



Sahtu Divisional Education Council

Operating Plan for 2017-2018

(School Year ending June 30, 2018)

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Introduction

All reporting within this Sahtu DEC Operating Plan is inclusive of the District Education Authorities within the region.

The Sahtu Divisional Board of Education was created and proclaimed in April of 1989. Its designation and mandate derived from the Education Act in force at the time (1982 Education Act). In 1996, under the new (current) Education Act, its title was changed to the Sahtu Divisional Education Council and its mandate became that which was described in the 1996 Education Act, namely, to administer Kindergarten to grade twelve (and more recently, Junior Kindergarten) school programs in the five communities of the Sahtu region.

The Council's mission statement was developed jointly by the elected trustees and the school principals during a visioning meeting in 2000 and last updated in the 2011-2012 school year. This will be reviewed again after the next DEC takes office in October 2018.

Mission

To provide excellent educational environments where our students will have the opportunity to experience success and contribute to their communities.

Vision

A school system that reflects the needs and wishes of its stakeholders.

Goals

To improve student attendance.

To improve student literacy and increase the number of our students reading at their appropriate grade level.

To improve student numeracy.

To implement effective Professional Learning Communities in each of our schools.



Sahtu DEC Demographics

Table 1: Enrolment (FTE)¹ by school and by grade as of September 30, 2016

		Number of Students														FTE Total
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Colville Lake	Colville Lake	1	3	4	1	5	6	5	1	2	12	1	13.5	0	0	54
Deline	?ehtseo Ayha	6	10	7	2	10	9	11	6	7	3	5	12.5	5	6.5	100
Fort Good Hope	Chief T'Selehye	11	6	7	9	13	9	11	13	8	5	8	24	10.5	9	143.5
Norman Wells	Mackenzie Mountain	7	14	8	8	7	12	17	15	10	11	12	18	7.5	5.5	152
Tulita	Chief Albert Wright	4	6	8	6	5	3	12	6	7	6	9	18	10.5	6.5	107
DEC Total		29	39	34	26	40	39	56	41	34	37	35	86	33.5	27.5	557

Table 2: Registration in alternative programs as of September 30, 2016

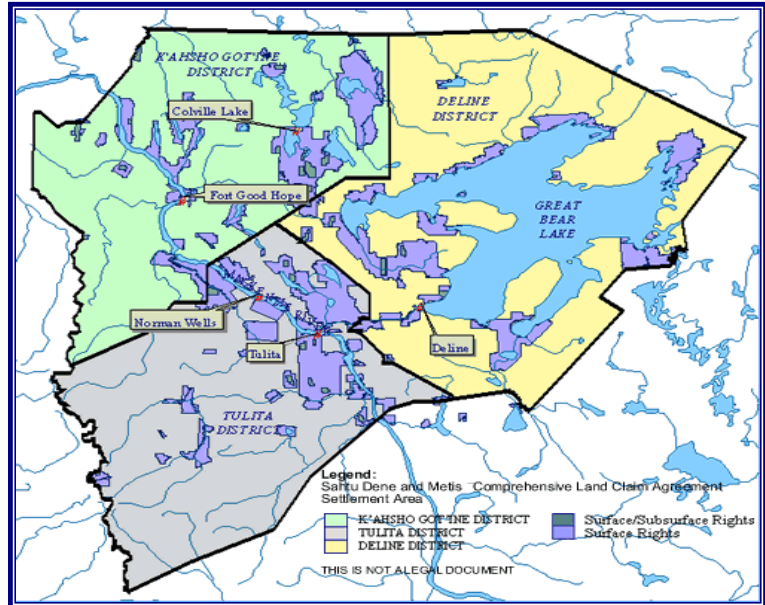
Program	Number of Students (FTEs)
Alternative High School Program	19.00

¹ FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2016.

About the region

The population of the Sahtu Region is approximately 2500 residents among the five communities. The population in Colville Lake, Deline, Fort Good Hope, and Tulita is relatively static with a small change in population or residents from year to year. The number of residents has not changed in approximately ten years. Norman Wells is the regional centre for the Sahtu with many Government Offices located in the community. The population growth is relatively static, however, due to the industry and exploration in the area the turnover in population is relatively high. In an average year there is a 15 to 20 percent turnover in the student body at Mackenzie Mountain School. However, currently we are experiencing a much lower turnover.

Colville Lake is the smallest and youngest community in the Sahtu region with a population of around 160 residents. The school enrolment for the current year is 56 students.



Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for the Sahtu Region is approximately 2535, where the smallest community is Colville Lake (population estimate: 160) and the largest community is Norman Wells (population estimate: 800). The three other communities are Fort Good Hope (population estimate: 570), Deline (population estimate: 515) and Tulita (population estimate: 490).

Norman Wells, the regional centre of government, is the location of Imperial Oil's sizable oil production operation. It is also the location of the Sahtu DEC board office.

The most prominent languages spoken in the Sahtu Region includes English (97.7%), North Slavey (35.7%), French (4.6%), South Slavey (1.9%), Tłı̄chǫ (Dogrib) (1.6%), and other languages (1.5%), where the percentages signify the percentage of the population 15 years old and older that are able to converse in the language (NWT Bureau of Statistics, 2014).

School Profiles

In each of the four larger schools, we have a library and a librarian funded jointly by the Sahtu DEC (through the school) and ECE's library program.

In addition, through joint use agreements with local government, we have community use of the gymnasiums for after school-hours sports and recreation activities.

In some instances, we have had Aurora College make use of our computer labs to deliver certain programs outside of regular school hours.

Occasionally, in some communities, from time to time, the school gymnasium is used for public meetings, election forums, funerals, and other such ad hoc events and activities.

Table 3: TCSA School Profiles 2017-2018

School	Community	Community Population ²	Grades Offered
Mackenzie Mountain School	Norman Wells	803	JK - 12
Ƨehtseo Ayha School	Déłıne	503	JK - 12
Chief Albert Wright School	Tulita	500	JK - 12
Chief T'Selehye School	Fort Good Hope	569	JK - 12
Colville Lake School	Colville Lake	160	JK - 12

Mackenzie Mountain School (MMS)

There are 14 NWTTA positions staffed at MMS including one school principal, one Program Support Teacher, one half-time Aboriginal Language Specialist, one Inclusive Schooling teacher, and one half-time French teacher. There are 6 UNW positions staffed at MMS including one and a half custodians, two and a half Student Support Assistants, and one full time secretary. The breakdown of classrooms per grade is as follows:

Table 4.1: Breakdown of Classrooms per Grade, Mackenzie Mountain School

Grade Levels (including split classes)	# of Classes
JK/Kindergarten	1
Grade 1/2	1
Grade 3/4	1
Grade 5/6	1
Grade 6/7	1
Grade 8/9	1
Grade 10	1
Grade 11	1
Grade 12	1

Ehtseo Ayha School (EAS)

There are 13 NWTTA positions staffed at EAS including one school principal, one Program Support Teacher, one Inclusive Schooling Teacher, and two Aboriginal Language Specialists. There are 6 UNW positions staffed at EAS including one and a half custodians, two Student Support Assistants, one

² Population Estimates by Community As At July 1, 2016, provided by NWT Bureau of Statistics

Language Support Assistant, and one full time secretary. The breakdown of classrooms per grade is as follows:

Table 4.2: Breakdown of Classrooms per Grade, Ehtseo Ayha School

Grade Levels (including split classes)	# of Classes
JK/Kindergarten	1
Grade 1/2	1
Grade 3/4	1
Grade 5/6	1
Grade 7/8/9	1
Grade 10	1
Grade 11	1
Grade 12	1

