: one facilitator cancelled their club; NNCEA overseer was able to compile attendance data for programs
- **December:** students were given surveys on which ASPs they like best and what they'd like to see in the future
  Result: requests for a return of science and WoW club, more craft-/outdoor-based clubs, a music club, a makeup/girls club, and more sports options
- **January:** permission slips were required for students to stay after school for any reason
  Result: as detailed above, attendance massively decreased but recovered slowly over time

SHOWING UP TODAY
OPENS
DOORS TOMORROW
TODAY:
EXPLORE
LEARN
GROW
YOUR FUTURE
COLLEGE
CAREER
TRAVEL
ATTENDANCE MATTERS
Nisichawayasi Nehetho Culture and Education Authority Inc.
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Recommended Changes for Next Year

- Plan to help students return permission forms, if the forms are continued for 2026-27
  Examples: clear instructions for students in care, mailing forms home, having forms carried by 7/8 teachers and attendance counsellors during home visits
- Have ASP start earlier in the year and end later so that clubs can take more advantage of nice weather to do outdoor activities
- Attendance draws/rewards/other incentives for students who come to ASPGreater cooperation and coordination between ASP coordinators and other staff holding after-school events
  Examples: phys. ed. teachers, Spirit Horse, studio staff
- Give surveys to ASP students more regularly so that interest/engagement can be charted over time
- Have a regular ASP dedicated to tutoring/school-work help (note: this was briefly attempted this year but students seemed to think it was focused specifically on math for 7/8 students – for success, it should be made clear that it is for help of all kinds and held in a universally accessible part of the school).

NNOC LITERACY COMMITTEE REPORT 2025-26 SCHOOL YEAR

Submitted by Natalie Tays, Vice-Principal NNOC

The NNOC Literacy Committee met regularly throughout the 2025-26 school year to strengthen literacy instruction, increase student engagement in reading and writing, celebrate Indigenous storytelling, and provide authentic learning opportunities for students. Through collaborative planning, staff developed school-wide literacy initiatives, organized literacy events, supported student authors, and identified key literacy skills and resources needed to improve student achievement.

Literacy Fair Initiatives

Fall Literacy Fair

The committee successfully organized and hosted a Literacy Fair on October 30, 2025, centered on Indigenous storytelling and student-created books. Students worked throughout October to write, illustrate, and publish original books that celebrated Indigenous perspectives, experiences, and culture.

Key features of the event included:

- Student-created and published Indigenous books.
- Classroom and individual projects displayed throughout the school.
- Promotion of Indigenous authors and literature.
- Student judging and display evaluations.
- Cultural learning opportunities connected to writing projects.

Literacy Fair Outcomes

The Literacy Fair was viewed as a significant success. Students did a great job, teachers reported substantial growth in writing skills, creativity, and engagement throughout the process. Students were very excited to share their work and take pride in publishing their writing.

The committee identified several areas for future improvement, including:

- Additional writing instruction before a project showcase.
- Clearer guidelines for group and individual entries.
- Expanded recognition and prize structures.
- Increased opportunities for publishing and sharing student work.

Food Truck Book Review Project

One of the signature projects developed for the spring Literacy Fair was the Food Truck Book Review Project.

Students work in small groups to:

- Select a book or text.
- Design a themed food truck based on characters, settings, or themes.
- Create menus and promotional materials.
- Develop creative extensions such as:
  - Social media pages.
  - Reviews.
  - Merchandise concepts.
  - Music playlists.

The project combines literacy, entrepreneurship, design thinking, collaboration, and presentation skills.

Students will culminate their learning by preparing and selling food connected to their projects during the Literacy Fair.

Young Authors Program

The committee continued supporting students participating in the Young Authors program.

Activities included:

- Revising and editing published books.

- Incorporating feedback from Literacy Fair judges.
- Producing hard-copy versions of student books.
- Preparing submissions and displays for literacy events students were encouraged to view themselves as authors and take pride in sharing their writing with wider audiences.

Young Authors Toronto Trip

Significant planning was devoted to supporting student participation in a Young Authors literacy experience in Toronto.

Fundraising initiatives included:

- Community donation campaigns.
- 50/50 raffles.
- Merchandise bingo events.
- Food sales.
- Requests for support from local organizations and businesses.

The trip was designed to provide students with real life literacy experiences while celebrating their accomplishments as writers.

Literacy Through Technology

The committee identified technology as an important tool for strengthening literacy engagement.

The school's recording studio was highlighted as a resource that could be used for:

- Book reviews.
- Podcasts.
- Book pitches.
- Audiobook recordings.
- Oral storytelling projects.
- Student presentations.

Recognizing that some students and staff may feel intimidated by the technology, the committee proposed introductory sessions and demonstration videos to increase participation and confidence.

Literacy Intervention & Essential Skills Development

The committee revisited the school's literacy intervention framework and essential skills progression goals.

Staff were asked to identify must know literacy skills students should master before going to the next grade level.

Areas identified included:

Traditional Literacy Skills

- Reading comprehension
- Paragraph and essay writing
- Story writing
- Research skills
- Spelling and vocabulary
- Grammar and punctuation
- Letter writing
- Email communication
- Oral presentations

Digital Literacy Skills

- Presentation software
- Digital design tools
- Online research
- Multimedia production
- Digital communication
- Content creation platforms

The goal is to create a clear learning goals of literacy expectations from Grades 7–12 that supports student success across all subject areas.

Key Accomplishments

Throughout the 2025-26 school year, the Literacy Committee:

- Successfully hosted a school-wide Literacy Fair.
- Increased student engagement in writing and publishing.
- Promoted Indigenous literature and storytelling.
- Supported student authors through authentic publishing opportunities.
- Expanded literacy learning through technology integration.
- Developed innovative literacy projects connecting reading, writing, entrepreneurship, and creativity.
- Advanced plans for literacy celebrations and student enrichment opportunities.
- Began reviewing and strengthening literacy expectations across grade levels.

Moving Forward

The committee's priorities for the remainder of the school year include:

1. Reviewing and refining grade-level literacy "Must Know" outcomes and create pamphlet for staff.
2. Expanding collaboration and sharing of effective literacy practices among staff.
3. Increasing student participation in literacy-based

technology projects.

4. Strengthening literacy intervention supports and digital literacy instruction.

The Literacy Committee remains committed to fostering a culture of reading, writing, storytelling, and lifelong learning while supporting student success through meaningful literacy experiences. Huge thank you to all committee members for their knowledge and time. To the students who are the future of our Nation, we hope to support and nurture more authors, readers and communicators this was all for you.

GRADE 7-8 LITERACY UPDATE

At NNOC, we continue to focus on strengthening literacy skills and improving reading achievement for all students. Reading is the foundation for success in every subject area, and we are committed to providing targeted support that helps students grow as readers and learners.

Based on our recent reading assessment data for Grade 7 and Grade 8 students, we are seeing positive growth in many students' reading abilities. The data shows that a number of students are reading at or near grade level, while others continue to benefit from targeted literacy interventions and additional support.

Key Findings

- Several students are currently reading at or above grade-level expectations, demonstrating strong literacy skills and the ability to access grade-level curriculum independently.
- A significant group of students are approaching grade-level expectations and continue to make steady progress through classroom instruction and literacy supports.
- Some students remain below grade-level reading expectations and require intensive intervention to build foundational reading skills, fluency, comprehension, and vocabulary.
- Students receiving targeted literacy support have shown growth in reading levels throughout the school year.
- Attendance continues to be a major factor influencing reading achievement. Students who attend regularly generally demonstrate stronger literacy growth than students with inconsistent attendance.

