

Moose Factory Island District School Area Board

ANNUAL REPORT 2025



COMPASS

Connecting Our Members Promotes All Students' Success



Lindsay Linklater

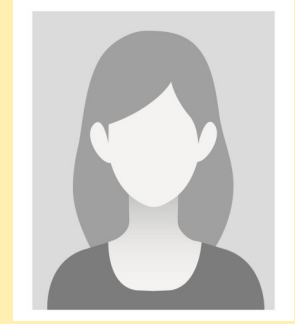


Warren Kapashesit

Board of Trustees



Irene Tomatuk



Dr. Katherine Turner



Harold Gunner

Message from the Chair

Wâciye,

As a Board, we take great pride in the strength and spirit of our school community. This past year, we remained committed to encouraging an environment where students can learn, grow, and feel supported in every aspect of their development. We have witnessed meaningful progress across the school, guided by the dedication of our educators, support staff, and board staff who show up each day with care, professionalism, and a deep commitment to our learners.

Throughout our work, we upheld our shared belief that student success is strengthened when both students and staff experience a culture of wellness and respect. This commitment shaped our decisions as we continued to advance the priorities set out in our School Improvement Plan:

- Strengthening Student Achievement
- Promoting a safe, supportive learning and working environment
- Continuing to build strong relationships with families and the community.

We encourage parents, caregivers and community members to stay engaged, visit the school, and take part in their child's educational journey. We extend our heartfelt thanks to our community partners and stakeholders whose continued support strengthens student learning, enriches school life, and helps us create a thriving environment for all.

Nanâskomowinihk,

Lindsay Linklater

Message from the Supervisory Officer

Wachay! In my sixth year as the Supervisory Officer, it remains an honour to serve the Moose Factory Island District School Area Board. My work has been enriched by the support of our Board of Trustees, our Leadership team and our dynamic educators. Together we continue to inspire, nurture and ensure the success of each child in our care. Once again, we are delighted to share our Annual Report. Moose Factory Ministik School has much to celebrate as we look to the many notable accomplishments contained within this document.

We welcomed two new Leads to support the good work that our educators provide our children and school community in the 2024/2025 school year. We are greatly honoured to have Megan Blueboy, our Indigenous Education & Student Success Lead and Denise Plante-Dupuis, our Mental Health & Wellness Lead join our Circle of Care team.



I would like to thank our trustees for their continued dedicated service to ensure optimal learning conditions for our students. We welcomed Warren Kapashesit and Dr. Katherine Turner to our Board of trustees this year. We thank you and our Board of Trustees for the knowledge, skills and experiences you bring in service to our students and community.

Our school community continues to focus on the Cree Teachings of Kindness, Honesty, Sharing, and Strength. In doing so, there is great potential to support our students to demonstrate intellectual growth and social engagement. Indigenous Cree language and culture is celebrated and is physically evident in the school and classroom environments which sets a respectful tone and optimal conditions for our students to learn.

This Annual Report is a tribute to our students and staff. I invite you to read this report and learn about our achievements and progress taking place in our learning community. Meegwetch for all you do to make Moose Factory Ministik School a special place for all of us!

Moose Factory Island District School Area Board

SCHOOL BOARD OFFICE:

Gord Daniels—Supervisory Officer
Nathan Beck—Business Administrator & Treasurer
Alvin Beck—Finance Officer
Gilbert Tomagatick Jr.—Administrative & HR Secretary

MINISTIK SCHOOL ADMINISTRATION:

Jennifer Knight-Blackned—School Principal
Paul Vukovich—School Vice Principal
Marcel Echum—Facilities Manager
Louisa Gunner—School Secretary
Daisy Jolly—Administrative Assistant

SCHOOL BOARD LEADS:

Jeffrey Wood—Early Years
Denise Plante-Dupuis—Mental Health & Wellness Lead
Megan Blueboy—Indigenous Lead

SUPPORT STAFF:

Education Assistants:

Dorreen Innes
Pollyanna Stephen
Jason Wesley
Travis Kube
Tessa Echum-Sackaney
Kevin Alborough
Jennaya Alisappi
Malorie Linklater
Stuart Quachegan
Taiylor Roach
Early Childhood Educators:
Marilyn Innes
Shirley Cheechoo

SUPPORT STAFF CON'T:

Ashli Tomatuk
Catherine Reuben
Frances Sutherland
Maintenance/Custodial:

Rodney Echum
Calvin Echum
Vince Cheechoo
Allan Corston Jr.