Chief Albert Wright School (CAWS)

There are 13 NWTTA positions staffed at CAWS including one school principal, one Program Support Teacher, two full-time Aboriginal Language Specialist, one Alternate Education (True North) teacher. There are 5 UNW positions staffed at CAWS including one and a half custodians, two Student Support Assistants, and one full time secretary. The breakdown of classrooms per grade is as follows:

Table 4.3: Breakdown of Classrooms per Grade, Chief Albert Wright School

Grade Levels (including split classes)	# of Classes
JK/K/1	1
Grade 2/3	1
Grade 4/5	1
Grade 6/7	1
Grade 8/9	1
Grade 10	1
Grade 11	1
Grade 12	1

Chief T'Selehye School (CTS)

There are 13 NWTTA positions staffed at CTS including one school principal, one Program Support Teacher, and two Aboriginal Language Specialist. There are 8 UNW positions staffed at CTS including one and a half custodians, three and a half Student Support Assistants, one half-time Language Specialist Assistant, and one full time secretary. The breakdown of classrooms per grade is as follows:

Table 4.4: Breakdown of Classrooms per Grade, Chief T'Selehye School

Grade Levels (including split classes)	# of Classes
JK/Kindergarten	1
Grade 1/2	1
Grade 3/4	1
Grade 4/5	1
Grade 6/7	1
Grade 8/9	1
Grade 10	1



Grade 11	1
Grade 12	1

Colville Lake School (CLS)

There are 6 NWTTA positions staffed at CLS including one school principal, one Program Support Teacher, and one Aboriginal Language Specialist. There are 4 UNW positions staffed at CLS including one custodian, two half-time Student Support Assistants, and one full-time Language Support Assistant. The breakdown of classrooms per grade is as follows:

Table 4.5: Breakdown of Classrooms per Grade, Colville Lake School

Grade Levels (including split classes)	# of Classes
JK/K/1/2	1
Grade 3/4/5/6	1
Grade 7/8/9	1
Grade 10/11/12	1

Student Development Information

Early Development Instrument

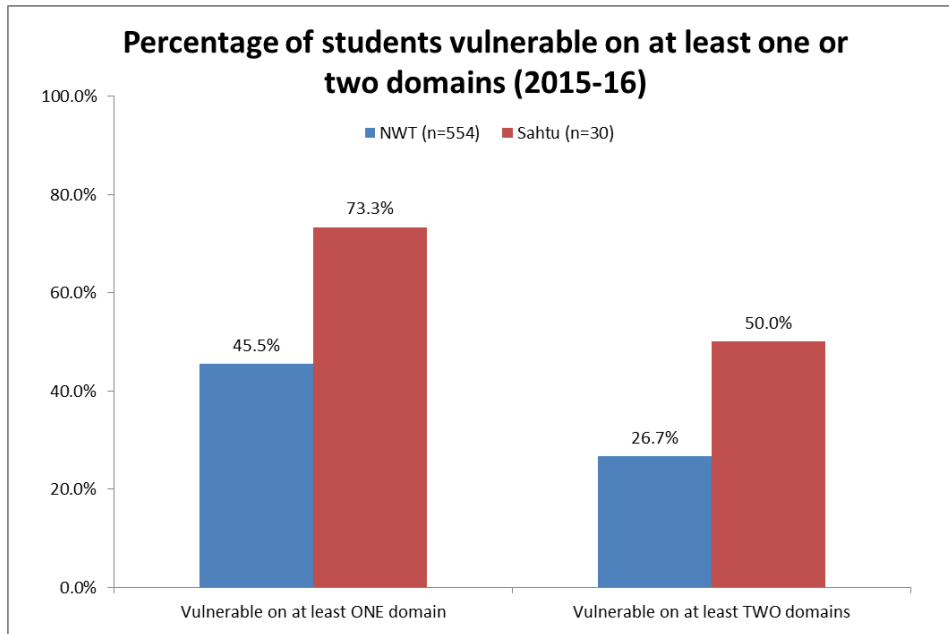
The Early Development Instrument (EDI) is a population-based measure that assesses children’s readiness to learn at school. Developed by the Offord Centre of Child Studies at McMaster University, it is used across Canada (excluding Nunavut). EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose individual children, but instead provides a snapshot of the learning readiness of groups of four and five year olds as they get ready to enter senior kindergarten and/or grade one. The EDI measures children’s developmental health by asking questions about the five areas of their early development – referred to by researchers as developmental domains: physical health and well-being; emotional maturity, communication skills and general knowledge; social competence; and language and cognitive development.

The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage that are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered ‘vulnerable’ and children scoring in the lower 10% to 25% are considered ‘at risk.’ Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada³. Vulnerable refers to the portion of children, which, without additional support and care, may experience future challenges in school and society. In the context of EDI, vulnerability is a statistical definition, which can mean being behind in developmental health.

³ For more information on the EDI, visit <https://edi.offordcentre.com/>.

According to EDI 2015-16 results (see figure 1), 73.3% and 50.0% of kindergarten students were reported as being vulnerable⁴ on at least one and two domains respectively. Vulnerability rates on at least one and two domains for students in the Sahtu Region were above the NWT averages.

Figure 1: Early Development Instrument Results for Sahtu DEC and NWT



Middle Years Development Instrument

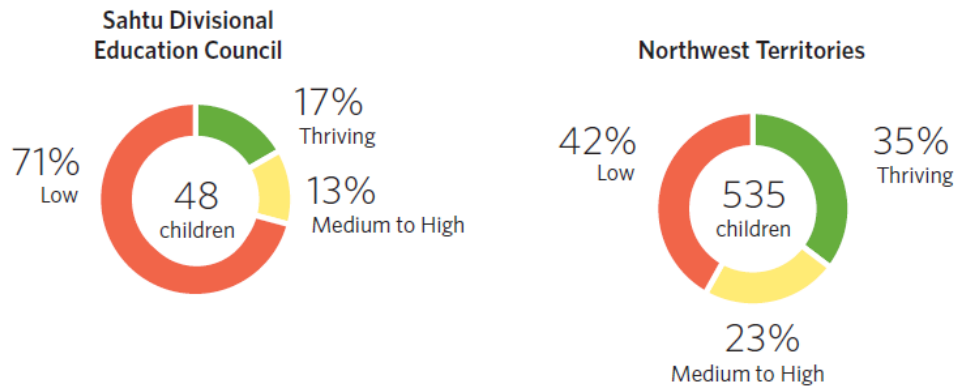
The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report questionnaire to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and in the community. This work is managed by researchers at the Human Early Learning Partnership (HELP).⁵ MDI includes questions that are linked to three areas of students' development: Well-Being; health; and academic achievement. The Well-Being Index focuses on critical areas of students' development during the middle years: Optimism, happiness, self-esteem, absence of sadness and general health. Scores from these critical areas are combined to correspond to three categories of Well-Being: 'Thriving,' 'Medium to High Well-Being', or 'Low Well-Being'. Green represents the percentage of children who are "Thriving" or doing very well. Yellow represents the children who are in the "Medium to High Well-Being" category and red represents the children who report "Low Well-Being."

⁴ *Vulnerable* refers to the portion of children which, without additional support and care, may experience future challenges in school and society. In the context of the Early Development Instrument, *vulnerability* is a statistical definition which can mean being behind in developmental health.

⁵ For more information on MDI, visit <http://earlylearning.ubc.ca/mdi/>.

According to MDI 2015-16 results (see figures 2), 17% of students in Grade 4 in the Sahtu Region are considered “thriving” on the Well-Being Index. This percentage of students considered “thriving” on the Well-Being Index is below the NWT average.

