

# South Slave Divisional Education Council Operating Plan for 2017-2018 School Year (ending June 30, 2018)

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## Introduction

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All reporting within this South Slave Divisional Education Council (SSDEC) Operating Plan is inclusive of the District Education Authorities within the region.

The SSDEC was established in July of 1991 to govern and administer the schools in the five communities of Fort Smith, Hay River, Fort Resolution, Lutsel K'e and the K'atlodeeche. Council staff oversee the implementation of approved curriculum from junior kindergarten to grade twelve, and the development and implementation of local programs.

The SSDEC's Vision, Mission and Key Priorities are articulated in two foundational policies:

1. SSDEC Policy – Vision, Mission & Journey (revised February 2012)
2. SSDEC Policy – Key Priorities (revised January 2013)

More specific, measurable, appropriate, relevant, and time-bound (SMART) regional targets are updated annually.

The SSDEC is committed to a philosophy of education which is built upon a foundation of enabling communities, District Education Authorities (DEAs), schools, staff members, and parents assist students to reach their potential. Student achievement is at the heart of everyone's work at the SSDEC and is the common thread connecting the vision, mission, beliefs and values.

## Mission

The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.

## Vision

All individuals reach their educational potential.

## Goals

1. To improve student success in literacy.
2. To improve student success in numeracy.
3. To increase understanding and practice of socially responsible behaviour by all members of the school community.

## South Slave Divisional Education Council Demographics

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

		Number of Students														
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	FTE Total
Fort Resolution	Deninu	n/a	7	4	2	12	7	12	6	9	5	4	20.5	13	8.5	110
Fort Smith	Joseph Burr Tyrrell	n/a	41	53	31	36	38.5	46	37.5	n/a <sup>2</sup>	n/a	n/a	n/a	n/a	n/a	283
Fort Smith	Paul W. Kaeser High	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	41	24.5	65	41.5	38.5	245.5
K'atlodeeche	Chief Sunrise Education Centre	n/a	4	4	3	6	3	5	4	4	5	2	11	1.50	0	52.5
Hay River	Diamond Jenness Secondary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29.5	43	52	50.5	41	216
Hay River	Harry Camsell	n/a	37.5	45.5	36.5	36	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155.5
Hay River	Princess Alexandra	n/a	n/a	n/a	n/a	n/a	44.5	43.5	33	43	n/a	n/a	n/a	n/a	n/a	164
Lutsel K'e	Lutsel K'e Dene	4	2	5	1	5	3	3	7	5	3	6	11	5	3	63
<b>DEC Total</b>		<b>4</b>	<b>91.5</b>	<b>111.5</b>	<b>73.5</b>	<b>95</b>	<b>96</b>	<b>109.5</b>	<b>87.5</b>	<b>96</b>	<b>83.5</b>	<b>79.5</b>	<b>159.5</b>	<b>111.5</b>	<b>91</b>	<b>1289.5</b>

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

<sup>2</sup> Not applicable

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

Program	Number of Students (FTEs)
Alternative High School Program	n/a <sup>3</sup>

**About the region**

Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for the South Slave Region is approximately 7176.

The most prominent languages spoken in the South Slave Region includes English (99.6%), French (9.7%), Chipewyan (6.0%), Cree (3.0%), South Slavey (1.5%), Inuktitut (1.1%), Tłı̄chǫ (Dogrib) (1.0%), North Slavey (0.7%), and other languages (4.5%), 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).

**Community/public services**

All eight SSDEC schools provide access to their gymnasiums for sporting events and community recreation programs. Several schools also provide community and organization access to the school libraries and kitchens. The Hay River schools host the annual NWT Track and Field Competition. Traditional Games Tournaments, Career Fairs, Science Fairs and Heritage Fairs and Skills Canada competitions are common at various school locations each year as well. Each community’s DEA office is located in one of the community schools. Partner organization presentations are not uncommon, and at least three schools have rooms dedicated to Health and Social Services personnel who have scheduled hours in those schools. An Aboriginal Headstart program is located in one of our schools and two schools host the community gardens. The Hay River schools share space and bussing with commission scolaire francophone.