TEACHING STAFF:

Karen Weapenicappo—Grade K1
Meagan Cheechoo—Grade K2
Barry Van Alstine—Grade 1A
Jennifer Hunter—Grade 1B/2A
Robin Delaney—Grade 2B/3B
Elizabeth Tomatuk—Grade 3A
Elizabeth Blackned-Linklater—Grade 3C/4B
Anita Butterfly—Grade 4A
Drew Delaney—Grade 5A
Joan Linklater—Grade 6B
Kristie Williams—Grade 6A/7A/8A
Minnie Williams—Cree 1
Minnie Sutherland—Cree 2
Martha Sutherland—Cree 3
Stephen Trapper—SERT: Math
Zoe Maxwell—SERT: SEL ARTS & IEPs
Allison Nakogee—SERT: Learning & Living Skills
Clare Major—Literacy & Numeracy Resource

MOOSE FACTORY ISLAND DISTRICT SCHOOL AREA BOARD

Mission: We inspire our children to reach their potential by ensuring a strong foundation for their lifelong learning.

Vision: Moose Factory Island District School Area Board is a collaborative community school board where children are proud of their achievements and their unique identity and culture.

The Seven Grandfather Teachings:

RESPECT, LOVE, WISDOM, TRUTH, HONESTY, BRAVERY & HUMILITY
Provide overarching values and principles in the design and the delivery of the Boards' strategic objectives.

STRATEGIC DIRECTION:

The Moose Factory Island District School Area Board sets out its Strategic Direction and Key Priorities on an annual basis. Ongoing discussions with Moose Cree Education Authority provides input into the process.

OVERVIEW OF BOARD PRIORITIES:

Achievement of our students, a positive respectful learning and working environment for all Community engagement and pride.

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Vice-Principal’s Board Report for 2024-2025

This report is a highlight of the main areas of support that I provided to the Moose Factory Ministik School community.

As vice-principal my top three priorities were based on data from the previous school year. In 2023-2024, the top three reasons for students coming to the office for support were: snacks, ice packs and contact (hitting, scratching, pushing, spitting). From the 2024-2025 data: snacks, ice packs and contact remained the top three priorities and thus will be addressed for the 2025-2026 school year with further professional growth.



There were 1453 visitors or support calls in 2024-2025. The highest number in a day was 20 on October 29, 2024. The peak time was 10:40 AM with 45 visitors.

Generally around morning physical activity break had the most visitors. Between 10:00 to 11:00 AM we had 318 visitors or 22% of the reports.

- End of period 1 transition time (9:40): 20 supports
- End of period 2 transition time (10:20): 29
- End of period 3 transition time (11:15): 32
- End of period 5 transition time (1:40): 25
- End of period 6 transition time (2:20): 24

Ta-

2023-2024			2024-2025		
Frequency	%	Priority	Frequency	%	
217 visitors	12.7	snacks	137	9.4	
162	9.5	ice packs	95	6.5	
107	6.3	contact	71	4.9	

ble A

To address the top three needs in 2023-2024 the following was put in place:

Snacks

A hot breakfast was introduced with its own food system through the Northern Stores by bulk ordering from Winnipeg and purchases through the local store. We also had a major donation from the Workers Health and Safety Centre which provides safety training to the Joint Health and Safety Committee members, as part of their Truth & Reconciliation. We also introduced a friendly fine of a food item for staff who did not wear a safety vest while outside.



Other programs included:

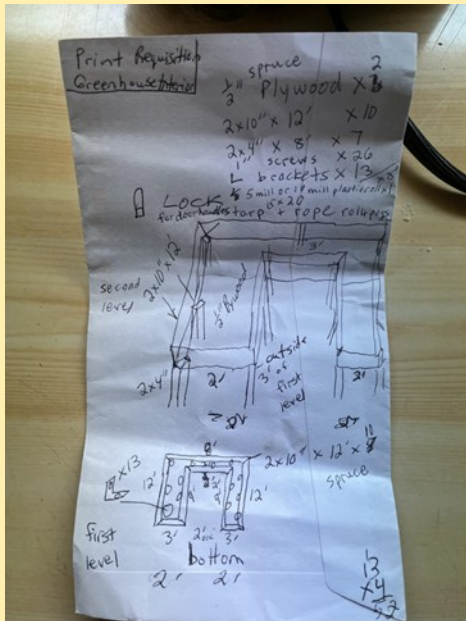
Nutrition bins - more variety was purchased through the Red Cross with providers of Sysco and Harvest King. \$23,000 was provided from the Red Cross for those purchases which was more money than the previous year.

The Northern Fruit and Vegetable Program (NFVP) provides a free fruit and vegetable each week from January to June 2025 from the Northeastern Public Health. Food is distributed through our local Northern store.

Snack Program



A group of four people, two women and two men, are standing together in front of a small, black-framed greenhouse with a gabled roof. The woman on the far left is wearing a teal jacket and dark pants. The woman next to her is wearing a maroon jacket and blue jeans. The man in the center is wearing a yellow and blue jacket and camouflage pants. The woman on the far right is wearing a dark grey jacket and light blue pants. They are all smiling and appear to be posing for a photo. The background shows bare trees and a blue sky with scattered clouds. The ground in the foreground is covered with green grass and some weeds.