Figure 2: The Well-Being Index Results for Grade 4 Students in Sahtu DEC and NWT



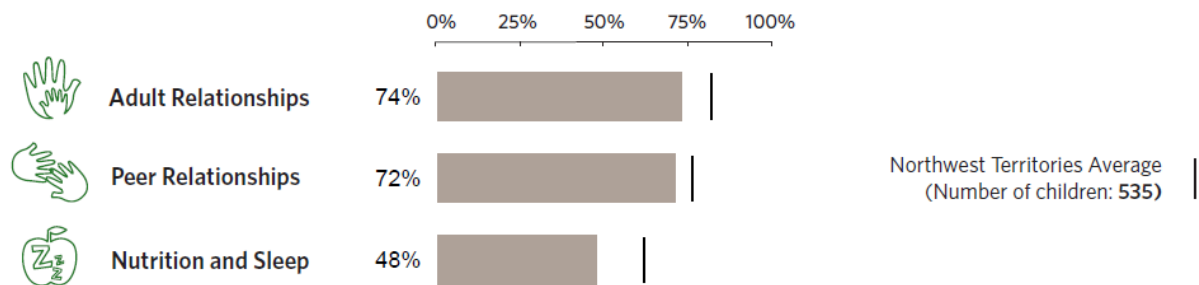
The MDI also includes questions on the Assets Index. The Assets Index combines measures that highlight four key assets that help to promote children’s positive development and well-being. Assets are positive experiences, relationships or behaviours present in children’s lives.

According to the Assets Index results in the MDI 2015-16, the percentage of Grade 4 students in the Sahtu Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition and Sleep are 74%, 72%, and 48%, respectively (see figure 3). All three of these percentages are below the NWT averages.

Figure 3: The Assets Index Results for Grade 4 Students in Sahtu DEC and NWT

Percentage of children reporting the presence of the following assets in their lives:

Number of children: 48



Sahtu DEC Governance Structure

COUNCIL OF TRUSTEES

Individuals from each community are elected to serve on the District Education Authority (DEA) by local community members, according to the municipal Elections Act. Each DEA appoints one of its members to serve as Trustee on the Sahtu Divisional Education Council (Sahtu DEC). The Sahtu DEC trustees elect a Chairperson and in turn, that community DEA sends a second representative to sit on the council as the Chairperson is impartial and serves all of the Sahtu Region, and only votes to break a tie.

Role of Trustees

Like the DEA, the Council of Trustees is only an official body while they are meeting. However, the Chairperson has numerous duties to perform between meetings, including meetings twice annually with the Minister of Education and other DEC Chairpersons.

Role of the Divisional Education Council

The Council of Trustees is responsible for governance of Education within the Sahtu Region. They make policy decisions and establish the budget for the Council's operations.

The Council of Trustees meets five times per year in Norman Wells (most economical location). A schedule of meetings is published with the minutes and circulated to agencies within the Region as well as on the Sahtu DEC's web-site (www.sahtudec.ca).

The public is welcome to attend all meetings of the Council. Anyone wishing to make a presentation or delegation to the Council must contact the Council Office in advance to be placed on the agenda as an order of the day.

The Council of Trustees hires a Superintendent to run the day-to-day operation of education in the Region; the Superintendent is the Chief Executive Officer of the Sahtu DEC and is also a Government of the Northwest Territories Deputy Head.

DEA Elections are held every three years in Mid October. The most recent elections were held in October 2015 and the terms of our current DEAs and DEC will end in October, 2018.

Currently, our DEC is made up of the following trustees:

Norman Wells:	Karea Peachey (chair)
Fort Good Hope:	Angela Grandjambe
Norman Wells:	Debbie Hoffgartner
Tulita:	Sally Ann Horassi (vice-chair)
Deline:	Mary Ann Vital
Colville Lake:	Trudy Kochon

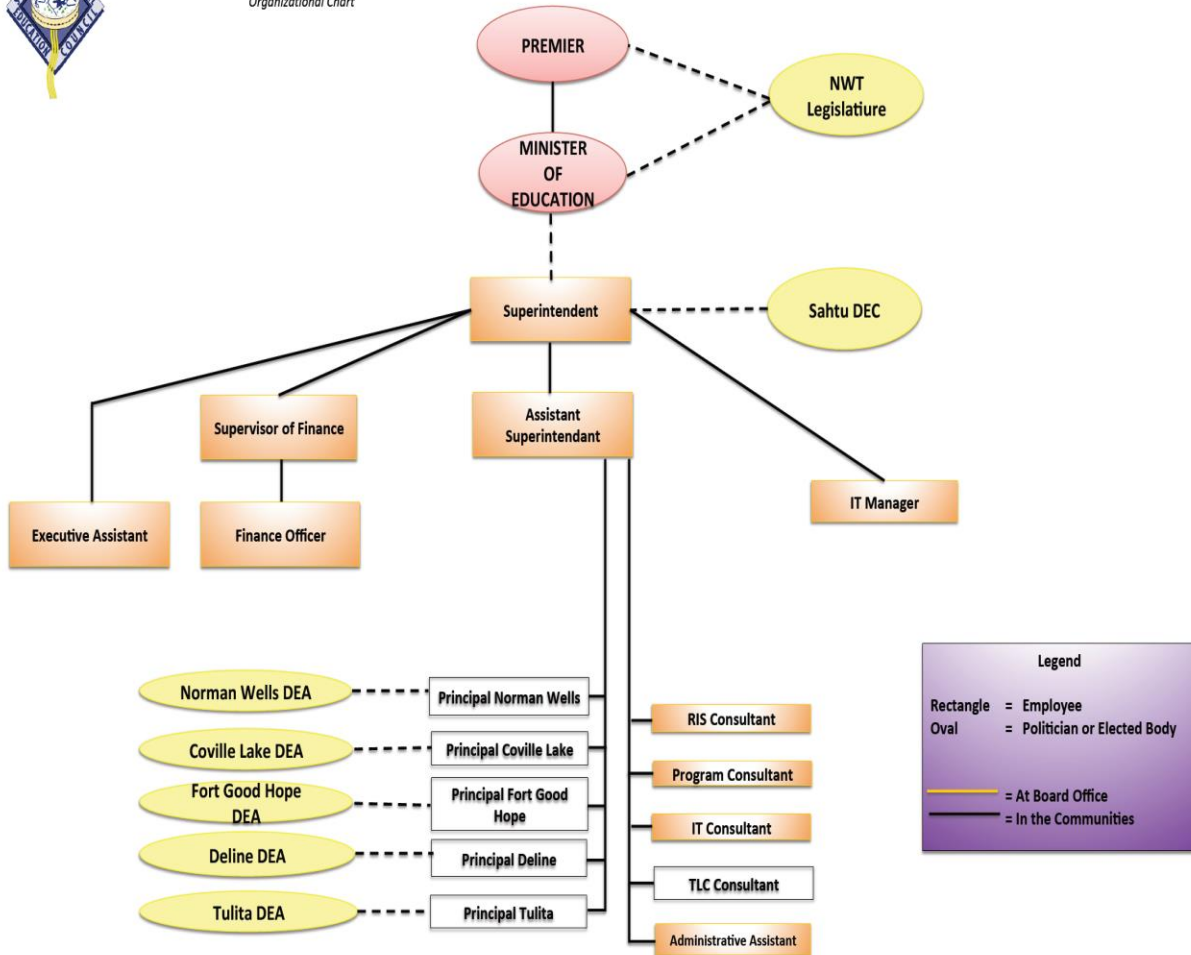
A total of ten staff-members work at the board office of the DEC.