<sup>3</sup> Not applicable as formal Alternative High School Programs are not currently offered at South Slave DEC.



## School Profiles

Table 3: SSDEC School Profiles 2017-18

School	Community	Community Population	Grades Offered
Harry Camsell School			JK-3
Princess Alexandra School	Hay River	≈3725	4-7
Diamond Jenness Secondary School			8-12
Joseph B. Tyrrell Elementary School	Fort Smith	≈2450	JK-6
Paul W. Kaeser High School			7-12
Deninu School	Fort Resolution	≈500	JK-12
Chief Sunrise Education Centre	K'atlodeeche	≈330	JK-12
Lutsel K'e Dene School	Lutsel K'e	≈325	JK-12

### *Lutsel K'e Dene School (LKDS)*

There will be 8 NWTTA positions staffed at LKDS including one principal, one vice principal/program support teacher, one literacy coach, one aboriginal language instructor (Chipewyan), and 4 classroom teachers. There will also be 3.8 support staff including secretary/DEA secretary-treasurer, custodian, and support assistants. The anticipated enrolment is 58 students.

Table 4: LKDS Classes and Grades

Grade Levels (including split classes)	# of classes
Grade JK-2	1
Grade 3-5	1
Grade 6-8	1
Grade 9-12	1

### *Chief Sunrise Education Centre (CSEC)*

There will be 7 NWTTA positions staffed at CSEC including one principal, one literacy coach/program support teacher, one aboriginal language instructor (Slavey), and 4 classroom teachers. There will also be 3.6 support staff including DEA secretary-treasurer, custodian, and support assistants. The anticipated enrolment is 59 students.

Table 5: CSEC Classes and Grades

Grade Levels (including split classes)	# of classes
Grade JK-2	1
Grade 3-6	1
Grade 7-9	1
Grade 10-12	1



**Deninu School (DS)**

There will be 12 NWTTA positions staffed at DS including one principal, one program support teacher, one literacy coach, one aboriginal language instructor (Chipewyan), and 8 classroom teachers. There will also be 3.6 support staff including secretary/DEA secretary-treasurer, custodian, and support assistants. The anticipated enrolment is 97 students.

Table 6: DS Classes and Grades

Grade Levels (including split classes)	# of classes
Grade JK-K	1
Grade K-1	1
Grade 2-4	1
Grade 5-6	1
Grade 7-9	1
Grade 10-12	1

**Joseph Burr Tyrrell Elementary School (JBT)**

There will be 21 NWTTA positions staffed at JBT including one principal, one vice principal/literacy coach, one vice principal/teacher, one program support teacher, two aboriginal language instructors (Chipewyan, Cree), two French immersion teachers, one core French teacher, one physical education teacher, and 11 classroom teachers. There will also be 6.7 support staff including secretary, custodians, and support assistants. The anticipated enrolment is 310 students.

Table 7: JBT Classes and Grades

Grade Levels (including split classes)	# of classes
Junior Kindergarten	2
Kindergarten	2
Grade 1	1
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	1
Grade 5-6	1
Grade 6	1
Grade 1-3 French Immersion	1
Grade 4-6 French Immersion	1

**Paul W. Kaeser High School (PWK)**

There will be 22 NWTTA positions staffed at PWK including one principal, one vice principal/program support teacher, one vice principal/teacher, two instructional coach/teachers, two aboriginal language instructors (Chipewyan, Cree), two French immersion teachers, one core French teacher, and 12 other classroom and specialist teachers. There will also be 7.7 support staff including secretary, custodians, and support assistants. The anticipated enrolment is 240 students.



Table 8: PWK Classes and Grades

Grade Levels (including split classes)	# of classes
Grade 7	1
Grade 8	1
Grade 9	1
Grade 7-9 French Immersion	2
Grade 10-12	6
Trailcross Treatment Centre	1

***Harry Camsell School (HCS)***

The will be 13 NWTTA positions staffed at HCS including a half time principal, one vice principal/teacher, a half time program support teacher, one literacy coach, one aboriginal language instructor (Slavey), one core French teacher, and 8 other classroom teachers. There will also be 5 support staff including secretary, custodian, and support assistants. The anticipated enrolment is 204 students.