Literacy Supports in Place

To support student success, NNOC has implemented a variety of literacy initiatives, including:

- Small-group and individualized reading instruction
- Literacy intervention programming
- Classroom reading strategies across subject areas
- Guided reading opportunities
- Reading comprehension and vocabulary development activities
- Ongoing assessment and progress monitoring
- Collaboration between classroom teachers, literacy support staff, Student Services, and families

Moving Forward

Our goal is to continue increasing the number of students reading at grade level while providing targeted support for those requiring additional intervention. During the upcoming school year, NNOC will continue to:

- Strengthen early identification of literacy needs
- Expand intervention opportunities for struggling readers
- Increase student engagement with reading
- Promote regular school attendance
- Support literacy development across all subject areas
- Work collaboratively with families to encourage reading at home

Community Summary

The literacy data indicates encouraging progress among many Grade 7 and Grade 8 students while also highlighting areas where continued support is needed. NNOC remains committed to ensuring every student has the opportunity to become a confident and capable reader. Through strong instruction, targeted interventions, family partnerships, and consistent attendance, we will continue working together to improve literacy outcomes for all learners.

Reading opens doors to learning, culture, identity, and future opportunities. Together, we will continue supporting our students on their literacy journey.

GRADE 9-10 LITERACY UPDATE

NNOC continues to see positive growth in student learning across multiple grade levels. Our recent May assessment data show that many students are making steady progress along the learning continuum, particularly in literacy and foundational skills development.

A large number of students demonstrated growth within the middle instructional levels, showing increased confidence, skill development, and readiness for more advanced learning expectations. Several students also achieved significant gains and progressed to higher levels of learning this spring.

The data also highlights the importance of the supports currently in place at NNOC, including:

- targeted interventions,
- small-group instruction,
- classroom supports,
- attendance initiatives,
- strong relationships between staff and students.

While we are encouraged by the growth demonstrated, the data also reminds us that some students continue to require additional support to strengthen foundational skills and improve consistency in attendance and engagement. NNOC remains committed to meeting students where they are and providing individualized support to help every learner succeed.

We are proud of the hard work of our students, staff, families, and support teams. The progress shown reflects the collective effort of our school community and our shared commitment to student success and well-being.

GOAL:

By focusing on literacy improvement, NNOC can help students build a solid foundation for lifelong learning. Reading and writing skills support success in all subject areas and prepare students for future education, careers, and everyday life. Investing in literacy helps students develop the knowledge, confidence, and opportunities they need to reach their full potential and achieve their future goals.

SHORT TERM-

1.Assess all students at NNOC three times a year using Acadiance.
2.Implement daily independant reading with all classes.
3.Enroll all grade 9 students in Reading is Thinking during thier first year.
4.Teachers from 7-12 focus on vocabulary and literacy skills for all subject areas.
5.Teachers to utilize the reading and writing Mentor textbook resources provided called Jennifer Serravallo Series.

LONG TERM-

1.Improve Comprehensive skills
2.Improve Reading Strategies
3. Increase resources and material for English program.
4.Report to NNCEA Senior Administrator on successes and challenges.
5.Increase reading and comprehension levels by 1.0 grade level per year.
6.Increase ELA Provincial Exam scores by 5% annually.

I ♥ NNOC

NNOC LITERACY GOALS

LITERACY IS EVERYONE'S RESPONSIBLITY-AND TOGETHER WE CAN MAKE IT ONE OF OUR GREATEST STRENGTHS

Grade Goals

7's

- Learn and practice Paragraph/Sentence Writing.
- Learn how to write their signature in cursive.
- Implement more spelling.
- Learn parts of speech and punctuation
- Learn letter sounds
- Use graphic organizers
- Take part in Literacy Fair
- Learn and Use Raz Kids
- Start Acadiance testing in Early Sept
- Daily use of UFLI Units and strategies

8's

- Learn and practice using Raz Kids
- Daily use of UFLI units & strategies.
- Learn and practice cursive writing.
- Practice more spelling.
- Build specific Indigenous and Community connections and integrate it into ELA programs
- Learn specific traditional skills each month such as fishing, wild rice harvesting, outdoor education classes and learn all these through Novel studies.
- Introduce & focus on the writing process.Develop the various forms of writing strategies

9's

- Students will be expected to start and maintain a Portfolio that will follow them to grade 12.
- Learn the 4 Main Paragraph types
- Learn how to identify themes and settings
- Learn how to properly do citations
- Learn Figurative Language
- Learn how to write and maintain a Resume
- Build writing Independence
- Connect reading and writing
- Complete a novel study

10's

- Learn how to do presentations at grade level.
- Learn all the elements of Essay Writing
- Learn how to work independently and within a group
- Be able to fill out complex applications
- Be able to do peer tutoring
- Students to Obtain ID's
- Complete Drivers Ed online

11's

- Fill out and be competent in filling out applications such as Sponsorship, job, etc...
- Learn and practice how to do a proper interview
- Contribute to the Student News paper
- Learn how to do a research paper
- Learn how to do timed writing
- Be able to do lead and participate in group discussions focused on a text/topic
- Be able to do pair and share novels.

12's

- Learn how to peer edit.
- Learn how to write a Thesis statement.
- Be able to identify symbolism in text
- Learn how to find academic resources.
- Learn all components to writing essays.
- Learn to meet deadlines.
- Learn how to apply and get all necessary ID's before Spring Break.
- Learn how to write a Syllabus and use a rubric.

NNOC JR. CHIEF AND COUNCIL

As another awesome school year wraps up, we want to give a big shoutout to our incredible Junior Chief and Council! This group brought energy, leadership, and dedication all year long, helping make NNOC a fun, welcoming place to learn, grow, and connect. From organizing events to boosting school spirit and giving back, they truly made a difference.

The year kicked off with Junior Chief and Council nominations from October 6–9, followed by elections on October 10. Students stepped up to represent their peers and help shape a great year at NNOC—and they did not disappoint.

Right from the start, the council got involved. On October 28, they helped set up for the Literacy Fair, and just a couple of days later, on October 30, they judged the Door Decorating Contest, celebrating creativity and school pride across the school.

In November, they took on one of their biggest roles—organizing and leading the NNOC Remembrance Day Service on November 6. It was a meaningful event that brought everyone together to honour those who served. On November 11, our Junior Chief also represented NNOC at the Community Remembrance Day Service.

Throughout the year, the council kept school spirit high by organizing some amazing Spirit Weeks:

- November 17–21
- December 15–19
- February 9–12
- June 8–12

These weeks were full of fun, creativity, and great participation from both students and staff.

They didn't stop there. The Junior Chief and Council also supported community events, including helping the Family and Community Department with their Annual General Assembly (AGA), always looking for ways to stay involved and give back.

March brought even more fun with Snowshoe Races and a Hot Dog Sale—an awesome combo of outdoor activity and good food that brought everyone together. In April, council members stepped up again by volunteering at the DMAC Tournament, helping everything run smoothly.

May was just as busy, with the council helping out at the Mother's Day Tea and Student Showcase, celebrating families and showing off the amazing talents of NNOC students.

They also showed their generosity throughout the year by:

- Supporting the Young Authors Club fundraiser
- Donating toward the Mother's Day Tea
- Helping fund a student field trip
- Sponsoring various students anonymously so they could attend school trips
- Donating $200 to support the school greenhouse project
- Purchasing a new gaming system for the student games room

These contributions helped make school life even better for everyone.

Looking back, it's clear this year's Junior Chief and Council made a real impact. Through leadership, teamwork, school spirit, and giving back, they showed what it means to represent their peers with pride.

To wrap up the year, our Junior Chief will share a special Word of Praise at Graduation—a perfect way to celebrate everything they've accomplished.

Thank you to our Junior Chief and Council for all your hard work, positivity, and commitment. You've helped make NNOC a place where everyone feels welcome and excited to be part of the community.

What a fantastic year—well done!