The superintendent is Seamus Quigg and the assistant-superintendent is Dr. Renee Closs. In addition, there are three consultants, an IT manager, a comptroller, a finance officer and two clerical staff.



SAHTU DEC

Organizational Chart



Commitment to Education

The Minister of Education, Culture and Employment is responsible for implementing the Ministerial Mandate in order to advance the priorities of a healthy, just and prosperous society set by the Members of the 18th Legislative Assembly. Education Bodies and the Department of Education, Culture and Employment (ECE) share the responsibility for meeting some of these priorities, as detailed below, and Education Bodies must develop programs, strategies and activities that support these priorities, where applicable. The priorities are as follows:

- Implement the Education Renewal Framework by:
 - Implementing the Aboriginal Language and Culture-based Education Directive
 - Implementing the K-12 Inclusive Schooling Directive
 - Developing options to increase the approaches available to students that lead to graduation, to improve graduation rates and to provide greater linkages to post-secondary schooling
 - Expanding the NWT Distance Learning pilot project;
- Implement Youth Resiliency programming in schools, in collaborating with the Department of Municipal and Community Affairs; and
- Implement Junior Kindergarten for all 4-year old children in the NWT.

ECE has four areas of focus in the delivery of high quality education to students in the NWT. Within each of these four areas, Education Bodies have the flexibility to plan and implement programs, strategies, and/or activities to meet the unique needs of students in their communities.

Language, Culture and Identity

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Language, Culture and Identity.

Nai?e?a 15

Two Sahtu schools have collaborated to provide North Slavey language programming at the high school level. Nai?e?a 15 is a Slavey course that has been approved by ALLS. It is a locally developed course designed by the Sahtu regional language staff member (Jesse Campbell), and based on other language courses, such as Dogrib 15, 25 and 35. It is the placeholder course that will be replaced by the Our Languages Curriculum when it is fully implemented in the 2018/19 school year. Its five language learning levels are: Emergent, Beginners, Intermediate, Advanced and Capable. The elective course can be offered at all schools in the Sahtu. Chief Albert Wright School has for a number of years promoted language learning in authentic culture-based activities. North Slavey is used as students participate in cultural activities such as making a drum or setting up a land camp. Ehtseo Ayha school in Deline is offering Nai?e?a 15 this school year to provide high school students with an opportunity to learn language in authentic cultural settings. Aboriginal language learning beyond grade 9 was requested by the Deline DEA.

Nai?e?a 15 targets grade 8-12 students' fluency in North Slavey oral language based in authentic cultural and traditional settings and pursuits.

- Takes place in two schools within the region
- Offered throughout the school year
- Meets community needs / requests to educate high school students in North Slavey Language. Assessment rubrics in place to gauge student progress.
- Facilitated by Aboriginal Language Instructors in schools, coordinated by Jessie Campbell, Sahtu TLC Coordinator
- Accommodated within the designated Aboriginal Language Instructor positions in both schools
- Expenses for on-the-land programming covered by funding such as Take A Kid Trapping third party sources and school operational budget

Cultural, Land and Arts-based Activities

Students across the region participate in the following activities, aimed to promote the retention of traditional knowledge and language skills: sewing, drum making, moose-hide tanning, traditional dress, and hand games. On-the land experiences are offered in all five schools. By offering place-based cultural learning experiences, students' sense of identity and wellbeing are enhanced. Culture-based teaching and learning, which includes traditional language, promotes respectful authentic environments where holistic approaches to child development thrive. Partnerships with community, business and government organizations enable funding for cultural and land-based activities. Community partnerships also foster strong relationships between the school and community and these partnerships promote shared goals for education. School staff, community cultural experts and elders share the vital role of teaching in culturally responsive learning environments. The Dene Kede curriculum guides developmentally appropriate cultural learning within schools

Aboriginal Language and Culture Instructor's Program (ALCIP)

Chief Albert Wright School, in partnership with Aurora College, has provided an ALCIP program for the past two years for six students. In June 2017, the graduation ceremony will take place for successful students. This innovative way of providing the program to community members and past graduates has allowed for a new group of language instructors to emerge. Students in the program did not have to leave family and the community to attend the course, but could further their education within their own community – a rare opportunity in a small isolated community. When community or school positions open up for language instructors / translators, the qualified candidates are well placed to apply for employment, and recent grade twelve graduates may be encouraged to pursue teacher education programs.

ALCIP is a community-hosted, Aurora College education program, based in Chief Albert Wright School, to allow community members access to skills in North Slavey instruction to facilitate teaching of language and culture in educational contexts, and to provide services such as translation.

- Takes place in one school in the region

- Six Aurora College students enrolled in a two-year course which follows the Chief Albert Wright School calendar – August to June. The students follow the sessional days/times of the school.
- Aurora College provides 1.0 instructor position. Chief Albert Wright School provides services in kind e.g. use of the school building and school equipment e.g. photocopy machines. Aurora College contributes funding for on-the-land programming, Chief Albert Wright school provides in kind contributions such as use of camping / land equipment.
- Aurora College funding in the amount of 1.0 instructor, on-the-land programming funding.

Health, Wellness and Student Support

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Health, Wellness and Student Support.

Fourth R

The Fourth R is an evidence-based program that uses best practice approaches to target multiple forms of violence, including bullying, unsafe sexual behaviour, substance abuse, dating violence, peer violence, and group violence. By building healthy school environments we provide opportunities to engage students in developing healthy relationships and decision-making to provide a solid foundation for their learning experiences. Increasing youth relationship skills and targeting risk behaviour with a harm reduction approach empowers adolescents to make healthier decisions about relationships, substance use, and sexual behaviour. The Fourth R consists of a comprehensive, school-based program designed to include students, teachers, parents, and the community in reducing violence and risk behaviours. It is important that young people be given information that will help them make good decisions, and are shown positive relationship models that will demonstrate alternatives to the negative examples they see in the world around them.

Four of the five Sahtu community schools have implemented the Fourth R program for students in Grades 7-9. In 2017-18, the Sahtu DEC are planning to provide in-service to teachers in order to have the Fourth R program implemented in all five schools. The teachers who are implementing the Fourth R program are interweaving the program with the current Health Curriculum for Grade 7-9 students. The program is formatted in 21 lessons and should be delivered over approximately 28 hours in classroom time. Although this is not considered a 'counselling' program, the Fourth R is a good alternative for classroom-based, teacher-led instruction around conflict resolution and bullying prevention.

The Fourth R program aligns with the Safe Schools Policy to address Bullying Prevention, Intervention and Education Strategies. More specifically, the Fourth R program identifies strategies for school-specific and community-based bullying issues, including strategies that provide students with the skills and confidence needed to resolve conflict in a non-violent way. The hope is by offering the Fourth R program with the Grade 7-9 students, the schools will see a decrease in bullying in the school and at the community-level. Additionally, students will become more resilient and capable to dealing with conflicts in a non-confrontational manner.

The Sahtu DEC has one staff member who has taken part in the Fourth R Train-the-Trainer program. In 2016-17, this staff member has provided the training to implement and deliver the program in the Sahtu. In 2017-18, the staff member will travel to the Beaufort-Delta to provide similar training to some of the teachers from that region, as well she will provide additional training to teachers in the Sahtu – namely the new teachers to the region. This will ensure that all five schools are implementing the Fourth R program. This initiative has been funded by both the Sahtu DEC and Education, Culture & Employment.