Table 9: HCS Classes and Grades

Grade Levels (including split classes)	# of classes
Junior Kindergarten	2
Kindergarten	2
Grade 1	2
Grade 2	1
Grade 2-3	1
Grade 3	1

***Princess Alexandra School (PAS)***

The will be 11 NWTTA positions staffed at PAS including a half time principal, one vice principal/literacy coach, a half time program support teacher, one aboriginal language instructor (Slavey), one intensive French teacher, and 7 classroom teachers. There will also be 5 support staff including secretary, custodians, and support assistants. The anticipated enrolment is 155 students.

Table 10: PAS Classes and Grades

Grade Levels (including split classes)	# of classes
Grade 4	1
Grade 4-5	1
Grade 5	1
Grade 6 Intensive French	1
Grade 6-7	1
Grade 7 Post Intensive French	1





***Diamond Jenness Secondary School (DJSS)***

The will be 18.5 NWTTA positions staffed at DJSS including one principal, one vice principal/teacher, two program support teacher/teachers, one instructional coach, one aboriginal language instructor (Slavey), a half time post intensive French teacher, and 12 classroom and specialist teachers. There will also be 5.8 support staff including secretary, custodians, and support assistants. The anticipated enrolment is 218 students.

Table 11: DJSS Classes and Grades

Grade Levels (including split classes)	# of classes
Grade 8	1
Grade 8 Post Intensive French	1
Grade 9	1
Grade 9 Post Intensive French	1
Grade 10-12	7



## Student Development Information

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### 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.

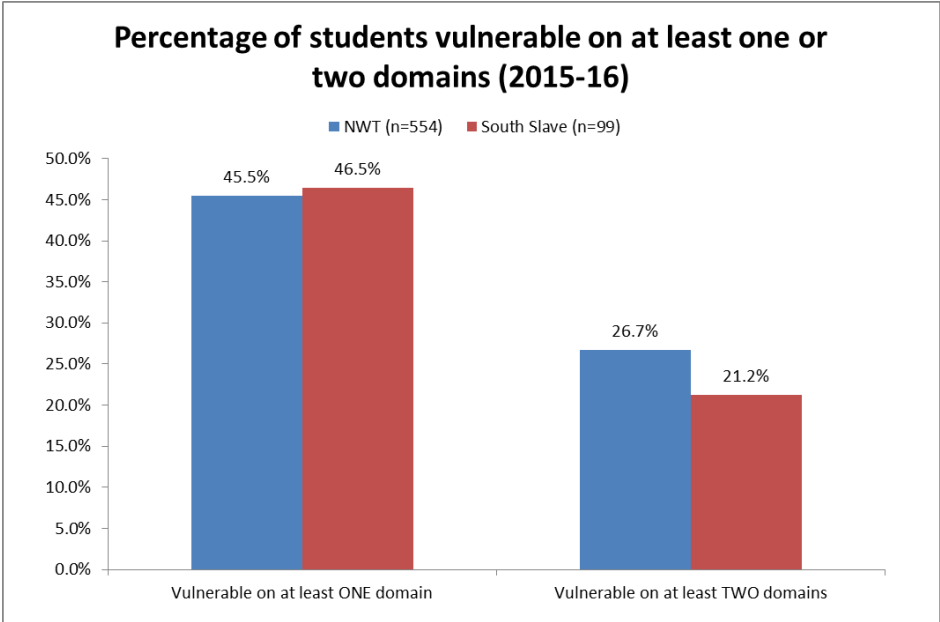
The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage who are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered 'vulnerable' and children scoring in the 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 Canada<sup>4</sup>. 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.

According to Early Development Instrument (EDI) 2015-16 results (see figure 1), 46.5% and 21.2% of kindergarten students were reported as being vulnerable on at least one and two domains respectively. For students in the South Slave Region, the vulnerability rate on at least one domain was nearly equal to the NWT average, whereas the vulnerability rate on at least two domains was below the NWT average.