SPECIAL EVENTS THROUGHOUT THE YEAR

The 2025-26 school year was filled with a wide variety of successful events and activities organized and hosted by NNOC. These included staff vs. student sporting events, spirit weeks, feasts, guest speakers, DMAC volleyball and basketball tournaments, and hands-on workshops such as paddle making. NNOC also welcomed three Teacher Candidates who became a valued part of the NNOC family throughout the year.

We would like to extend a sincere thank you to all staff, students, parents/guardians, community members, volunteers, and guest speakers whose dedication and support helped make these events possible. Your commitment contributed greatly to the success of our school community. We look forward to continuing these meaningful experiences and creating even more opportunities for students during the 2026–2027 school year.

September 2025

- Truth and Reconciliation/Every Child Matters Orange Shirt Day Walk
- Nominal Roll Week Giveaways
- Staff vs Teachers Fun Events
- Staff and Student Birthday Events

October 2025

- Junior Chief and Council Elections
- RCMP Scavenger Hunt at NNOC
- Health Fair
- MTS PD Day
- Halloween Door Decorating Contest
- Terry Fox Walk
- Day to Honor MMIWG
- Thanksgiving Feast
- Sweet and Greet Event
- Staff vs Student Volleyball Game
- Boo Bag Sale
- Post-Secondary Fair
- Movie Night
- Halloween Costume Contest

November 2025

- School Spirit Week
- Report Card Night
- Student Services Information Night
- Grads Tour at UCN
- Remembrance Day Activities
- Community 204 Visit
- Senior Volleyball Zones at Flin Flon and Cranberry-Portage

December 2025

- Secret Staff Spirit Week
- Christmas Spirit Week
- Christmas Door Decorating Contest
- Snowshoe Races
- Staff Christmas Dinner
- Christmas Feast

January 2026

- Staff vs Students Volleyball Game
- Boys Basketball Tournament in Flin Flon
- Grads Snowball Dance
- Mental Health Wellness Week
- Grade 12 ELA Provincial Exam
- Grade 12 Math Provincial Exam
- Grade 9-12 Exam Week

February 2026

- Grade 9-12 Report Card Night
- Boys & Girls Basketball Tournament in Thompson
- Boys Basketball Zones in The Pas
- Valentines Spirit Week
- I Love To Read Month

March 2026

- Grade 7/8 Report Card Night
- RCMP Youth Fishing Derby
- Hot Chocolate & Hotdog Sale
- Snowshoe Races
- Staff vs Students Hockey Game at the Gilbert McDonald Memorial Arena
- Land Based Gathering
- U of W Students at NNOC
- Internet Safety Presentation
- Live Different Presentations

April 2026

- Grade 9-12 Report Card Night
- Grad Photos
- DMAC Basketball Tourney
- DMAC Volleyball Tourney
- MKO visit

May 2026

- Mother's Day Tea and School Showcase
- Young Authors trip to the Forest of Reading conference in Toronto
- Grad's Movie Night
- Grade 6 Transition Days
- Girls Softball Zones in Cross Lake
- Boys Baseball Zones in Norway House
- Track and Field Zones in The Pas
- Grade 12 ELA Provincial Exam

June 2026

- Grade 12 Math Provincial Exam
- Track and Field Provincials in Winnipeg
- UCN Pre-Law program presentation
- Athletic Banquet
- Grade 7 and Northern Lights Class Trip's to Paint Lake and Nickel Days
- Grade 8's Overnight Trip to Winnipeg
- School Spirit Week
- Staff vs Students Baseball Game
- Grade 12 Graduation
- Staff Year End BBQ

Congratulations!

Soban Azhar

Julia Bunn

Taylen Connel

Sienna Harper

Coral Hart

Tito Howard

Riah Linklater

Hailey Spence

Jerome Spence

Mya Spence

Hanson Tait

NNOC GRADUATES 2025-26

This year NNOC had a graduating class of eleven students.

These students have worked hard throughout their educational careers to reach this milestone. While it is exciting to look ahead to their futures, we must take a moment to celebrate their current accomplishments.

Early in the year, graduates toured the UCN campus to learn about post-secondary life. Of our twelve graduates, five have enrolled in certificate, diploma, or degree programs. This field trip facilitated valuable conversations about post-secondary options by providing real-life examples to help shape their goals.

By the end of the first semester, three students had completed their graduation requirements. Two opted for a 'victory lap,' while one entered the workforce directly. This experience presented both successes and challenges. For the 2026-27 school year, we aim to develop a more robust mid-year graduation process.

Throughout the year, the graduates contributed significantly to school life and culture. However, a challenge we faced was that the graduates approached their final year as individuals rather than as a cohesive cohort. This made it difficult to maintain consistent motivation and mitigate fatigue, which impacted student attendance and performance during the final months of the school year.

Despite these challenges, as the year closes I notice that the graduates have prepared well for their exams and final coursework. In particular, I would like to recognize our valedictorian, **Riah Linklater**, and our Governor General's Award recipient, **Soban Azhar**. Both students demonstrated exceptional dedication to their education and our school community throughout the year.

As we close the chapter on the 2025-26 school year, we do so with immense pride in our eleven graduates. While we navigated both successes and lessons learned these experiences have only improved our ability to support the next generation of students. We celebrate the resilience and hard-earned achievements of this class, and we are confident they are prepared for the paths ahead. We look forward to building on this year's foundations as we welcome our 2026-27 graduating cohort, carrying with us the valuable insights gained from this remarkable group.

2026 Graduates

NNCEA POST-SECONDARY PROGRAM 2025-26 OVERVIEW

Nisichawayasi Nehetho Culture and Education Authority is responsible for administering the NNCEA post-secondary Program which funds NCN citizens pursing a post-secondary education. As has been stated in previous reports and it has not changed, contrary to popular belief, under the Federal gov't interpretation, First Nation citizens are not entitled to unlimited funding for post-secondary education. Through contribution agreements, the Federal government provides fixed annual budgets which are usually not enough to meet the demand by its citizens. The NNCEA post–secondary annual budget, except for the cost of living increase, has remained around $2.6 million per fiscal year for the past year. With the cost of living increase, in the past three years, in the annual budget, student allowances have been increased bi-weekly per category. In addition to sponsoring students, the annual fixed budget must support other post-secondary initiatives and all the administration costs.

Significant Achievements

To maximize the effective use of and to efficiently administer the fixed budget, the NNCEA post-secondary program utilizes a committee of community members to screen and approve applications for sponsorships within an established process. The main screening and approval of the applicants is done in late May and finalized in July. In addition, the post-secondary committee functions as clearing house on information, academics, referrals, networking, self-development and reviews and approves the Post-secondary applications. Applicants who receive full sponsorships will receive a living allowance, program costs and seasonal travel if relocating for their education. There are 27 graduates as per following list. Sincere

Congratulations to all 2025-26 NNCEA post-secondary graduates!