LGBTQ Programming

Mackenzie Mountain School continues working with Municipal and Community Affairs (MACA) to establish and grow the Rainbow United Gay and Straight Alliance (GSA) student group. Although this initiative began as a vision by one staff member in the school, it has evolved into a school-wide program. Through the funding, the school has hosted a Valentine's Day Dance, community movie night, pizza nights, group only movie nights, teambuilding activities, a new GSA library for the entire school, and school-wide Pride initiatives. In March 2017, a staff member and 5 students attended the Rainbow Youth Conference held in Yellowknife. The Rainbow Youth Conference addresses such topics as LGBTQ+ organizations, resources, support systems, and building more inclusive communities in the Northwest Territories.

At the 2017 Sahtu Teachers' Conference, the staff member who has taken the lead on this initiative at Mackenzie Mountain School presented a session to other staff members in the region on the LGBTQ+ programming at the school. She presented this information in order to demonstrate how each school could develop a similar program to support the LGBTQ+ community in each of the five schools. This staff member was invited by Education, Culture & Employment to present a session at the Rainbow Youth Conference, which was held in Yellowknife in March 2017.

Additionally, in February, the Sahtu DEC had three staff members participate in the Sports North Conference in Yellowknife. One day of the three-day conference was dedicated specifically to inclusiveness and the LGBTQ+ community in sports. Attendance was well received by the teachers who participated in the three-day conference and they returned to their schools with strategies on how to increase inclusivity of the LGBTQ+ community in their respective schools.

In 2017-18, the Sahtu DEC hopes that the LGBTQ+ initiatives occurring at Mackenzie Mountain School may be a model for the other four schools in the region. Additionally, further supports for schools can be found in the Safe and Caring Schools handbook. By each school promoting inclusiveness and support for the LGBTQ+, communities will become more tolerant and accepting of others.

Self-Regulation

Each school has access to a wide range of Self-Regulation tools and strategies. Tools range from the large items such as stand-up desks and stationary bikes to small items such as fidgets and alternative

seating arrangements. Several teachers have taken the Mindfulness Fundamental course and a few of them have taken the Mindfulness in the Classroom course through Mindfulschools.org. Many of the staff members who have taken the Mindfulness in the Classroom have left the region therefore new staff members are constantly being recruited. Some of the strategies used range from Mindfulness practice to brain breaks, depending on the students' needs. The Education Body consultants and the Educational Psychologist often are invited to observe classroom to provide suggestions of tools and strategies. The Program Support Teacher and teachers also consults with the Occupational Therapist and Speech Language Pathologist for any suggestions that they have. As each school and each classroom are at different levels of implementing Self-Regulation strategies, the support varies among school and classroom. The School Based Team (Principal, PST, and at least one teacher) is an important component in ensuring that teachers get the support they need. Staff turnover has been an obstacle in creating a regional team therefore the strength in the school team has been the most effective means of ongoing Self-Regulation development.

There has been progress in the teachers' implementation and students' involvement in Self-Regulation adoption. There are fidget boxes in each classroom that are clearly identified so that any child who needs a certain fidget can access it anywhere in the school. There are areas in all but one school (due to lack of space) that allows students to up or down regulate based on their needs. Alternate seating and desk arrangements are available in many of the classrooms. Students are beginning to advocate for themselves based on their needs of Self-Regulating. This is ongoing and continuous support is determined by the changing needs of the students and staff.

Teaching and Learning

Reading

Balanced Literacy initiatives have been underway in the Sahtu since 2008. On-going focus on reading interventions, in particular Levelled Literacy Intervention (LLI), highlight both teacher learning growth in instruction of reading, and strategic interventions in student learning to improve reading achievement.

A promising literacy initiative introduced in September 2016, Reading Across the Disciplines (*Reading Apprenticeship*), focuses grades 5 – 12, and falls within the Balanced Literacy initiatives underway in the Sahtu. The emphasis is direct explicit instruction in reading comprehension strategies in the content areas: self-monitoring, making connections, analyzing, sequencing, predicting, inferring, synthesizing, evaluating

There is explicit instruction in reading comprehension process: Before Reading, During Reading, After Reading.

The *Reading Apprenticeship* Framework builds:

- the social and personal dimensions of reading in content areas
- metacognitive conversations where thinking is made visible
- the cognitive dimension where readers assemble a reading comprehension toolbox
- the knowledge-building dimension where students surface schema and continue to build schema in the disciplines

All five schools in the region have received STIP hours and focus on improved instructional practices in reading is greatly facilitated by the addition of time for teachers to learn together. STIP hours enable collaboration time essential to improving teacher skills and provide time for teachers to target reading goals and to monitor success through analysis of reading data.

Teachers in grades 1 through 6 have received on-going in-service in reading assessments, using Fountas and Pinnell as the assessment tool. This past school year, six teachers attended the LLI workshops given by the Calgary Learning Consortium. Each of the five schools in the region now has one or more teachers trained in LLI. Interventions to target struggling readers work in conjunction with balanced literacy classrooms, and guided reading groups, which occur in all five schools. A major challenge is on-going teacher turnover, but the Sahtu continues to in-service teachers in reading instruction and assessment. For example, in the past year, two schools which had high teacher turnover received in-service from a reading consultant, in an effort to keep the teacher knowledge base consistent and the learning strategies and routines in reading consistent. In 2017-2018, the strong focus on reading growth and LLI continues. Over the past nine years there is incremental growth in elementary teachers' facility to teach reading and make interventions based on reading assessment data. Teachers have learned how to assess reading, where and when to make interventions, and how to monitor student growth in reading over time.

- Timelines: yearly targets since 2008 to improve reading achievement in all five schools within the region. Measurement tool is Fountas & Pinnell Reading Assessments and data gathered in Fall, Winter, and Spring to monitor reading growth and achievement in all five schools. Teacher learning in Levelled Literacy Intervention (LLI) has been underway since 2010 with the target of having one or more teachers skilled in LLI providing reading intervention in each school. In 2016/17 two schools opted to have 1.0 position dedicated to Literacy interventions at the school level. Balanced Literacy approaches and Guided Reading groups occur in all five schools with daily practice in both. LLI occurs daily in periods of 3 - 6 weeks focused instruction. Levelled reading groups and interventions are fluid and growth-orientated.
- Sources of funding: SDEC and SSI funds to cover teacher travel to LLI training at Calgary Consortium in the Fall; Reading Consultant Daren Patterson travelled to two schools in the Fall to in-service teachers in Balanced Literacy and Guided Reading instruction. The Regional School Programs Consultant travelled with Daren to the schools.

Numeracy

The Sahtu's numeracy initiative is described in the section *Student Outcomes and Success*. Teacher learning is a vital facet of the initiative; grade 1 – 3 teachers received in-service in numeracy assessments, teaching concepts and learning concepts through manipulatives, and curriculum-based planning. In 2017-2018, grade 4-6 teachers will receive similar in-service. Innovative approaches to teaching math literacy/discourse through daily *math talks* and *bet lines* for word problems will be

underway in all five schools in the coming school year. Curriculum-aligned formative assessments gauge student achievement of learning outcomes in numeracy strands in grades 1 – 6. *Key Math*, the assessment tool used since 2015, will continue in grades 7 – 9, and beyond, as appropriate.

- Investment considerations: In 2016/17 approximately \$110 000 dedicated to teacher training and purchase of K-6 numeracy manipulatives for each school. A numeracy contractor travelled to five schools in the Fall and Spring to deliver school-based in-service. Grade 1-3 teachers attended a two-day in-service in Norman Wells in the Fall. The Regional School Programs Consultant travelled with the contractor to the schools.