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<sup>4</sup> For more information on the EDI, visit <https://edi.offordcentre.com/>.

Figure 1: Early Development Instrument Results for South Slave DEC and NWT

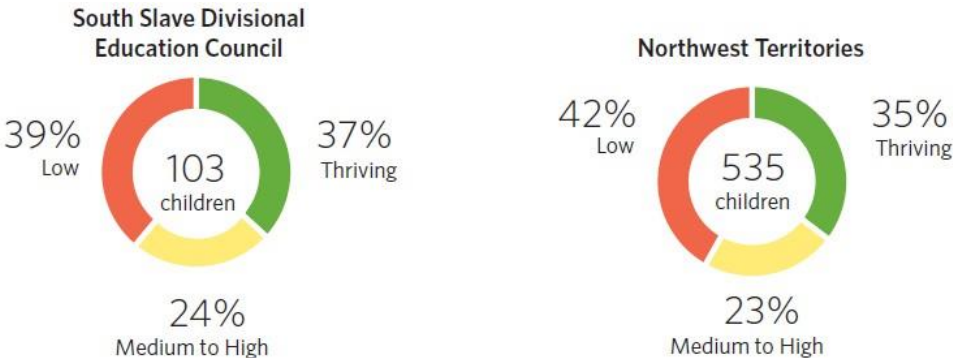


**Middle Years Development Instrument**

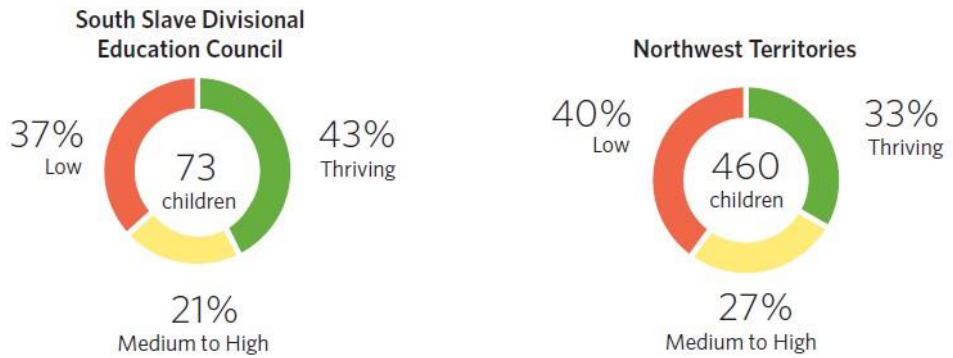
The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report questionnaire to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and in the community. This work is managed by researchers at the Human Early Learning Partnership (HELP).<sup>5</sup> 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.”

According to Middle Years Development Instrument (MDI) 2015-16 results (see figures 2 and 3), 37% of students in Grade 4 and 43% of students in Grade 7 in the South Slave Region are considered “thriving” on the Well-Being Index. These percentages of both Grades 4 and 7 students considered “thriving” on the Well-Being Index are above the NWT averages.

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



**Figure 3: The Well-Being Index Results for Grade 7 Students in South Slave DEC and NWT**



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



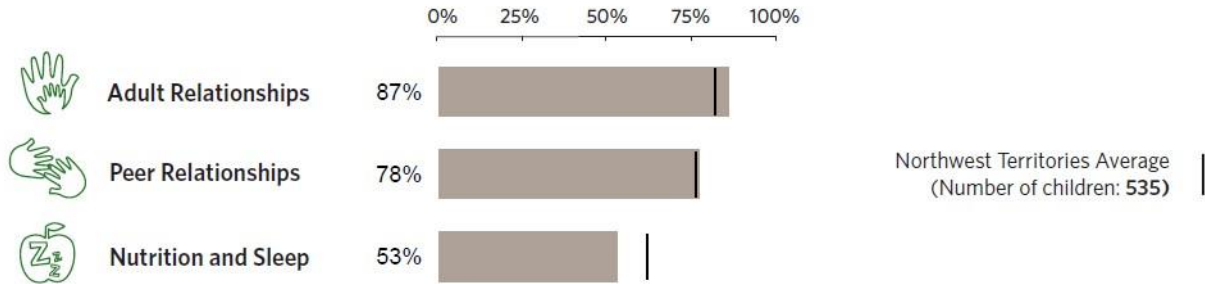
The MDI also includes questions on the Assets Index. The Assets Index combines measures that highlight four key assets that help to promote children’s positive development and well-being. Assets are positive experiences, relationships or behaviours present in children’s lives.