NNCEA Post-Secondary Committee Members

Councillor, NCN Band Council Education Portfolio Holder
Ron D. Spence

Board Member, NNCEA
Llewelynne Moodie

Director, NNCEA
Nic Campbell, Chairperson

Manager, Human Resource Development Authority
Amanda Spence

Director, Atoskiwin Training & Employment Centre
Jim Moore

Manager, NCN Trust Office
Kelly Spence

NNCEA Finance
Jeff Wordsworth

NNCEA Post-Secondary Counsellor (South)
Craig A. Linklater

NNCEA Post-Secondary Counsellor (North)
Ingrid Gosselin

2025-26 Post-Secondary Graduates

Destin Laronde, Health Care Aide
University College of the North, The Pas, MB

Montgomery Primrose, Law Enforcement
University College of North, The Pas, MB

Roberta Spence, Early Childhood Education
University College of North, The Pas, MB

Bethany Francois, Intro. to Construction and Trades
University College of North, The Pas, MB

Dawson Hart, Intro. to Construction and Trades
University College of North, The Pas, MB

Phillip Swanson, Health Care Aide
University College of North, The Pas, MB

Laura Jamie Moar, Health Care Aide
University College of North, The Pas, MB

Genelle Linklater, Health Care Aide
University College of North, The Pas, MB

Rodney Carriere, Architectural Technologies
SAIT, Calgary, AB

Frederick Kosmolak, Bachelor of Kinesiology
University of Manitoba, Winnipeg, MB

Matthew Hordosi, Bachelor of Science Geology
University of Manitoba, Winnipeg, MB

Taryn Linklater, Bachelor of Arts
University of Manitoba, Winnipeg, MB

Jade Hamelin, Bachelor of Education
University of Winnipeg, Winnipeg, MB

Lavina Mages, Marine & Power Sports Technician
Red River College, Winnipeg, MB

Joseph Berard, Electrical Level 1
Red River College, Winnipeg, MB

Mark Fortin, Bachelor of Arts Biblical Studies
Steinbach Bible College, Steinbach, MB

Carolina Ranville, Addictions & Community Service Worker
CDI College, Winnipeg, MB

Sophia Linklater, Medical Office Assistant
CDI College, Winnipeg, MB

Jemiha Hart, Office Administration
Robertson College, Winnipeg, MB

Julia Madden, Bachelor of Sociology
Mount Royal University, Calgary, AB

Megan Slimmon, Business Administration
Okanagan College, Kelowna, BC

Kiana McDonald, Medical Office Administrator
Sundance College, Saskatoon, SK

Angus Campbell, Bachelor of Illustration
Sheridan College, Toronto, ON

Alfreda Thorne, Addictions & Mental Health Year 2
Yellowquill College, Winnipeg, MB

Louis Busch, Doctor of Philosophy in Adult Education
University of Toronto, Toronto, ON

Victoria Penner, Child & Youth Care Diploma
Macewan University, Edmonton, AB

Emily Sinclair, Graphic Design
Cambrian College, Sudbury, ON

2025-26
Total Applications – 143
Total Approved – 139
Total Redir. – 2
Total University – 88
Total College – 55
Number of Males – 41
Number of Females – 102
New – 63
VW – 30

Challenges Facing NNCEA Post-Secondary Program

The perpetual challenge is to effectively and efficiently manage an annual fixed budget which impacts all aspects of post-secondary education. At this time, the projected increase in tuition and other fees at the post-secondary institutions seems to be 4.0 percent average for the 2025-26 academic year. Each different expenditure requires the redistribution of the budget. Without new revenue, if you increase the allowances then you have to decrease the number of students or to support a new initiative or anything new requires the reallocation of limited resources. The struggle continues to support as many students as possible on a fixed annual budget while to trying to provide an adequate living subsidy.

The students are still faced with transition issues in their physical and mental relocation to their post-secondary institute for their programs. In addition to dealing with living in an urban environment, the students must adjust to a new urban academic environment which requires a mental adjustment, different life skills, different study skills, new learning skills and different self-management skills which are necessary to function successfully in an urban, digital, academic environment. In addition, members have to able to budget their allowances which are just not enough to support essential living expenses as stated in the government student loan statistics. On top of other challenges, students have to learn to function successfully in programs which are delivered for the most part through distance education. As the Post-Secondary Education (PSE) Counsellors, our job is help guide students through these difficulties and transitions. This can be challenging if there isn't positive communication between the post-secondary students and their PSE counsellors. These interactions will make the transition for the potential post-secondary students easier, allowing for seamless communications between students and their PSE counsellors. Being actively engaged with the NCN students at NNOC should help the potential 2026-27 post-secondary students transition into their educational journey with enthusiasm and excitement.

GUIDANCE DEPARTMENT 2025-26 SUMMARY

This school year presented significant challenges for students, families, and staff. The Guidance and Counselling Program experienced a substantial increase in the number of students requiring support for mental health, social-emotional concerns, family stressors, and basic needs. Student well-being remained the primary focus, with interventions aimed at supporting emotional regulation, school engagement, family connections, and overall mental wellness.

Student Mental Health & Wellness

A growing number of students presented with high levels of anxiety, sadness, grief, and concerns related to the health and well-being of parents and caregivers. Many students were impacted by family instability, housing concerns, and ongoing stressors within their home environments.

On average, more than 20 students accessed guidance and counselling services daily through both scheduled appointments and drop-in visits. Students sought support for a variety of reasons, including:

- Anxiety and emotional distress
- Grief and loss
- Family concerns
- Peer relationship conflicts
- Social isolation
- Academic stress
- Requests for food and basic necessities
- Fatigue and a need for a safe space to rest

The counselling office continued to serve as a safe and supportive environment where students could access immediate assistance and emotional support.

Peer Relationships & School Climate

Significant peer relationship challenges were observed across all grade levels. Students frequently required intervention related to:

- Friendship conflicts
- Social exclusion and isolation
- Bullying concerns
- Verbal and physical altercations
- Difficulties with communication and conflict resolution

These issues often resulted in students missing instructional time due to counselling sessions, mediation meetings, conflict resolution processes, and emotional regulation support following incidents.

The increase in peer conflict highlights the ongoing need for social-emotional learning, relationship-building opportunities, and proactive mental health programming within the school community.

Suicide Risk & Crisis Intervention

A concerning number of students presented with suicidal ideation and significant mental health concerns throughout the year. In each case, appropriate risk assessments, safety planning, family contact, referrals, and collaboration with external agencies were completed to ensure student safety.

These incidents underscore the growing complexity of student mental health needs and the importance of continued access to counselling services and community mental health supports.

Community Collaboration

Recognizing the increasing needs of students and families, a committee was established to develop a holistic community approach to supporting children and families. The committee focused on strengthening partnerships among the school, community agencies, health services, and family support providers.

The goal of this collaborative approach is to improve access to services, reduce barriers to support, and ensure students and families receive coordinated care.

Mental Health & Wellness Activities

Several wellness-focused opportunities were provided throughout the year to promote positive mental health and build resilience.

Students participated in mental health wellness days in Thompson, which included:

- Shared meals at Boston Pizza
- Salon visits to support self-esteem and self-care
- Small spending allowances for personal purchases at local stores
- Community outings and recreational activities

Students reported positive experiences and benefited from opportunities to connect with peers and caring adults in supportive environments.

Additional experiential activities included:

- Beekeeping experiences
- Gardening projects
- Outdoor learning opportunities

These activities provided students with a sense of accomplishment, responsibility, purpose, and connection to their community while supporting overall mental well-being.

Food Security & Family Support

Food insecurity continued to be a significant concern for many students and families.

The school food pantry experienced a substantial increase in demand, serving approximately 50% more families than in previous years. The pantry provided:

- Healthy snacks for students during the school day
- Emergency food support for families
- Grocery items for students to take home upon request
- Basic necessities to address immediate needs

Ensuring students had access to food remained a critical component of supporting attendance, learning, mental health, and overall well-being.

Looking Ahead

The increasing complexity of student mental health, family challenges, and basic needs highlights the importance of continued investment in counselling services, community partnerships, wellness programming, and food security initiatives.

Moving forward, priorities will include:

- Expanding mental health supports and prevention programming
- Strengthening family and community partnerships
- Continuing wellness-based experiential learning opportunities
- Enhancing conflict resolution and peer relationship programming
- Maintaining and expanding food security supports for students and families

Conclusion

This year demonstrated both the significant challenges faced by students and the resilience they continue to show when provided with meaningful support. Through counselling services, wellness programming, community collaboration, and basic needs assistance, the school has continued to foster a caring environment where students feel supported, valued, and connected. Continued efforts in these areas will remain essential to promoting student success, well-being, and engagement in the years ahead.