Literacy Across the Disciplines (*Reading Apprenticeship*)

Closely aligned to the numeracy initiative is having grade 10-12 Math teachers apply *reading apprenticeship* strategies within their Math classrooms. In 2017-2018, these teachers will focus on math discourse and building students' abilities to communicate mathematical thinking. Some teachers who have received *Reading Apprenticeship* training may feel confident to apply other aspects of the framework too, but for the coming year, the expectation is that there will be a strong focus on math literacy in the higher grades. To date, nine Sahtu teachers have received *Reading Apprenticeship* training by contractors at two workshops in Yellowknife. In October 2017, some teachers will receive second year training, and others will receive the training for the first time. On-going training builds capacity and continuity within the initiative, across the Sahtu. Members of this regional team will lead mentorship and collaboration in Literacy Across the Disciplines at the school level.

Whole Region Writes

This initiative is described in-depth in the section *Student Outcomes and Success*. Innovative instructional practices include the student strengths-based approach which embeds the writing time and topic within the natural flow of the learning underway in the classroom. Engaged student writers who write to learn in a variety of contexts and across the curriculum will signal the success of the initiative.

- Investment considerations: In January 2017, ECE invested \$45,000, in Grade 3-7 teacher in-service in writing assessment using rubrics. Included in this amount was the cost of travel for two regional consultants to visit YK#1 and Tlicho to observe best practices in writing assessment. In May 2017, SDEC invested \$30,000 in Grade 8-12 teacher in-service in writing assessment using rubrics.

Experiential Learning, Year-round Calendars, and Alternative Scheduling

Chief T'selehye School in Fort Good Hope has completed two years of innovative practice by offering a year-round calendar and hands-on learning for students by running a pizza and bagel shop at the school. The latter allows students first-hand experience with entrepreneurship, while building multiple skills across the curriculum. Both innovative approaches to support student success will continue into the next school year.

Other examples of experiential learning include the grow-your-own-food initiative at ʔEhtseo Ayha and Chief Albert Wright schools, where cross-curricular learning outcomes are achieved as students learn to cultivate vegetables and plants. Four schools in the region offer culinary arts and industrial arts programming. Two schools instruct in foods catering and provide opportunities for high school students to cater community functions as a means to learn transferable skills. Cultural and *on the land* cultural programming in all five schools offer experiential learning such as trapping and fish and animal harvesting. Learning that achieves student learning objectives that are not necessarily academic, but is nonetheless challenging and rigorous, helps engage students across the learning spectrum and provides multiple entry points for all students to succeed.

Chief Albert Wright School (host to the Alternative High School Program) is completing two years of offering alternate education options. Flexible programming, attendance policies that allow for students to *pick up where they left off*, and evening classes are some of the ways the school is working for student success among the older student demographic that wishes to complete grade 12 graduation or upgrade to enter post-secondary. On June 09, 2017 four adult students celebrated grade 12 graduation through the True North program (as it is known in Tulita). Credit acquisition is tracked and student progress is monitored by the True North teacher; this teacher encourages and counsels students in academic progress and pathways to and beyond graduation, academic and career goals, and in perseverance to complete the course of studies.

Professional Learning

The Sahtu DEC is responsible for providing professional learning opportunities to build the capacity of their education staff in the North. These opportunities are planned in alignment with both ECE and Sahtu DEC priorities.

Outlined below are planned professional learning themes for the next school year. An explanation of how each professional learning theme aligns with ECE priorities is also provided. Only group-based professional learning opportunities are included.

The below topics have been decided upon based on discussions with the staff of the schools. These topics are considered important enough to focus upon as a region. As issues arise in the schools, the Sahtu DEC with consultation of the schools, will search for appropriate learning opportunities. Some of these specific issues will be noted in the appropriate sections below. Professional and student academic improvements are the goals of these Professional Learning Opportunities.

1. Yearly Principals PD conference in Alberta
2. Literacy and Numeracy consultant visiting the region offering specific school in-service
3. PLCs for the Principals

4. PLCs for the PSTs
5. MAPS (Making Action Plans) and PATHS (Promoting Alternative Thinking Strategies) training for PSTs and Principals
6. Student Support Assistants conference in Alberta
7. Region Writes workshops for High School Teachers
8. Self –regulation strategies for teachers to implement in their classrooms
9. Zones-of-Regulation workshop for classroom teachers

Professional Learning for Principals

The Sahtu DEC supports Professional Learning for the Principals in a variety of ways. The Principals meet three times a year in Norman Wells. During these meetings, together with the PSTs, they receive information on new innovations in education. In 2016-2017, behaviour data recording and collection was discussed. Moving forward, strategies dealing with specific behaviours will be addressed as indicated by the data. Discussions regarding inclusive schooling and what it will look like in our communities have been brought up in every meeting. Person Centered Planning will be expanded upon to improve inclusive schooling practices. Making Action Plans (MAPs) and Planning Alternative Tomorrows with Hope (PATHs) are the two Person Centered Planning tools that will be used in the Sahtu. In 2017-18, Principals and PSTs will be given MAPs and PATHs training. In 2018-19, the school teams will be given training. In 2019-20 we will offer the training to the rest of the staff with any new Principals and PSTs. From then on, any new staff members will receive the training. The MAPs and PATHs training will be delivered by the Inclusive Schooling Coordinator and ongoing support will be given onsite to the schools.

The Principals will have regular conference calls, chaired and moderated by the assistant-superintendent, to support and strengthen the Professional Learning Communities (PLCs) that are happening in each of their schools. PLC topics will be determined by the Principals based on their requirements. Further conversations are planned as needed to support each school based on where they are at in the process.

Every year, the Principals attend a teachers' conference in Alberta. They are able to choose presentations that interest them and will offer some strategies that they will be able to implement in their practice. The Principals will submit a short one-paragraph report summarizing the sessions that they attended and how that will assist them in their everyday practice.

Professional Learning for PSTs

The Sahtu DEC supports Professional learning for the PSTs in a variety of ways. The PSTs meet three times a year in Norman Wells. As noted in the Principals section, behavioural data, inclusive schooling, MAPS and PATHS, will be covered in 2017-2018.

The PSTs will have regular conference calls, chaired and moderated by the RISC, to support and strengthen their Professional Learning. The topics will be determined by the group in order to support Inclusive Schooling.

The School Programs Consultants will visit the schools on a regular basis. At that time, the consultants offer supports requested by the PSTs based on their needs.

Professional Learning for Teachers

The Sahtu DEC supports Professional learning for the teachers in a wide variety of ways. In 2016-2017, a literacy consultant and a numeracy consultant were hired to offer workshops and one-on-one support in guided reading and math manipulatives for JK to grade 4 teachers. These workshops and one-on-one support will continue in 2017-2018 and may be expanded to include other grade levels.

Revolving High School Region Writes workshops started in 2017-2018, and will continue in each new school year for at least the next three years. During 2017-2018 the workshop was held in Deline while future workshops will be offered in different communities and are yet to be determined. Two to three high school teachers from each school will be brought together to develop the rubric for each high school grade to mark high school writing. Constant feedback is requested to improve the rubric and writing assessment process. Each school will have a lead teacher or group of teachers that are familiar with the rubric and assessment process.

Self-Regulation will be supported on a continuing basis. One program that will be offered is Zone-of-Regulation workshops which will be offered to JK - 2 teachers in 2017-2018. In 2018-2019, there will be a grades 1 - 3 teacher focus and 2019-2020 will focus on grades 4 – 5 teachers. Other Self-Regulation initiatives are being supported on a one-to-one basis based on the needs of the students in the classroom and the comfort level of the teacher.

As mentioned earlier, each school and classroom needs are unique therefore the School Based Team will take the lead in Self-Regulation strategies. A regional team is dependent on no staff turnover and has been difficult to set up in the past. Building capacity in the school is, in our experience, the best option in maintaining any continuity in any program introduced into the schools.