According to the Assets Index results in the MDI 2015-16, the percentages of Grade 4 students in the South Slave Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition and Sleep were 87%, 78%, and 53%, respectively (see figure 4). The percentage of Grade 4 students that reported a presence of Adult Relationships is above the NWT average, whereas the percentage of Grade 4 students that reported the presence of Nutrition and Sleep is below the NWT average.

**Figure 4: The Assets Index Results for Grade 4 Students in South Slave DEC and NWT**

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

Number of children: 103

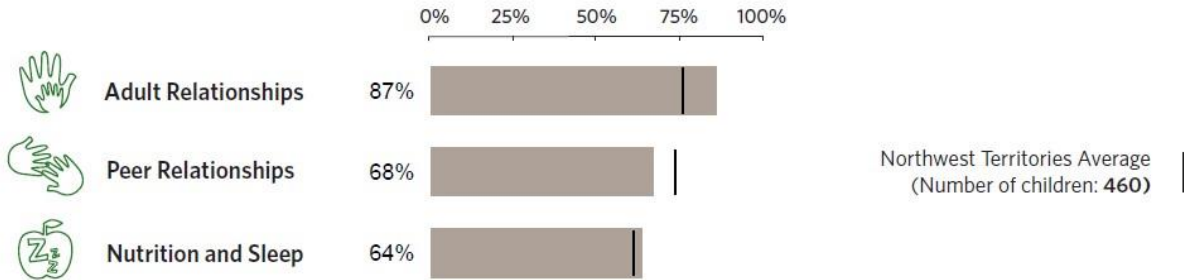


The percentages of Grade 7 students in the South Slave Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition and Sleep were 87%, 68%, and 64%, respectively (see figure 5). The percentages of Grade 7 students that reported a presence of Adult Relationships and Nutrition and Sleep are above the NWT averages, whereas the percentage of Grade 7 students that reported a presence of Peer Relationships is below the NWT average.

**Figure 5: The Assets Index Results for Grade 7 Students in South Slave DEC and NWT**

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

Number of children: 73



## South Slave Divisional Education Council Governance Structure

The SSDEC was established in 1991 with a mandate to provide a quality pre-kindergarten (4 yr olds) to grade twelve education to approximately 1,300 students in the communities of Hay River, Fort Smith, Fort Resolution, K’atlodeeche, and Lutsel K’e. The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The 2016-17 representatives are as follows:

Fort Smith	Ann Pischinger (Chairperson)	Bess	3 year term
Fort Resolution	Ann McKay (Vice-Chairperson)		2 year term
Hay River	Kandis	Jameson	3 year term
K’atlodeeche	Wanda	Salopree	3 year term
Lutsel K’e	Prairie	Desjarlais	3 year term

Each member is elected by their respective DEA and the lengths of the member’s term on the SSDEC coincides with the length of their terms on their respective DEAs as per the requirements of the respective DEA Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC is if they are elected or appointed again to be on their respective DEA, and then their DEA chooses them again as their representative on the SSDEC.

The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what school boards must and may do.

The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.