STUDENT SUPPORT SERVICES 2025-26 REPORT

The student support department is pleased to present its Year-End Report for 2025-26 school year. This report provides an overview of the services, programs, achievements, and challenges experienced throughout the year in supporting students with diverse needs.

Our department remained committed to ensuring equitable access to education, fostering student growth, and promoting inclusive learning environments. Through collaboration among educators, support staff, families, and community partners, we continued to provide individualized supports that enabled students to achieve academic, social, emotional, and functional success.

This report highlights key accomplishments, student outcomes, program developments, professional learning initiatives, and priorities for the upcoming school year. We are proud of the progress made and remain dedicated to continuous improvement in meeting the needs of all learners.

MISSION & GOALS

The mission of the Student Support Services Department is to provide equitable, inclusive, and individualized educational opportunities that enable all students to achieve their full potential academically, socially, emotionally, and functionally. Through collaborative partnerships with families, school staff, and community

agencies, the department strives to support student success in the least restrictive environment.

During the 2025-26 school year, the department focused on the following goals:

- Strengthening inclusive educational practices at NNOC school.
- Improving student achievement through evidence-based interventions.
- Enhancing collaboration between families, educators, and support staff.
- Supporting successful transitions between grade levels and post-secondary pathways.
- Providing ongoing professional learning opportunities for staff to improve service delivery.
- Enhance small- and large-group instruction in reading and math.
- Strengthen classroom-based assessments (Levels B and C) to identify academic needs and measure growth.
- Update student resource files to ensure all required parent signatures are on IEPs and referral forms.
- Improve Individualized Education Plans (IEPs), behavior plans, student support plans, and curriculum modification plans.
- Provide teachers with modified curriculum strategies and measurable goals.
- Update psychological reports and meet with parents to review findings.
- Hold weekly resource team meetings to update caseloads and coordination.
- Maintain student profiles for all learners receiving supports (e.g., OT, PT, resource support, counseling, and social work).
- Enhance transportation services for students in the Inclusive Education program to improve attendance and increase access to the NNOC Inclusive Education classroom through the provision of dedicated bus transportation.

Staffing

The Student Support Services Department consists of:

- Two Literacy Support Teachers serving students in Grades 7-8
- Two Math Support Teachers serving students in Grades 9-10 and Grades 11-12
- One Student Support Coordinator
- One Social Worker
- One Guidance Counsellor
- Two Northern Lights Teachers
- Twenty-eight Educational Assistants

This team works collaboratively to provide academic, social-emotional, and individualized support to meet the diverse needs of students.

STUDENT SERVICES CASE LOADS

Student Demographics

Student Support Services provided support to students in Grades 7–12 through individualized programming, literacy interventions, accommodations, and specialized support plans.

Beginning Caseloads

Grade 7-8: Approximately 63 students

Grade 9-10: 53 students

Grade 11-12: 44 students

Total Students Served: Approximately 160 students

Support Plans

Individual Education Plans (IEPs): 36

Grade 7: 8

Grade 8: 10

Grade 9: 8

Grade 10: 10

Student Support Plans (SSPs): 26

Grade 9: 17

Grade 10: 9

Curriculum Modification Plans (CMPs): 40

Grade 7-8: 28

Grade 9: 7

Grade 10: 5

Adapted Education Plans (AEPs): 40

Grade 7-8: 33

Grade 9: 3

Grade 10: 4

Psychoeducational Assessments

A significant focus this year was updating psychoeducational assessments to ensure students received appropriate programming and supports.

- Grade 7-8: 18 psychoeducational assessments completed
- Grade 9-10: 3 psychoeducational assessments completed
- Grade 11-12: 4 reassessments completed

Total Psychoeducational Assessments/Reassessments: 25

Parents were offered opportunities to meet virtually with the educational psychologist to review assessment results, discuss student strengths and areas of need, and receive recommendations for programming and support.

Programs & Services

Student Support Services provided:

- Small-group literacy intervention using the UFLI Foundations Program
- Guided reading and writing instruction
- Academic support for students with IEPs, CMPs, SSPs, and AEPs
- Remedial mathematics programming for high school students
- Classroom-based support and collaboration with teachers
- Referrals and coordination with clinical support services, including:
  - Speech-Language Pathology
  - Occupational Therapy
  - Physical Therapy
  - Behavioural Support Services

A total of 47 students participated in targeted literacy interventions, including UFLI reading groups and individualized reading support.

Student Achievement & Outcomes

Students participating in literacy interventions demonstrated growth in foundational reading and writing skills. Literacy assessments were conducted using Acadience to monitor progress and guide programming decisions.

High school students requiring additional support in mathematics were provided access to a remedial mathematics course designed to strengthen foundational skills. Approximately 30 students enrolled, with about half completing the course due to attendance challenges.

Professional Development

Student Support staff participated in several professional learning opportunities, including:

- UFLI Foundations Training
- Acadience Assessment Training
- Trauma-Informed Schools and Adverse Childhood Experiences (ACEs) Training
- Autism Spectrum Disorder (ASD) Training
- Violence and Harassment Training
- Centres Without Chaos Micro Session
- Responding to Student Anxiety Micro Session
- Integrating Manipulatives into Learning Certificate
- PESI Trauma Certificate Training
- First Nations Principal's Course

These learning opportunities strengthened staff capacity to support diverse learning, behavioural, and social-emotional needs.

Family & Community Engagement

Student Support staff worked collaboratively with families throughout the school year by:

- Conducting home visits
- Obtaining consent and signatures for support plans
- Holding parent meetings for IEPs, SSPs, and psychoeducational assessments
- Participating in report card pickup events
- Hosting virtual meetings with the educational psychologist
- Engaging families through questionnaires and participation incentives

A total of 41 signatures were obtained during the initial support-plan development process, with additional parent meetings held throughout the year.

ELA SUMMARY

Submitted by April Buck

Student	Letter Recognition	Writing	Reading
Cherise Francois	A, B, C, G, O, Q, S, V, X, Y, Z	Can write her first and last name	Reads at Level A
Alex Linklater	B	Can trace his first name but cannot write it independently in the correct order	Reads Pre-K books with guidance
Brady Nicholas-Peterson	B	Can trace his first name but cannot write it independently in the correct order	Reads Pre-K books with guidance
Pheonix McDonald	A, B, D, I, L, O, P, X, Y, Z	Can write his first name in-dependently	Reads at Level A
Evan Spence	Recognizes all letters	Developing writing skills	Reading at approximately Kindergarten level

CHALLENGES & AREAS FOR GROWTH

Key challenges identified included:

- Chronic student absenteeism
- Difficulty obtaining parent signatures and consent forms
- Limited parent participation in meetings
- Lack of standardized numeracy assessment data
- Need for additional assessment tools and instructional resources
- Need for more literacy and numeracy intervention materials and technology supports

GOALS FOR 2026-27

Student Support Services will focus on:

- Improving student attendance and engagement
- Increasing parent involvement and communication
- Expanding literacy and numeracy interventions
- Implementing consistent numeracy assessment practices
- Supporting students to achieve at least one year's growth in literacy and numeracy
- Increasing opportunities for Indigenous language learning and cultural programming
- Acquiring additional assessment tools, manipulatives, and assistive technology to support student success

NORTHERN LIGHTS CLASSROOM 2025-26 SUMMARY REPORT

Student Demographics

The Northern Lights Classroom supported six students in Grades 7-10 during the 2025-26 school year. Students were supported through Individual Education Plans (IEPs), Curriculum Modification Plans (CMPs), and Student Support Plans (SSPs) to address a variety of academic, social, emotional, behavioural, and developmental needs.