We had up to 15 students sign-up for the Garden Club which will continue into 2025-2026 and has become more of a volunteer than paid time project of mine. Local berries: wild raspberries were to be picked in July of 2025, washed then frozen for fall sharing, however the weather did not cooperate. The Support Staff were the primary cooks of the Hot Breakfast from Kokum's Kitchen along with a couple of teachers. We received a major grant from the ONFLP program for: new ranges, new refrigerators, a cooking grill, warming trays and utensils.



Our guest cooks included: the Chair of the School Board Lindsay Linklater and Moose Cree First Nation staff.

For November 2025 an ONFLP application is planned for: a stainless steel island of a counter, triple deep sinks and faucets, plus a fume hood for the ranges and grills that will automatically suppress a fire. Also, a new washer and dryer for the garage will be hopefully purchased so workers can wash the mops, and their clothes if need be after a sewage clearing. The Student Wellness Counsellor(s): Carla Innes and Desiree Mathews assisted with the delivery of the food programs as well as our Indigenous & Student Success Lead Mrs. Blueboy. The School Board's Trustees provided everyone with a pizza lunch as well.

The full-time EAs, ECEs, Secretary, Indigenous Lead, Principal and Vice-Principal began their Food Handlers Course so that we are qualified to provide food safely. More staff will be trained next school year. The last update was that 2 ECEs, the Principal and the Vice-Principal completed the training, thus fruit and vegetables can be served to the students if at least one of us is present in the building. Snack Summary: Food ordering, preparation and delivery was a huge focus of mine with a growing community of supporters for implementation and hopefully more on the way.

Ice packs

Early in August 2024, cases of ice packs were ordered. A fridge with a freezer was moved into the office for accessibility to the ice packs. A few students have become self-sufficient as they visit the office, go to the freezer, and take out their own ice pack. Partial cases remain for at least two more years of supply as some go home or to the hospital with the patient. 7 ambulances were called last school year.

Contact

A collaboration was formed with the physical education teacher in order to reduce contact as most of the injuries occurred in the gym, including our most severe in the form of head injuries. If a student showed at least one sign of a concussion then an ambulance was called with myself accompanying the student to the hospital to meet up with the parent/guardian. If a concussion was confirmed at the hospital, then the student

was put on concussion protocol upon their return: no outdoor recess and no gym for 10 calendar days with their subsequent visits to the office tracked as well.

A major improvement was the maintenance request in December 2024 to lower the gym mats and fill in areas for points of contact based on previous injuries. It did not eliminate head to head collisions nor collisions with the floor. Classroom teacher instruction did reduce the number of head hits as the black line was respected more for the second half of the year with injuries thus being reduced in the gymnasium. There is also the need to address the competitiveness amongst the students who want to win to the point of pushing the competition into walls, doors or door frames. The injured person is taken care of first, then an investigation occurs with camera review, and then the aggressor is educated on the error of their ways. Some students thought that hitting others if they did not get their way was a solution.

There is a plan for gym mat replacement and to cover all the walls and doors as vulnerabilities continue to exist through an OFNLP application. Removing chairs from someone about to sit caused head injuries as well. Injuries also occurred outside with: the tall slide, snake beam, and onto the concrete pad. The younger students are vulnerable to more serious injuries given the fragile nature of their bodies. A box of bandages was supplied to all classrooms which was then upped to a first aid kit. Complete first aid bags were purchased for the office, gymnasium and for the outdoor education program.



For 2025-2026, additional first aid resources were ordered. For example, injured students on the second floor were wheeled to the elevator on a desk chair, then wheeled to the front foyer for parent/guardian pickup. So a wheelchair was ordered for next year. No request for health and safety items were denied by the board office.

Rank of Student Hazards

Physical had 621 reports - 10 = 611

Table B

Rank	Reason	Frequency	% of Physical
1	Snack or food	137	22.1
2	Contact	71	11.
3	Late pickup	48	7.7
4	Coverage for staff	44	7.1
5	Other*	38	6.1
6	Leaving class	33	5.3
7	Cup (for Phys Ed)	27	4.3
8	Clothing issue Safe-ty Plan support	17 17	2.7 2.7
9	Early pickup	16	2.6
10	Runner Time-out	15 15	2.4 2.4
	Totals	478	76.8

*Other was chosen while sometimes it fit elsewhere like sick (10), refusals (8) which will be a new reason under Psychological, tired or sleeping (6) along with upset (5) which will both become a new area under physical next year. Sick (10) was moved to below and the numbers were adjusted accordingly. It was noted that students require their own water bottle for gym which would eliminate coming to the office for cups.

2. Medical had 481 reports + 10 = 491

Table C

Rank	Reason	Frequency	Percentage
1	Ice pack	95	19.3
2	Sick	59	12.0
3	Band-aid	43	8.8
4	Head injury	29	5.9
5	Lice	24	4.9
	Totals	250	50.9

3. Psychological had 135 reports

Table D

Rank	Reason	Frequency	Percentage
1	Learning difficulties	56	41.2
2	Not following class rules	19	14
3	Not following school safety	14	10.3
	Totals	89	65.5

4. Emotional had 121 report

Table E

Rank	Reason	Frequency	Percentage
1	Crying	51	42.1
2	Overwhelmed	28	23.1
3	Sad/withdrawn	13	10.7
	Totals	92	75.9

The number of emotional students increased from the previous year which was concerning. We were without a School Wellness Counsellor for half of the school year which made it more difficult for the students as the medium term support was lacking.