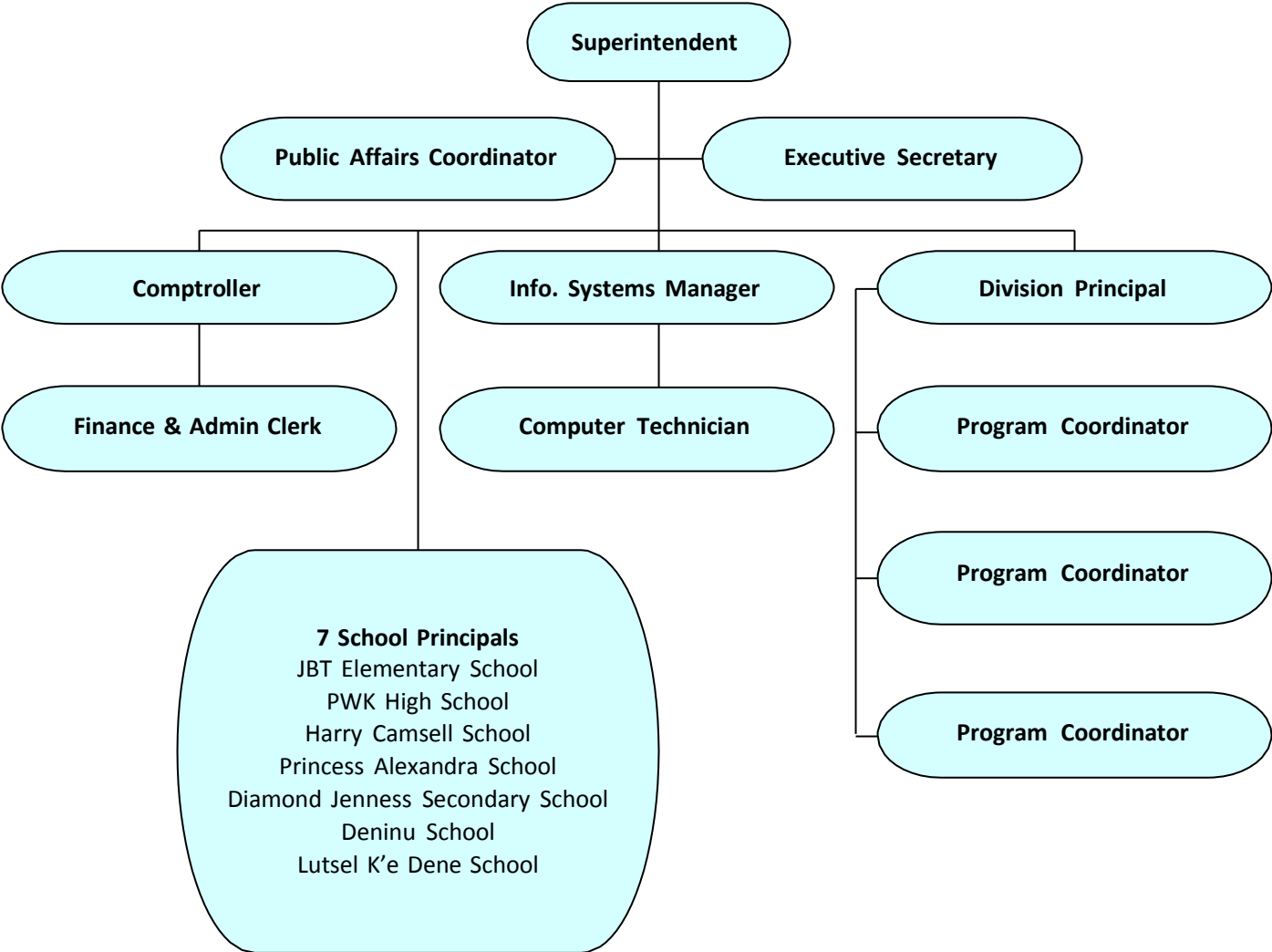
Key senior management positions are:

- Superintendent – Dr. Curtis Brown
- Division Principals – Dorie Hanson (0.5), Al Karasiuk (0.6)
- Comptroller – James Watts, CMA

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of “Deputy Head” for the public service.



Figure 6: The SSDEC Functional Organization Chart



## Commitment to Education

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The Minister of Education, Culture and Employment is responsible for implementing the Ministerial Mandate, set by the 18<sup>th</sup> Legislative Assembly in order to advance the priorities set by the Members of a healthy, just and prosperous society. 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, and enhance the availability of Aboriginal language resources available to staff and students in the classroom.