Grades 7-8: 3 students

Grades 9-10: 3 students

Grades 11-12: 0 students

Total Students Served: 6

Programs & Services

Students participated in individualized programming focused on:

- Literacy and numeracy development
- Communication and social skills
- Emotional regulation and self-management
- Personal hygiene and daily living skills
- Decision-making and problem-solving
- Self-advocacy and independence
- Community participation and independent living skills
- Cree language and cultural learning

Students received support through ELA, Math, Life Skills, and Culture programming. Additional supports included sensory room access, behavioural supports, and individualized programming tailored to student needs.

Assessments & Specialized Supports

- Two Psychoeducational Assessments completed
- One Behaviour Support Plan completed
- Sensory room supports provided for multiple students
- Ongoing collaboration with Student Support Services staff and families

Student Achievement & Outcomes

Students demonstrated growth in a variety of areas throughout the year, including:

- Improved literacy and numeracy skills
- Increased independence and self-confidence
- Improved communication and social interactions
- Enhanced emotional regulation and behavioural skills
- Greater participation in classroom and community activities
- Progress toward individualized learning goals

Several students achieved significant milestones, including independent reading at Level A, improved name recognition and writing skills, increased independence, and positive behavioural growth.

Community-Based Learning

Community-based learning was an important component of programming. Students participated in:

- Local shopping and budgeting activities
- Community outings to local businesses
- Educational trips to Thompson, including visits to the museum, Dollarama, and McDonald's
- A trip to Winnipeg to attend Monster Jam

These experiences provided opportunities for students to develop practical life skills, social skills, travel skills, money management, and independence in real-world settings.

Professional Development

Northern Lights staff participated in professional learning opportunities including:

- Acadience Training
- UFLI Foundations Training
- Sensory Room Training
- Suicide Prevention Training

Key Accomplishments

Highlights from the school year included:

- Full-time student attendance within the Northern Lights Classroom program
- Dedicated transportation services that improved student access and attendance
- Increased student confidence, independence, and engagement
- Successful community-based learning opportunities
- Growth in literacy, numeracy, communication, and life skills
- Cree language and cultural learning activities

- Life Skills programming focused on cooking, budgeting, shopping, and independent living skills
- Strong relationships developed with students and families through home visits and ongoing communication

Challenges & Areas for Growth

Challenges included:

- Obtaining parent signatures and required documentation
- Scheduling and facilitating parent meetings
- Addressing the diverse and complex needs of students
- Accessing additional resources and specialized supports when required

Goals for 2026-27

The Northern Lights Classroom will continue to focus on:

- Expanding community-based learning opportunities
- Strengthening student independence and self-advocacy
- Enhancing literacy, numeracy, and life skills programming
- Increasing Cree language and cultural learning opportunities
- Strengthening family engagement and communication
- Supporting students in achieving their individualized educational goals
- Providing additional opportunities for employability and independent living skill development

Summary

The Northern Lights Classroom provided a supportive and culturally responsive learning environment that fostered academic growth, independence, life skills development, and community participation. Through individualized programming, cultural learning experiences, and community-based activities, students demonstrated meaningful progress toward their educational and personal goals while building confidence, independence, and essential life skills.

NNCEA LAND-BASED EDUCATION 2025-26 REPORT

The Nisichawayasihk Nehetho Culture and Education Authority (NNCEA) Land-Based Education (LBE) Program continued to grow throughout the 2025-26 school year. Guided by Indigenous knowledge systems, community relationships, and cultural teachings, the LBE program provided students with meaningful opportunities to learn from the land, Elders, knowledge keepers, and one another. The LBE program is divided into 4 groups: Grade 1-6 LBE, Granny Grampa programs (Gr. 1-6), Micro sessions (Gr. 7,8) and a grade 10,11 courses. Most of the LBE programing is delivered at the NNCEA Culture Camp.

Land-based education is more than outdoor learning. It is a holistic approach that strengthens cultural identity, improves student wellness, develops practical life skills, and reconnects learners to language, ceremony, and community values. Throughout the year, students participated in seasonal teachings and hands-on experiences rooted in Cree ways of knowing and being.

The establishment and continued development of the NNCEA Culture Camp created new opportunities for students to learn directly from the land, teachers, elders and other community organizations. Through these experiences, students developed confidence, responsibility, teamwork, and cultural pride.

Vision & Purpose of Land-Based Education

NNCEA's land-based education program aims to create successful students by supporting mental, emotional, physical, spiritual, and cultural well-being. The program is grounded in the belief that the land is a teacher and that relationships with the environment, language, and community are essential to lifelong learning.

The program goals include:

- Improving student wellness and health
- Strengthening cultural identity and traditions
- Teaching Cree language and Indigenous knowledge
- Promoting environmental stewardship
- Supporting reconciliation and Indigenous self-determination
- Developing technical and practical skills
- Building understanding of land rights, governance, and relationships between all living beings

Land-based education also supports career pathways in trapping, wilderness guiding, forestry, environmental studies, arts, crafts, and science-based careers.

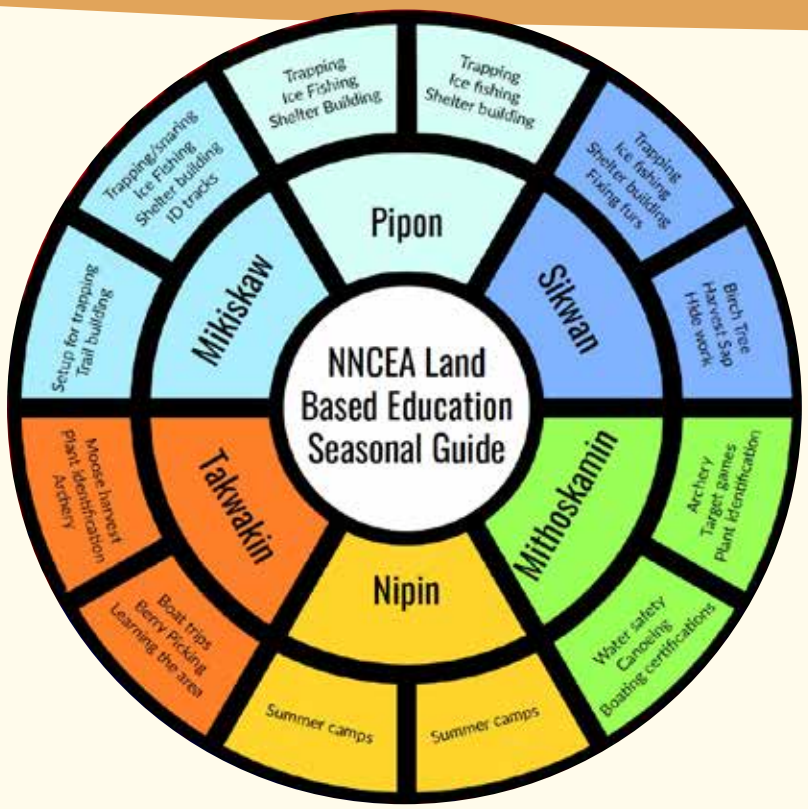
Program Overview

The 2025-26 school year was organized around seasonal Cree teachings and activities connected to the land. Students engaged in hands-on learning experiences that reflect seasonal cycles and traditional practices.

Activities included:

- Shoreline canoeing
- Fishing
- Cree/Nehetho language practice
- Medicine harvesting
- Fire building and outdoor cooking
- Moose and caribou hide preparation
- Winter survival skills
- Trapping and snaring
- Shelter building
- Ice fishing
- Smudging and medicine teachings
- Birch tree tapping
- Hunting and harvesting
- Seasonal trapping
- Dreamcatcher, drum, rattle making
- Tipi teachings

The program emphasized experiential learning where students learned by doing, observing, practicing, and reflecting.



Community Partnerships & Support

The success of the NNCEA Land-Based Education Program was made possible through collaboration with local organizations, community members, Elders, and support staff.