5. Psychosocial had 95 reports

Table F

Rank	Reason	Frequency	Percentage
1	Follow-up mediations	42	44.2
2	Stressed out	14	14.7
3	Shouting at someone	8	8.4
	Totals	64	67.3

Follow-up mediations were between two or more students that included apologies and promises not to reoffend. Students needed to learn how to correct their behaviour(s).

6. Cultural had 20 reports

Table G

Rank	Reason	Frequency	Percentage
1	No to Cree	15	75

The Cree language and the heritage is put first at Moose Factory Ministik. Sometimes the students did not want to go to Cree which was temporary.

Code Yellow or missing students were 6 reports. Code Pink or self-harm words spoken was 1 (in June) NAPS were called 2 times

PPM 120 or ONSIS Reports 0

Values 0 (which will be dropped in next year's reporting form)

Safe Schools Incident Reporting

A separate form for students, parents and guardians, plus staff was initiated for the 2024-2025 school year. The form was accessible on our updated school website.

Usually staff members completed the report. Phone calls or emails sent to administration were also filled out on behalf of the parent/guardian then an investigation would be completed.

The data highlights were as follows: 144 reports

June 6th had 5 reports which was the highest number on any given day. The time of 12:00 PM had 9 reports.

Where did the reports occur? Table H

Rank	Location	Frequency	Percentage
1	Classroom	59	41
2	Gym	26	18
3	Front outside	14	9.7
4	Playground	11	7.6
5	Hallways	10	6.9
	Total	120	83

For what reason? Table I

Rank	Reason	Frequency	Percentage
1	Contact	40	28
2	Head injury	28	19
3	Fall injury Gen- eral injury	8 8	5.6 5.6
4	Emotional Psychoso- cial	7 7	4.9 4.9
5	Cut/scratch/scarpe	5	3.5
	Total	103	71.5

I have been going with the pattern that two times an aggressor goes against someone for the same reason then it is bullying. After three times then progressive discipline is applied to the aggressor. Only students in grades four and up can be suspended. Some reports were completed as For Your Information (FYI) and I actioned some or awaited for similar behaviour to occur again.

For 2025-2026 I would like to rename the Safe Schools Incident Reporting to Ministik School Community Safe Schools Incident Reporting as the reports can be about anyone within our school community and be completed by anyone who is part of our school community such as parents/guardians as phone calls, emails and in person visits are entered into this reporting system, again via our website link. The form will also be updated for common listings of reports such as: contact (hitting, tripping, pushing, spitting), the different types of injury, emotional, request denied, and clothing issues. Similar to police reports, the basic questions of: Who, What, When, Where and How need to be answered. Thus the website link will be updated too. More communication will be given for members of the school community to complete the form as the ratio of Student Support Office Reports were about 10x greater than Safe Schools Incident Reporting. In my training as a teacher, if you send a student to the office then you fill in a report.

Attendance

I led by example, and was away for only three days due to sickness. I was blessed as other staff members used compassionate leaves for family emergencies. I monitored EA attendance as they usually reported their absence to me since I do their EA placements with a high needs student. Towards the end of the school year I became more involved with student attendance as well and investigated reasons such as: not getting along with another student, then mediating a resolution.

Worker Health and Safety

I represented school administration (Principal and Vice-principal) and management on the Joint Health and Safety Committee; my second year in a row. Professional

Development was granted for me to take the prerequisite courses and the Instructors Training Course from the Workers Health and Safety Centre for three weeks in total. Many learnings from the training have been shared upon my return for worker safety.

For the 2025-2026 school year, I will lead WHMIS training for the maintenance staff as it is to be done annually. A Debrief Form was collaboratively created for serious incidents and its number should be paired with an initial community incident reporting form. We had three lockdown drills in June 2025. The third drill was coordinated with NAPS who responded based upon their service training. I look forward to having healthy conversations about both student and worker health & safety.

Library

I attempted to lead a library collaboration which resorted back to only myself. My upkeep of the library started to lag midway through the year. Monthly displays became bi or tri monthly. I did manage to put away the books and order new ones with an inventory one box away from having a whole year's renewal for 2025-2026 for whomever takes over this initiative after five years of my dedication.

ITEP

I arranged the placement of two Indigenous Teacher Education Program students and conducted two assessments for one candidate free of charge (a host teacher would have been paid).

Grade 7/8 School Trip

Given the small size of the grade 8 class, I suggested that the grade 7's go this past year too. I advised the Grade 8 Teacher Ms. Williams with the planning process.