Per clause 14 of the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015), “Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.” Accordingly, two of the SSDEC’s three priorities; 1) Literacy and 2) Social Responsibility priorities are reinforced with the following initiatives:

### 1. First Nations (FN) Storybook App – Slavey Version

The SSDEC has published over 250 Aboriginal language books over the past decade or so. However, the print versions are in limited supply and limited value in that they are not as accessible and able to be heard. The Slavey version of the Storybook App addresses these issues and will be launched by the SSDEC in the 2017-18 school year (Bush Cree was released in 2014 and Chipewyan in 2016). This app, available to staff, students and community members, houses a collection of books written and produced in the Slavey language. Each book features colorful illustrations and Slavey text with sound files as read by a fluent Slavey speaker. The collection includes stories as told by elders, parents and students, local legends and tales that reflect the traditions, values and experiences of the northern Aboriginal.



Transcending the walls of the schools, the FN Storybook Project is intended to support individuals who are intent on learning and speaking their ancestral language, both in school, and at home, at any time of the day or night, for free. This collection, with spoken-word and text, provides the tools by which one may rediscover and practice their language. Users are also invited to write, illustrate and record their own books in the Slavey language and submit these to the publisher for review and possible inclusion in this collection of books.

**2. Aboriginal Languages Greetings Target**

Setting targets for the region helps to focus energies – “what gets noticed gets done”. In consideration of ways to honour and revitalize the Aboriginal cultures and languages, consistent with the TRC recommendations, and the SSDEC’s social responsibility priority, one of the SSDEC’s 2017-18 literacy targets is to have 80% of trustees, staff and students able to engage and respond to greetings (how are you, I’m fine), express a word of appreciation (well done/that’s good), say thank you, and use at least two more phrases of salutation/thanks in the local Aboriginal language(s). In total, the SSDEC community will be able to engage/respond using six phrases without reminders. Staff and students will be assessed in each SSDEC facility, with data recorded in a spreadsheet by student, class, school, and rolled up regionally and reported to Council at year end.

**3. School and Store Signage with QR Codes**

Typically, our schools look as though they have been transplanted from southern communities, with no clear evidence that they are housing and educating predominately Aboriginal students. The schools and the signage need to reflect the local languages as a means to honour and also support the local cultures and clientele. We are in the process of designing, and all SSDEC schools will be receiving, new signage for all doors. The signs will state the room number and room name in all of the languages of the community. Each sign will also feature a room symbol to assist those who cannot read, and a QR barcode that users can scan with their phone or tablet to hear pronunciation of the Aboriginal language name of the room.

Many of the independently owned stores in our communities are also excited to begin putting up the SSDEC created Aboriginal language food labels in their stores. These labels will also feature QR barcodes that can be scanned with any cell phone that has a QR app downloaded. The phone will then direct the user to a page where they can press ‘play’ and hear the proper pronunciation of the words. These sound files are hosted on a computer server in the SSDEC office.

**4. Three Feathers – The Movie**

*Three Feathers – The Movie*, based on a story initiated by an SSDEC staff member, has since been written and published by author Richard Van Camp in partnership with the SSDEC. After considerable fundraising by the SSDEC, the book is now being produced as a movie that will premiere in the fall of 2017. The final shoot wrapped up in January 2017, and the footage has been sent to post-production. The majority of the cast and crew are from the South Slave, several of



whom are also local staff and students. This ground-breaking movie is being filmed in four languages over four seasons. In total, five movies are being produced – versions in the South Slave languages - Chipewyan, Cree, and Slavey (lengths to be determined), and a 45 minutes English version which will be entered into the short film category in film festivals.

Reinforcing the SSDEC's role in revitalizing the local Aboriginal languages, and consistent with the SSDEC's priorities, the story also has a social responsibility theme. It follows three young men – Flinch, Bryce and Rupert – who have vandalized their northern community. They are sent by its Elders to live nine months on the land as part of a circle sentencing process. There, the young men learn to take responsibility for their actions and acquire the values that have been lacking in their lives – humility, caring and respect. But will they be forgiven for what they have done?