Community support included:

- Country Foods Program
- Jordan's Principle
- Wellness Center
- Spirit Horse initiative
- YOLO Community
- Elders and knowledge keepers
- Local harvesters and community volunteers

These partnerships strengthened opportunities for students and reinforced the importance of collective responsibility in education.

Reflections & Future Goals

NNCEA's continued investment in land-based education reflects a commitment to holistic student success. The development of the Culture Camp and growing partnerships provide exciting opportunities for future growth.

Future goals include:

- Increasing student participation
- Expanding year-round programming
- Strengthening Cree language immersion
- Developing more community-led instruction
- Increasing opportunities for youth leadership
- Creating additional career pathways connected to land-based learning
- Introduction to two new Highschool courses: Intro to LBE and LB leadership

The Land-based education program will continue building strong relationships between students, community, culture, and land.

Conclusion

The NNCEA Land-Based Education program continues to demonstrate the importance of learning through culture, relationships, and connection to the land. Throughout the 2025-26 school year, students gain practical skills, cultural teachings, and personal confidence while strengthening their understanding of Nehetho identity and NCN community values. NNCEA would also like to thank all staff that helped to make the Land Based education program thrive. Their dedication and commitment is the driving force of the LBE program.

LBE Staff

Land-Based Coordinator: **Pipon Moose**

Land-Based Teachers: **Roland Grieves** and **Tyler Monias**

Land-Based Facilitators: **Clinton Moore** and **Tommy Spence**

Land-Based Education Assistants: **Justin Hart, Willaim Moose,** and **Lexie Joos**

Culture Camp Facilitator: **Kim Moore**

Culture Camp Elders: **Edward Moose, Lenard Spence,** and **Ken Moose**

Granny and Grampa Cabins: **Darry Moore** and **Guantia Hartie**

Kinanskomitin

As long as the sun shines, the grass grows,

and the rivers flow, these teachings will continue.

NNOC & OK SCHOOL NURSE REVIEW

My school nursing year was very busy, challenging, exciting, rewarding, and full of advocating for our school children. It was about protecting and promoting student health, facilitating optimal de elopement while aiding in their academic success in school.

As the school nurse, the goal was to stay grounded in my ethical and evidence-based practices, helping to bridge healthcare and education, providing coordination of care, advocating for quality student care, and collaborating and working with the agencies within the NCN community.

The school nurse and health care aide did work most days split between both OK (elementary) and the NNOC (high school). Communication daily was by phone and FaceTime calls. Weekly meetings at the OK school were planned, but due to scheduling and student visits, the phone call meetings would occur. OK school hours were 8-3:30pm, and the NNOC hours were 8:30-4pm.

1 school nurse

1 health care aide

2 schools

Roughly 1000 students in total

Number of students with chronic conditions (asthma, diabetes 1, diabetes 2, seizures, allergies, cardiac, other)

OK – 9 students

NNOC – 17 students

Students seen by a nurse who return to class

70%

Number of students/families the nurse assisted with social determinants of health so they could be in school (access to care, medications, transportation, resources, etc.).

OK school – 9 students /

NNOC – 24 students (17+7)

Number of students referred to counselor for mental health

OK – 6 students,

NNOC – 22 students

Number of employees who have accessed school nurse services

OK - 28 staff

NNOC - 12 staff

Number of student office visits
(both school's total workload)

September - 303

October - 315

November - 337

December - 282

Janurary - 342

February - 285

March - 329

April - 301

May - 15

Total - 2609

Number of presentations / classroom visits

OK – 28

NNOC - 32

Number of pregnancy tests administered at NNOC

53 tests

Medications administered by school nurse
Tylenol, Advil, Aleve, allergy pills, Pepto Bismol, Tums, Rolaids, Ora-gel, cough syrup, children's chewable Tylenol, Epi-pen, asthma puffers

Health screenings is a future goal to be worked on with new incoming nurse. Having the access for students to get hearing tests, vision tests, and referrals for such will be a priority. There were initial meetings this year with administration, the Wellness Center, Public Health and Councillor Kim Linklater with TRUE North and their mobile unit to visit the community but this did not happen as scheduled.

The school nurse worked with Public Health at OK and NNOC during the Immunization visits. Follow-ups with immunization compliance will be made in the fall and new school year.

The school nurse and health care aide worked together, facilitating and offering health services to the students daily. Having a school nurse strengthens and facilitates the education pieces by educing or eliminating barriers for students to accessing health care in the community and the North. School nurses have clinical nursing skills, education, communications, advocacy and leadership skills to help ensure that students health needs will be addressed.

Healthcare plans were made with students and families in both schools. Having a school nurse helps teachers, and all staff be trained and prepared to handle the increasingly difficult medical needs of students. There is a wide variety of students with high medical needs or medication within both schools, and with a nurse present, each of these students are able to come to school in a safe and healthy environment.

The school nurse views the position as a trusted caretaker of the health and well-being of all OK and NNOC students.

NISICHAWAYASIHK NÎHITHO HERITAGE, LANGUAGE & CULTURE PROGRAM (NNHLC) 2025-26 REPORT

The NNHLC is firmly committed to serving both students and the broader community by providing accessible, culturally grounded educational programming, learning resources, and immersive experiences rooted in Nisichawayasihk traditions.

Revitalizing the Nisicawâyasîhk Nîhithowîwin (language), heritage, and culture is crucial to maintain a strong sense of identity, pride and connection for young people today and for future generations. Keeping Nîhitho (Cree) culture alive through storytelling, ceremonies and daily use of the language fosters resilience, unity and a deep understanding of our roots.

The NNHLC extends its deepest gratitude to our Elders for their dedication. Their wisdom and teachings guide NCN staff, community, schools and youth. Elders' storytelling, ceremonies and knowledge-sharing keeps the spirit of our ancestors alive and ensures that our ways continue to thrive long into the future. Their commitment to protecting and revitalizing the Nîhitho way of life is a gift beyond measure.