Grade 8 Graduation

Much of May and June involved planning for the Grade 8 graduation both during school hours and volunteering outside of school hours. Three grade 6 students were the Masters of Ceremony for which they followed a script that I wrote. Several staff members assisted with the event like staff did so last year. Each year I am happily tired with the production as it is my gift to the graduates.

Final Summary

- The bulk of my time was spent addressing the students' priorities of food, first aid and contact investigations.
- Continued with the morning Ministik News on the whiteboard and did two Screencasts on the foyer smart panel with more planned for 2025-2026.
- Worker Health and Safety has increased as an initiative and I am a certified Instructor Trainer for the Workers Health and Safety Center.
- Purchasing of items for both students and staff has increased.
- Focused on: food, kitchen equipment, radios, safety vests, first aid kits, smart panels and Chromebooks. In general, communication through technology and first aid.
- Data tracking leads to informed decision-making for the next school year.
- I had 31 initiatives to juggle while maintaining excellent attendance having only taken three sick days during the 2024-2025 school year. Wisdom tells me to balance my work and life even better.
- 22 initiatives are planned for next year while plans are easily increased. If someone approaches the school with a free curriculum-based program for the students, like Space Day or Let's Talk Science then I say yes!

Early Years Lead Report 2025

This past year I continued in my role as the Early Years Lead which continued to include supporting the grade 1 teams and the admin team in addition to the kindergarten teams and new teaching staff.

Kindergarten

The kindergarten teams have set up solid routines and daily literacy and numeracy practices that support both the kindergarten children's fundamental literacy and numeracy skills while also supporting the children's Cree identity. Both kindergarten teams are comprised of teachers, ECEs and EAs and are working well together. All of the members of the kindergarten teams are community members and both teams are continuing to incorporate Cree language and culture on a regular basis, augmenting the work done in the daily Cree language class. Both teams continue worked hard to respond to the Right to Read Report including more explicit phonics instruction as a part of their daily practice and are in the process of using the Ministry mandated literacy screening tool to assess all year 2 students for the second year. The kindergarten teams continued to work on using the classroom as the third teacher, self-regulation, play-based learning, cultural inquiry, and using documentation to assess student learning and planning. They continue to focus on students' well-being, helping the kindergarten children to be calm and better able to self-regulate. Meagan Cheechoo is a trainer for The Nurturing Seed and is also implementing this wellness program into her teaching practice. The Ministry of Education will be collecting EDI data again in March 2026. This is a long-term data collection of year 2 kindergarten students throughout the province.

Grade 1

With the grade 1 team, I have been focused on continuing to help them adjust to the introduction of ECEs as a part of the teaching team. Both teams are new for this year. During my visits in August and October, the teams were working well together and sharing the teaching responsibilities and working as co-educators. The teams are working on improving classroom management and expanding the use of centres – to make learning more playful and hands-on and to allow the educators to work with small groups. Both teams were also working to meet the diverse needs of their students and will also be using the Ministry mandated literacy screening tool to assess all students. The loss of Jenn Hunter has been hard on the grade 1 teams and students. Both teams have worked hard to support the children in this difficult time and support their well-being. I have been supporting Jenn's class specifically.

Administrative Team I joined the administration team over the summer and in August for planning meetings focusing on shared focus for the year. The admin team continues to focus on centering the students in the school, focusing on the children's strengths, interests, culture and identity. Everything happening at Ministik should focus on the children in relation. The attention of the administration team is in supporting teachers as they continue to shift their focus onto the students. While I worked on site with Ministik in August, October and November, I met with the administration team to support them in this focus and to help ground our work in Cree culture, language and identity.

Staff P.D.

I have continued to assist with the planning and implementation of Professional Development of the educators at Ministik. In the spring I trained all the primary teachers how to use the Ministry of Education's mandated literacy screening tool. I continued to provide support for staff in understanding the new Language curriculum and, in October, supported staff learning around ways to differentiate teaching and learning through focusing on diversity and antiracist pedagogy. For November we will be focusing on AI. I continue to help all staff to stay focused on our students, Cree language, culture and identity.

It continues to be a privilege to work with the staff and students of MFIDSAB.



Moose Factory Island District School Area Board

2024–2025 Annual Report: Mental Health and Well-Being Portfolio

This year, our work focused on creating school spaces where students feel safe, supported, and proud of who they are. We have leaned into what matters most: relationships and culture. While challenges persist, such as limited access to mental health professionals and ongoing recruitment barriers, we have made meaningful progress by working together, thinking creatively, and staying rooted in our values.

Leading Together

The Mental Health Leadership Team, composed of school administrators, the Indigenous Lead, and a consulting Mental Health Lead, met twice this year to align priorities and coordinate wellness initiatives across portfolios. This work began mid-year following the appointment of the consulting Mental Health Lead in February. Since then, we have strengthened our collaboration with School Mental Health Ontario (SMH-ON), enhancing access to guidance, professional learning, and provincial alignment. Although still in the early stages, these foundational meetings have deepened coordination across portfolios and set the groundwork for sustained, integrated support in the years ahead. Social-emotional learning (SEL) continues to be intentionally embedded throughout this work. Students are supported to develop self-awareness, emotional regulation, empathy, and healthy relationship skills through culturally grounded, community-based practices. They also contribute as co-leaders, sharing their voices, ideas, and leadership in planning conversations and school-wide wellness initiatives.