The Education Body Consultants will offer a workshop to the grades 7 to 12 teachers with their students to give the students information about the NWT high school credit system. This is to help clarify the requirements needed to complete a high school diploma, and to explain requirements for entry into any given post-secondary programs.

Professional Learning for Student Support Assistants

The Sahtu DEC supports Professional learning for the Student Support Assistants in a wide variety of ways. In the past, each year-one Student Support Assistant (SSA) from the region was sent to the Educational Assistant Conference in Edmonton. In 2016-2017, we were able to send one (SSA) from each school to the conference. All of the SSAs will be invited to attend the Territorial Teachers' Conference in 2018. In the winter of 2019 and 2020, one SSA from each school will again be given the opportunity to attend the Educational Assistant Conference in Edmonton. Telephone conferences have been organized with Family Liaison Coordinator of the N.W.T. FASD Family and Community Support Program and the PREP Program, an organization in Calgary that supports families with children who have Down Syndrome. This will continue in 2017-2018 and 2018-2019. The SSAs have gained more information and skills on how to support student who are on the FASD or Down Syndrome spectrums.

Funding for Professional Learning

The majority activities will be funded internally except for the hiring and transporting of the externally hired literacy and math consultants. Travel costs are an issue with all Professional Learning therefore new avenues of Professional Learning are always being explored. Internet connection has also been a source of Professional Learning challenges. We are always searching for alternate methods of delivering Professional Learning.

There is no accurate methodology of determining the cost of each Professional Learning Activity. The activities rarely occur in isolation, often being combined with other activities.

Student Outcomes and Success

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Academic Achievement.

Numeracy

Based upon research in mathematics teaching, and observations of learning needs across the Sahtu region, strategies and daily routines that engage students in rich conversations about mathematical thinking and that build mathematical literacy (vocabulary, syntax, and meaning) will over time strengthen achievement of math outcomes. Greater attention to engaging conceptual thinking and understanding, and building math literacy, along with curriculum-based teacher planning, and curriculum-based pre-assessments and formative assessments, are directions forward. Manipulatives are tools used in teaching and learning that hold great potential to deepen conceptual understanding. Pre-assessments and formative assessments in grades 1 – 6 provide timely information to teachers as to whether a numeracy concept has been mastered or not. Teachers are well positioned to adjust instructional practices as needed, and to re-visit or to enrich concepts based on the pre and formative assessments. By the end of the 2017 – 2018 school year, teachers in grades 1 – 6 will have gathered data to reflect student achievement in numeracy, based upon the curriculum-aligned assessments. The assessment tool, *Key Math*, will be used in the Spring of 2018 to measure mathematical achievement in grades 7 – 9. *Key Math* assessment data has been collected in grades 1 – 9 since 2015.

Literacy: Writing

Sahtu Whole Region Writes

Through on-going classroom, school, and regional collaborative assessment of writing K-12, educators will refine their skills in assessing student writing based on curricular outcomes and the use of rubrics, and will investigate and implement strategies to assist students reach and exceed those writing outcomes.

Rigorous teaching of writing and collaborative assessments, together with refining region-wide rubrics and clear identification of standards of achievement will allow year-end summative assessments, but importantly, on-going assessments for learning.

Whole Region Writes will be held in the fall, winter, and spring each year across the region. Writing samples are marked collaboratively by school staff, using grade level rubrics. Data is collected and monitored by teachers. Based on the data, a teacher may alter instructional strategies for a whole class or for individual students. The collaborative assessment of writing allows teachers to gauge standards of achievement and to closely monitor student growth in writing achievement. The information gathered and process of collaboration can inform next steps for teacher learning. For example, STIP hours may be used to improve teacher instructional practices in writing, based on teachers' determination of what is needed to improve student writing.

Student Attendance

Regular school attendance is a contributing factor to student success and career readiness. Students who attend school regularly tend to perform better at school. An attendance rate of 90% or higher is a good objective to have to best support student success. Attendance is defined as the number of students who are present at school and at school-sponsored activities, such as field trips, on the land camps, and sporting events during regular school hours. Students who are not present due to sickness, truancy, or other reasons are not counted as present, even if they have an excused reason from parents/guardians.

Generally, attendance initiatives in the Sahtu are at the school level. However, at the board office level, we stress the importance of student attendance at principal meetings and monitor this through power school. In addition, if any principal has an attendance initiative that requires specific resources, the board office contributes where and when appropriate. This can take the form of an extra budget line or the provision of whatever other available requested resources.

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Student Attendance.

Mackenzie Mountain School

- Norman Wells Community Justice award at the assembly each month.
- End of semester draws for students who have 80% attendance and over and less than 10 late arrivals (K-3, 4-8, 9-12).
- Students who have won the draw have their picture up on the wall in the office.
- Students from grades 10-12 who have less than 10 late arrivals, maintain at least 90% attendance (excluding excused absences) and a grade-point average of 70% in all of their classes will be granted an exemption from one final examination of their choice per semester.
- Big Paw, Little Paw program where once a month older students are paired with younger student in an activity to support literacy and attendance.
- Big Paws encourages the Little Paws to attend school on a regular basis.

Ehtseo Ayha School

- Attendance awards at weekly assemblies.
- Communication between the teacher and parent(s) or guardian(s) regarding absenteeism.

Colville Lake School

- Perfect attendance qualifies student for extra pizza on Fridays.
- Extra computer and/or recreational time.

Chief Albert Wright School

- Token tickets with a weekly draw – prizes and money

Chief T'Selehye School

- Principal's Early Bird program where the gym is open in the morning for activities
- Morning messages to parents on the radio discussing school events and the importance of attendance.
- Calls home to parents when students are late or not attending.
- Daily morning assembly where students do team building activities, award ceremonies, and stars of the week.
- Physical Education program in the morning for the Junior and Senior high to get students to school on time.
- Incentives such as the Post Secondary Tours and Cultural Exchanges that are based on student attendance, attitude, and academics.
- Extend the programming into extra curricular activities with eligibility based on attendance, students need to be at school on time to participate, this is for sports such as basketball, dance, and after school skiing.
- Students get to participate in running the Eagles Nest Café if they attend regularly.
- Breakfast program from 8:00-8:30 every day.

Efficient Administration of Boards

Human Resources Management

School Staff Recruitment and Retention

The following outlines Sahtu DEC's plan to ensure that schools are resourced to meet the priorities and needs of students. As part of recruitment and retention planning, Sahtu DEC considers retirement, transfers, resignations, terminations, and contract non-renewals. Together with attrition rates, length of service provides information on staff turnover. Person years are allocated according to the School Funding Formula.