Goals & Objectives

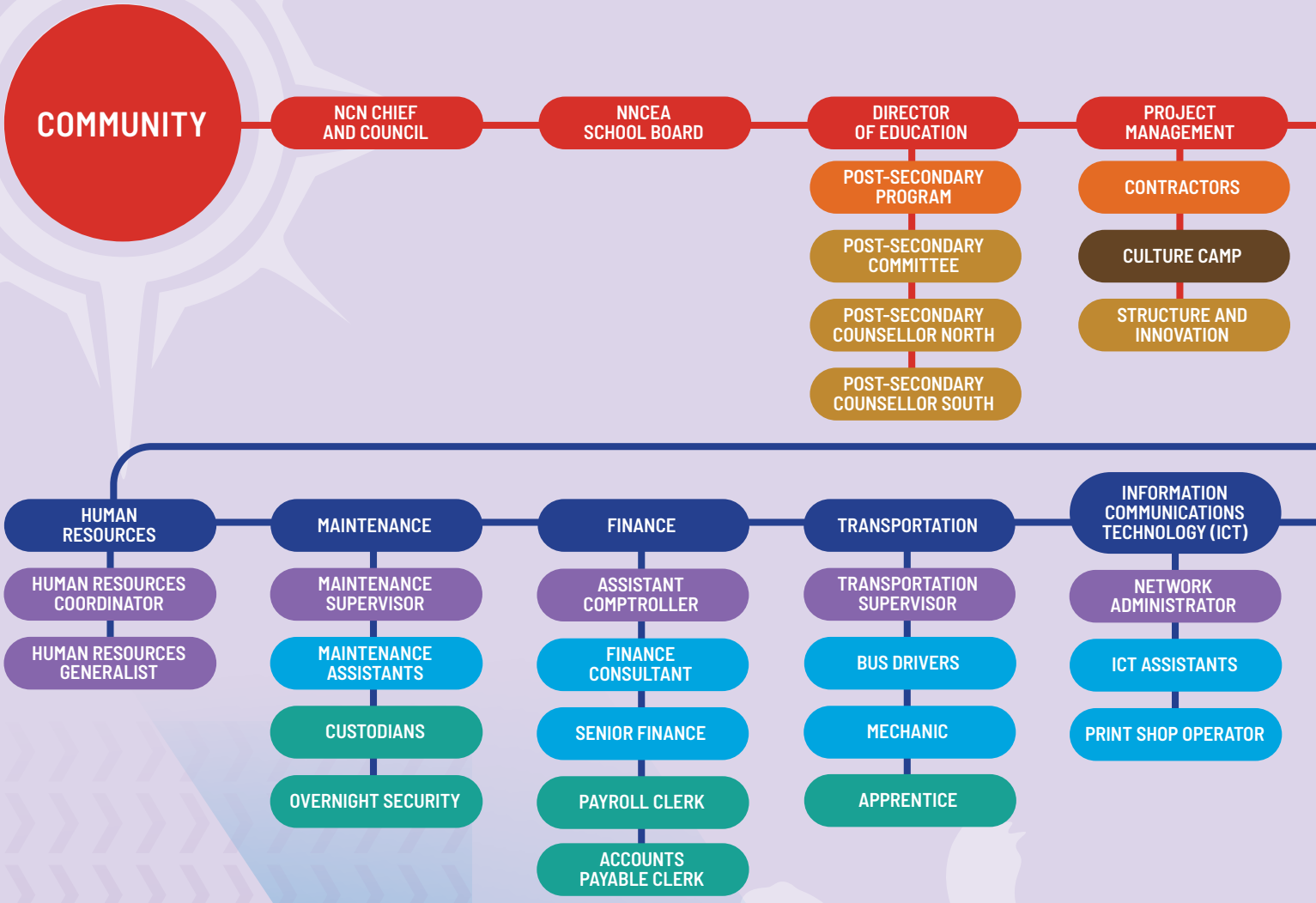
- To revitalize & implement our heritage, language, culture and wellness education
- To continue to develop materials, resources and initiatives that serve the NNHLC mandate
- To strengthen identity, knowledge and community well-being

Main Initiatives

- Kayanwi aims to help individuals rediscover their path and identity through meaningful platforms for language and cultural revitalization, including educational materials, video lessons and community resources.
- The name "Kayanwi" comes from a time in recent NCN history when the community was facing hardships, and someone by the name of Kayanwi helped. This name has been chosen by our Knowledge Keepers as they guide our community to live as Nihitho.
- Wapahtamok is a dynamic digital resource that includes Cree language tools, educator resources, video content, an atlas of ancestral place names, and a Cree language converter. All resources have been developed locally, and work is underway to allow for community contributions.
- Nîhitho Curriculum Development in support of the NNCEA as it implements Nîhitho immersion curricula. This work strengthens language revitalization among youth while ensuring culturally grounded, community-based learning approaches. There are also weekly workshops and language lessons for community membersEducational Resources including video materials on traditional practices, community history and cultural values are available, and a centralized resource library is in development to support educators.
- Translation Services include Nîhitho-to-English support for videos, radio, correspondence and signage, helping to normalize language use in daily life.
- Land-Based Education through Culture Camp programming allows Elders and Knowledge Keepers to provide guidance and lived knowledge.
- A page called "Nisicawayasihk Asiniska Nihithowak" on Facebook promotes Cree language lessons, workshops and events. It creates increased participation through its live and recorded content and allows the NNHLC to expand its outreach.
- The NNHLC section on the NCN website has been expanded to improve access to resources

NNCEA Organizational Chart

AS OF MARCH 2025



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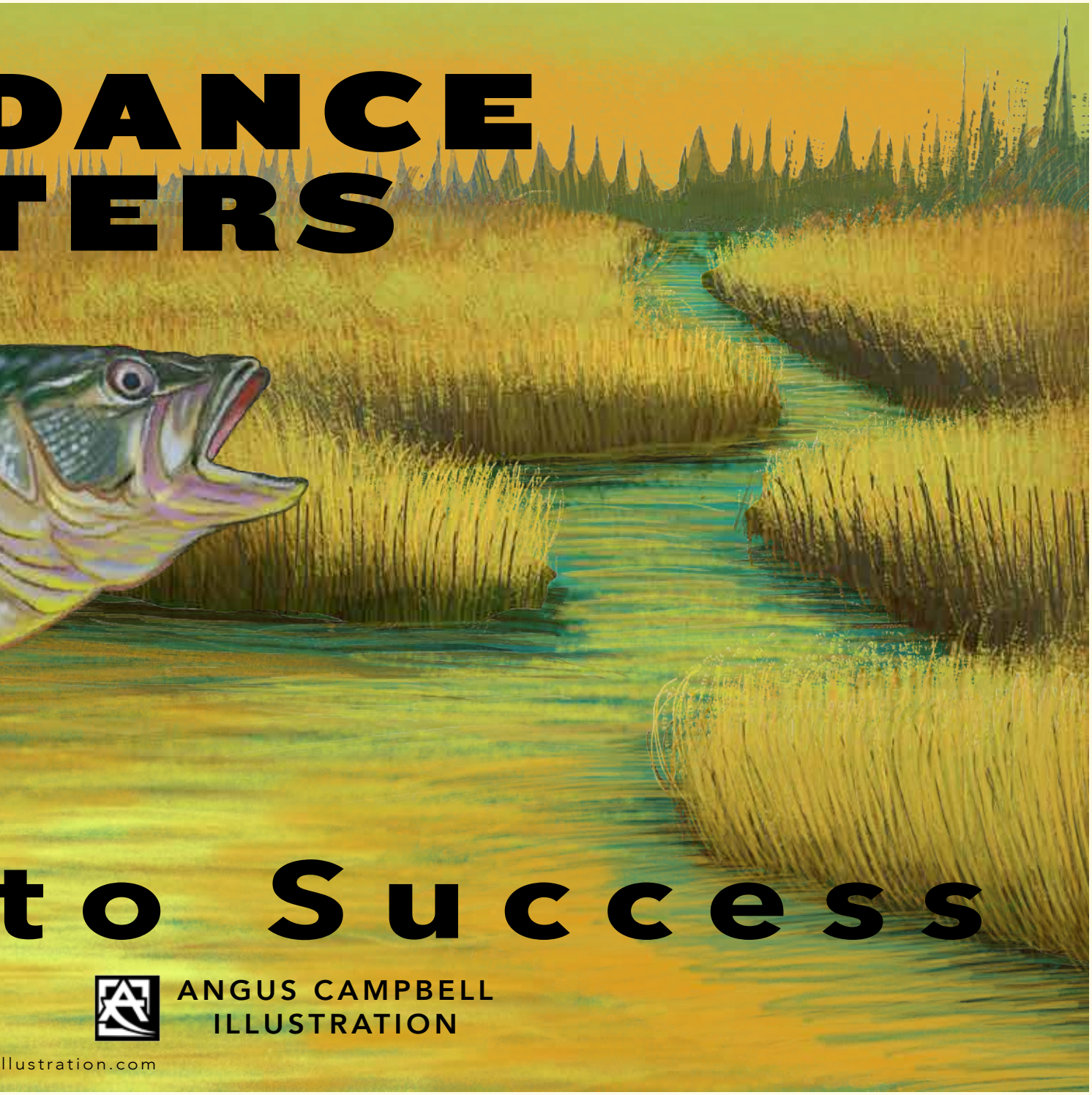
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NISICHAWAYASIHK CREE NATION

OTAYITISKIWIN KISKINWAHAMAKIKAMIK

Place of Learning and Teaching

NISICAWAYASIHK NIYO OHTINOHK KA NIPAK KISKINWAHAMAKIKAMIK

TOGETHER WE LEARN TOGETHER WE GROW

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