Wellness That Reflects Who We Are

At Ministik School, social-emotional learning is part of daily life. Students and staff engage in storytelling, crafting, cultural ceremonies, and land-based activities that build resilience, self-awareness, and emotional intelligence. Rooted in Indigenous traditions and language, these experiences ensure that wellness is taught in ways that reflect who our students are and where they come from. Initiated in the previous year, the planning and construction of a traditional Shapatawan on school grounds continued in collaboration with Residential.

School Survivors. The project embodies a collective commitment to healing, reconciliation, and cultural renewal. Families continue to play a central role in this work. Parents and caregivers are invited into classrooms to join wellness activities and cultural celebrations, helping bridge school and home in ways that feel natural, respectful, and connected.

Teaching That Affirms Identity

We work to ensure that every student sees their culture, language, and values reflected in their learning. Educators actively integrate SEL into classroom routines, using Indigenous perspectives and local language to teach empathy, communication, and problem-solving. Staff are committed to creating inclusive, identity-affirming classrooms to promote emotional wellness and cultural pride. This year, Mrs. Kristie Williams introduced the Mental Health Literacy Modules to her Grade 7–8 students. Developed by SMH-ON and aligned with the Health and Physical Education curriculum, these modules help students build a deeper understanding of mental health and mental illness, recognize signs of distress, explore the impact of stigma, and learn how to seek support for themselves and others.

Multi-Tiered Supports for Student Wellness

We continue to build a Multi-Tiered System of Supports (MTSS) to ensure that every student has access to the care they need:

- Tier 1: Whole-school wellness and SEL practices such as art therapy, daily mindfulness, and activities rooted in Indigenous teachings of respect, balance, and belonging.
- Tier 2: Early identification and prevention through observation, strong relationships, and culturally responsive supports that build emotional skills and resilience.
- Tier 3: While we have not formally adopted the Right Time, Right Care model, we are guided by its principles—timely access, coordinated support, and seamless care pathways—especially when partnering with community agencies to support students with more intensive needs.

This year, we strengthened our Life Promotion and Suicide Intervention Protocol, incorporating current evidence-based, research-informed practices to enhance

safety planning and support. The updated protocol emphasizes relational care, early intervention, and collaboration with families and community partners.

Measurement-Based and Data-Informed Care

We've introduced Greenspace, a platform that helps school counsellors track student progress using standardized tools. This allows us to tailor supports more effectively, measure SEL growth, and build a consistent, accountable approach to care.

Students, Families, and Community at the Centre

Wellness is a shared journey. Through storytelling, language reclamation, and the Thirteen Moon Teachings, students, families, and Elders come together to learn, lead, and heal. These collective experiences support students in identifying and managing emotions; recognizing and coping with stress; fostering self-awareness and identity; building positive relationships and communication; maintaining optimism and perseverance; and thinking critically and creatively—Ontario's six essential social-emotional learning competencies. Students continue to co-lead land-based projects, ceremonies, and storytelling events that nurture empathy, confidence, and leadership. We remain deeply committed to fostering a school environment where students feel safe, valued, and connected to themselves, one another, and to their community. By honouring Indigenous knowledge and integrating social-emotional learning into all that we do, we continue to nurture the mental health, resilience, and well-being of every learner.

Indigenous Education & Student Success Lead

Annual Report 2024/2025

During the 2024/2025 school year, the focus with the students was on their identity, Cree language and culture, healthy connection to self, while building and fostering healthy relationships with one another. In doing so, learning buddies had been established for the year where cultural learning and activities took place. Learning buddies was held once a week and would combine two classes at a time (with the older grades paired up with the younger grades). In doing so, much of the planning took place with myself and one of our Cree teachers, Martha Sutherland.

Learning buddies with cultural education we decided would follow the traditional six seasons in our Cycle of Life calendar which is known in our Mushkegowuk area. For example, during the Goose Moon which is in April, we focused on what our families do during this time and what happens around us, the geese returning, families preparing for spring hunt, how to prepare what was harvested, etc. Early in the year, we learned about Treaty 9. This was taught from JK right up to grade 8, each teaching was geared towards their age level. The students learned the date our treaty was signed in Moose Factory which was August 9, 1905. The students learned what the treaty meant for our people and the children colored pictures and made dioramas of the Treaty 9 being signed in Moose Factory.