Table 5: Budgeted Person Years for General School Staff

Allocated Person Years for General School Staff by School

Schools	General School Staff					Total
	Administration Staff	Teachers	Consultants	Secretaries	Custodians	
Regional	5.50	46.68	1.75	1.98	5.39	61.30

Budgeted Person Years for General School Staff by School

Schools	General School Staff					Total
	Administration Staff	Teachers	Consultants	Secretaries	Custodians	
Regional	7.0		3.0			10.00
N.Wells		11		1.0	1.5	13.50
Tulita		9		1.0	1.5	11.50
Fort.G.H		11		1.0	1.5	13.50
Deline		8		1.0	1.5	10.50
Colville		4.5		0.0	0.5	5.00
TOTAL	7	43.5	3.0	4.0	6.5	64.00

Table 6: Allocated and Budgeted⁶ Person Years for Inclusive Schooling and Aboriginal Language Staff by School

School	Inclusive Schooling Staff											Aboriginal Language Staff			
	Regional Coordinator		Program Support Teachers ⁷		Support Assistants		Wellness Counsellors		Magnet Facilities Staffing		Total IS		Total AL Staff		
	A*	B†	A	B	A	B	A	B	A	B	A	B	A	B	
Regional Office	1.0	1.5										1.0	1.5	0.5	2.75
N..Wells			1.2	2	2.3	1.6	0.25					3.75	3.6	1.54	0.5
Tulita			1.0	1	1.6	1.2	0.25					2.85	2.2	1.71	2.0
Fort.G.H			1.1	1	2.1	2.8	0.25					3.45	3.8	1.96	1.25
Deline			1.0	2	1.5	2.0	0.25					2.75	4.0	1.67	1.9
Colville			1.0	1	0.8	0.8	0.25					2.05	1.8	1.50	2.0
TOTAL	1.0	1.5	5.3	7	8.3	8.4	1.25					15.8	16.9	8.88	9.4

*A is allocated
 †B is budgeted

⁶ With the implementation of the Ministerial Directive on Inclusive Schooling (2016), budgeting by Education Bodies for Inclusive Schooling PYs will only be done for the 2017-2018 school year. Movement towards compliance to the Directive will be reflected in the Operating Plan for 2018-2019 with the removal of all “Budgeted” columns.

⁷ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.



Outlined below are the hiring and training strategies that are used to fulfil the budgeted person years, allocated Inclusive Schooling and Aboriginal Language Staff person years, and to promote staff retention. Our current practice is to request that staff members fill out letters of intent in mid-February. These letters of intent are non-binding, but they do give us an indication of what our staff needs are likely to be for the upcoming year.

As staff members finalize their plans to resign or transfer, we post the positions on the GNWT Employment site, the NWTTA jobs site and Education Canada Network.

Currently, we also have an ALCIP (Aboriginal Language and Culture Instructor Program) underway in Tulita. We had six candidates complete the program in June 2017. These Language and Culture Instructors will then be in a position to replace our current instructors, some of whom are nearing retirement age.

Completion of Performance Reviews

All education staff, including principals, teachers, support assistants and program support teachers are required to undergo a performance review on a regular basis. Performance reviews are important in developing individual staff growth plans.

The number of all education staff that requires an evaluation in the next school year is 17.



Sahtu DEC Governance

DEA/DEC Operations

Education Bodies are governed by the *Education Act of the Northwest Territories*. A complete list of responsibilities can be found in the *Education Act* (Sections 117, 118).

Effective Management of Honoraria and Travel Allowances

Members of the Sahtu DEC are eligible to receive honoraria and travel allowances for DEA/DEC meetings they attend. It is the responsibility of the Sahtu DEC to ensure that only members who attend meetings receive these monies, or that members return unqualified monies.

The budgeted cost of honoraria and travel allowances for board members/trustees is \$37,500.

Regional trustees are paid an honorarium for each day of meetings they attend. In addition, they receive per diems at GNWT approved rates.

The aforementioned payments are made at each meeting and not by way of a single annual payment.

Records Management

Timely Implementation of ARCS and ORCS Schedules

ARCS and ORCS, the new records management tools, will be rolled out across all Education Bodies. These tools follow modern standards for file storage, archival, retrieval, destruction and security.

Table 7: Summary of ARCS and ORCS schedule

Question	Response
Has your Education Body identified a staff position that has been trained in records management through GNWT training (e.g. Records Toolbox Course)?	No
If yes to above, has this position been dedicated to managing records and documentation?	
Do you know the total number of records boxes to be processed?	No
If yes to above, how many?	
Do you have a schedule for processing records boxes?	No
If yes to above, how many do you plan to process this year?	



At this point, we do not have a schedule for the implementation of ARC/ORCS, nor have we identified a staff member who will be dedicated to managing records and documentation.

Financial Management

Accurate Implementation of Operating Budget

Sahtu DEC developed the following Operating Budget based on realistic cost assumptions for planned activities.

Table 8: Statement of Revenues and Expenses

Divisional Education Council/District Education Authority			
STATEMENT OF REVENUES AND EXPENSES			
Annual Budget - Consolidated			
	2017-2018 Budget	2016-2017 Approved Budget	2016-2017 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	14,276,421	13,964,000	14,297,641
French Language Contribution	55,000	55,000	55,000
Aboriginal Language Contribution	58,000	58,000	58,000
Other Contribution	55,000	659,600	597,931
Capital Contribution			
Total GNWT	14,444,421	14,736,600	15,008,572
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals	12,650	12,650	12,650
School Fees			
Sales			
Investment Income	25,000		25,000
Other		280,731	
Total Generated Funds	37,650	293,381	37,650
Transfers			
Transfers from Capital Fund			
Other (Specify)			
Total Transfers	0	0	0



TOTAL REVENUES	14,482,071	15,029,981	15,046,222
EXPENSES			
Administration	1,418,025	1,217,131	1,217,131
School Programs	9,256,359	9,689,783	9,689,783
Inclusive Schooling	2,347,704	2,517,099	2,517,099
Aboriginal Language/Cultural Programs	1,528,180	1,537,593	1,537,593
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	14,550,268	14,961,606	14,961,606
SURPLUS (DEFICIT)	(68,197)	68,375	84,616
ACCUMULATED SURPLUS (DEFICIT)	<u>631,232</u>	<u>614,813</u>	<u>699,429</u>



Table 9: Details of Inclusive Schooling Expenses

	Allocated Funding	Budgeted
Regional Coordinator(s)	174,544	263,664
Program Support Teachers ⁸	817,405	1,144,604
Support Assistants	870,168	810,936
Wellness Counsellors	141,800	
Magnet Facilities Staffing		
Others – please define:		
Staff Development	49,527	35,000
Staff Development Travel	22,168	40,000
Specialized Learning Material/Assistive Technology	70,873	14,000
Services Purchased/Contracted		30,000
Magnet Facilities		
Southern Placements		
Counseling/Healing	112,328	
Other (dues, freight etc.)		9,500
Not budgeted to date		
Total Inclusive Schooling spending	2,258,813	2,347,704

⁸ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.



Table 10: Sahtu Divisional Educational Council Details of Expenditures 2017/2018

**Divisional Education Council/District
Education Authority
DETAILS OF EXPENDITURES - Consolidated
Annual Budget**

FUNCTION

	ADMINISTRATION	SCHOOL PROGRAMS	INCLUSIVE SCHOOLING	ABORIGINAL LANGUAGES	TOTAL
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SALARIES

Teachers' Salaries		6,506,118	1,144,604	811,543	8,462,265
Instruction Assistants			810,936	43,025	853,961
Non Instructional Staff	908,873	1,476,261	263,664	573,612	3,222,410
Board/Trustee Honoraria	25,000				25,000

EMPLOYEE BENEFITS

Employee Benefits/Allowances		275,000			275,000
Leave And Termination Benefits					

SERVICES**PURCHASED/CONTRACTED**

Professional/Technical Services					
Postage/Communication				8,000	8,000
Utilities	150,152				150,152
Heating					
Electricity					
Water/Sewage					
Travel	71,000	122,000	40,000		233,000
Student Transportation (Bussing)		154,500			154,500
Advertising/Printing/Publishing		2,000			2,000
Maintenance/Repair					
Rentals/Leases					
Other					
Other Contracted Services		526,000			526,000

MATERIALS/SUPPLIES/FREIGHT

Materials	256,000	190,280	84,500	87,000	617,780
Freight	7,000	4,200	4,000	5,000	20,200

TRANSFERS TO CAPITAL**TOTAL**

	1,418,025	9,256,359	2,347,704	1,528,180	14,550,268
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