Students also did various presentations on certain topics. For example, they did presentations on animals such as the moose. These presentations start at grade 4. This allowed the students to work on and build their confidence in their research and public speaking skills that was done in a supported environment. Another focus was that the students learned about ice net fishing during the winter season. This was to show what our families in the James Bay area did to provide for their families during winter time. The children also learned about what types of fish we have in our area and learned the fish names in Cree. In addition to this, the children also made dioramas of winter ice net fishing so they could understand it better before we went out to see it being done for our land-based learning. We wanted the students to grasp the idea of how the ice net fishing in winter worked prior to their land-based learning. We are grateful for Ann Wesley and Elder Clarence Small, along with their helpers, who demonstrated this for the students.

Storytelling was also done this past winter as this is usually when storytelling happens among our people. Various legends are told to the students. Recently, we have added drama to these lessons/classes by having the students act out some of the legends.

This was especially fun for the younger ones! The legend was then discussed with how many lessons were learned through each legend.

Shapatawan

Our school received OFNLP funds that were allocated to construct the shapatawan at our school on-site in the yard. I connected and collaborated with the Residential School Survivors Initiative (RSSI) committee on the construction of a shapatawan for our students Cultural and land-based learning that would be on-site on Ministik school grounds. The RSSI group, which is now referred to as the Kakisaposkenanaw Committee supported this and we met to discuss the location of the shapatawan. The Kakisaposkenanaw Committee agreed that our children's cultural learning is important and recognized the importance with the utilization of a shapatawan. The Kakisaposkenanaw Committee picked one location which is located on the north side of the school. The location is shown below on the map and is circled in blue. It was confirmed that Ministik could move forward with the construction of the shapatawan on August 15, 2024 by the Kakisaposkenanaw Circle (RSSI group).

Cooking Club

Myself, and the late Ms. Jennifer Hunter collaborated with one another and started a cooking club that took place with grade 6, 7 & 8 class to learn basic skills such as how to follow a recipe, learning how to use measurements, and kitchen safety. This supported peer to peer relationships and peer to school staff relationships as well as built their confidence in the kitchen! We received good feedback from the students and their families as they got to take home their meals and provided supper to their families on cooking club days.

Crafts

Various crafting activities have been done in our school which include sewing and beading. Various things that were created were scrunchies, necklaces, earrings, and beaver hats. Students learned life skills of what many of our aunties, uncles, grandparents did in their crafts. Students learned how to use measurements, patterns, and even how to use the sewing machine.

New Classroom Space

Our new classroom space in Room 108 has been very beneficial for our students' learning and sense of belonging because we have since used this space to have meetings, do various crafting, receive visitors, prepare for school events, and after school activities. This former computer lab and all the available outlets allow us to use our new sewing machines with students for crafting projects. We are very grateful to have this space.

Hot Breakfast

Our school began a hot breakfast program for students who do not get a chance to have breakfast before school in the morning. This program has been operated with myself, Mr. Paul Vukovich (Mr V), Mr. Stuart Quachegan, Kokom Frances Sutherland and Kokom Bernice Quachegan. This has been a good way to connect with the students each morning, build relationships with one another, and contribute to their student success. In addition to hot breakfast, nutrition bins are also distributed among classrooms by myself, our vice principal Mr. V, and our grade 6B class. Our grade 6B class have volunteered their time each morning to help with the bins and this has been a nice way for students to contribute and be part of our school community which provides a sense of belonging and wellness to all of our students at Ministik.

Fashion Show

In June, Ministik held our very first fashion show. Ms. Allison Nakogee and myself took the lead on this event and some of our other staff helped volunteer their time to help organize, prepare, and help our students get ready the night of the show. This was a team effort and it was a great first experience in having this event for our students and families. This show was grade 4 and up for those students who were interested in participating and/or helping with the show. This contributed to our students well-being by building their self-esteem and confidence through staff, parents, caregivers, and families celebrating and supporting our students. We received great feedback from families, and we hope to continue this to make it an annual event at Ministik.

Local Service Providers Meetings

Mrs. Jennifer Knight-Blackned and I have been attending local service providers meetings where together, everyone shares what is going on in their organization such as program services, events, etc., and perhaps even being able to collaborate on events together in the future. These meetings have been positive for us because it gives us a connection to the community.

Indigenous Peoples Day (Week)

Our Indigenous Peoples Day celebrations had a week of activities to celebrate which started off with a sunrise ceremony with Mr. Clayton Cheechoo who works at Mushkegowuk. Staff were welcomed to attend, and parents were welcome to bring their children. Below is the schedule of events and activities that we had planned for that week.

Grade 6 Transition Visit to DDECS

In May, the grade 6 students went for their transition visit to DDECS with all the grade sixes at Ministik. We received a warm welcome by the school counsellor and some of the students that attended DDECS. Our students received a tour of the school and we later went to their shapatawan where we had roasted hotdogs, s'mores and refreshments

together. The students also watched a moose hide being skinned and worked on in the teepee. The last event was a relay race and all students went home with a goodie bag from DDECS.

Grade 8 Transition Visit to NLSS

I attended the grade 8 Transition Visit to Northern Lights Secondary School with students that will be attending high school in the fall. We received warm welcomes and had a tour of the school and participated in activities which included science, art, and sports related activities. The students enjoyed themselves and were excited to be starting a new chapter in their lives.

This concludes my report for the 2024/2025 school year.

Submitted by

Megan Blueboy







MFIDAB – Property, Plant & Equipment

Prepared by: Nathan Beck – Business Administrator & Treasurer

Over the past two years the School Board Administration identified several areas in which improvements and upgrades were warranted in addition to purchasing equipment for Moose Factory Ministik School. The following are:

- **Increased Secured Storage**
 - A. Purchase of 2 C-cans for maintenance equipment and materials.
- **Maintenance Equipment**
 - A. Purchase of fully electric Scissors Lift.
 - B. Purchase of second floor cleaning machine.
- **Replacement Lighting**
 - A. New LED lighting installed in Garage
 - B. New LED Lighting installed in Gymnasium.
- **Instructional Spaces Improvements**
 - A. 24 – 75” Smart Panels for each classroom.
 - B. 1 – 85” Smart Panel for Library.
- **Security & Accessibility**
 - A. New indoor keyless entry system installed throughout School with lockdown capability.
 - B. Purchase of 2 New digital floor Safes, one each for School & Board Office.
 - C. Purchase of 2 New fire rated File Cabinets for Student Files (OSR).
- **Health and Nutrition**
 - A. Installation of 2 Water Bottle Filling Stations at the School, one on each floor.
 - B. Purchase of 2 Ice Machines for the School.
 - C. Installation of New Hand Dryers in all washrooms at the School.







MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Moose Factory Island District School Area Board (the "Board") are the responsibility of the Board management. The consolidated financial statements have been prepared in compliance with Public Sector Accounting Standards as recommended by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada.

The preparation of consolidated financial statements, necessarily involves the use of estimates based on the Board management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Board's Trustees meet with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to their approval of the consolidated financial statements.

The consolidated financial statements have been audited by KPMG LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their qualified opinion on the Board's consolidated financial statements.


Business Administrator and Treasurer

February 7, 2025

MOOSE FACTORY ISLAND DISTRICT SCHOOL AREA BOARD

Consolidated Statement of Operations and Accumulated Surplus

Year ended August 31, 2023, with comparative information for 2022

	2023 Budget	2023 Actual	2022 Actual
Revenue:			
Education authority and negotiated fees	\$ 4,064,387	\$ 3,753,630	\$ 3,951,739
Government of Ontario:			
- Grants for Student Needs	2,263,162	2,297,637	1,800,652
- Other	94,658	290,552	532,443
- Municipal taxation	35,600	31,649	33,695
Other fees and revenue	72,000	217,722	856,685
Investment income	30,000	199,033	19,907
School generated funds	-	21,400	56
Total revenues	6,559,807	6,811,623	7,195,177
Expenses (note 9):			
Instruction	4,063,129	4,256,535	3,912,810
Administration	584,195	789,735	599,873
Transportation	51,415	55,164	62,264
School operations and maintenance	976,151	1,056,533	1,399,656
Teacherages	118,334	285,273	212,982
School funded activities	-	21,776	-
Total expenses	5,793,224	6,465,016	6,187,585
Annual surplus	766,583	346,607	1,007,592
Accumulated surplus, beginning of year	8,767,818	8,767,818	7,760,226
Accumulated surplus, end of year	\$ 9,534,401	\$ 9,114,425	\$ 8,767,818

See accompanying notes to the consolidated financial statements

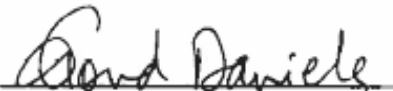
MOOSE FACTORY ISLAND DISTRICT SCHOOL AREA BOARD

Consolidated Statement of Financial Position

August 31, 2023, with comparative information for 2022

	2023	2022
Financial assets		
Cash	\$ 5,068,828	\$ 4,377,850
Short-term investments (note 2)	554,852	545,699
Accounts receivable (note 3)	1,015,908	1,433,363
Total financial assets	6,639,588	6,356,912
Financial liabilities		
Accounts payable and accrued liabilities (note 4)	546,693	653,932
Deferred revenue (note 5)	580,660	458,257
Employee future benefits (note 6)	68,644	65,762
Total financial liabilities	1,195,997	1,177,951
Net financial assets	5,443,591	5,178,961
Non-financial assets:		
Prepaid expenses	58,000	26,942
Tangible capital assets (note 7)	3,612,834	3,561,915
Total non-financial assets	3,670,834	3,588,857
Accumulated surplus (note 8)	\$ 9,114,425	\$ 8,767,818

See accompanying notes to the consolidated financial statements

 Supervisory Officer

 Chair of the Board

MISSION:

We inspire our children to reach their potential by ensuring a strong foundation for their life-long learning.

VISION:

Moose Factory Island District School Area Board is a collaborative community school board where children are proud of their achievements and their unique identity and culture.



MOOSE FACTORY ISLAND DISTRICT SCHOOL AREA BOARD

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