The resulting movies will be available for use in schools as a means to honour the local culture and languages, highlight that South Slavers can direct and act in quality full length movies, and support the seven sacred teachings and the Dene laws in support of the implementation of the Council's social responsibility priority.

## 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.

### 1. Social Responsibility Targets

The Council's third key priority is Social Responsibility, in recognition that a key outcome of a quality education system is the creation of healthy and happy adults who contribute to society. The Council's goal is to increase understanding and practice of socially responsible behaviour by all members of the school community.

The SSDEC sets yearly targets that all regional schools aim to meet. Getting more students attending school regularly (at least 90% of the time) and becoming a contributing member of society is one of the targets. Encouraging and counting the percentage of parents who are engaged in their child's school – attending community education planning days, 3-way conferences with their child and the teacher, and/or attending parent workshops (literacy, numeracy and others) are opportunities for parents to provide input and to gain information related to their children's education. Student and parent engagement in education is not only beneficial for the student, but also socially responsible.

The other social responsibility target for 2017-18 requires that a minimum of 80% of K-10 students participate in at least 10 lessons of an evidence-based social emotional learning (SEL) program, such as *Incredible Flexible You*, *Zones of Regulation*, *MindUp*, *Second Step*, *Mindful Schools*, *Superflex*, *Fourth R*, *Healthy Relationship Plus*, or *Leadership and Resiliency Program (LRP)*. These are proven programs for developing student understanding of their own emotions, self-regulation, emotional and social intelligence.



It is hoped that this focus, and these targets, will counteract the fact that almost half of our students enter our schools with at least one vulnerability on the EDI Kindergarten measure, and still more than a third of our students continue to exhibit vulnerabilities on the grade 4 and 7 MDI well-being indexes, higher than the NWT norms in relation to sleep, nutrition and peer relations.

## 2. Trauma Sensitive Schools

Further to our social responsibility targets, we recognize that many of our students suffer from the intergenerational effects of residential schools. It is the intent every morning, that when students and staff walk through the front doors of our schools, they are entering safe, trauma-sensitive spaces. In this regard, relationships come first. Based on the focus of the recent 2016 staff inservice, staff know the importance of making every child feel welcome, cared for, and believed in. We don't always know what they have experienced before school starts, so schools are becoming more proactive in creating a positive learning environment that integrates a trauma-sensitive approach into all aspects of the school day.

One of the best things that can be done is to foster healthy relationships with students through building social competency. With the above mentioned social-emotional learning programs, students will be taught how to foster positive friendships, be empathetic, and manage conflict through these social skills classes and lessons built into daily interactions. Strategies such as mindfulness (about 25% of our teachers have been trained), relaxation, and visualization are very effective if practiced consistently in reversing the negative effects of trauma. Students learn to become in tune with their feelings, manage their emotions, and remain calm, alert and ready to learn. Many teachers are introducing "soft starts" to the beginning of their day, which incorporate routine, calming activities to help students settle comfortably into their day.

Students are also encouraged to express themselves through art, music, drama, and play – activities that do not necessarily require language, which is compromised when someone is experiencing a traumatic event. Allowing expression without pressure helps students to relax and then re-engage.

## 3. Parent and Student Workshops

In 2016-17, SSDEC regional coordinators, and our Health and Social Services and Justice (RCMP) partners developed and piloted workshops and presentations that will be available to the community and schools upon request in 2017-18. The ever-growing list includes sessions on *Family Literacy, Numeracy, Drugs and the Teenage Brain, Choices - Drinking and Driving, Mindfulness, and Trauma Education*.

Further efforts in regard to the establishment of a LGBTQ student group at PWK School in Fort Smith promises to raise further awareness and related workshops for students and community members about the importance of recognizing and celebrating diversity.

The intent of these sessions is to help create a community mindset of health and wellness.



#### 4. Win the Day Wellness Challenge

The *Win the Day Wellness Challenge* will be entering its third year in 2017-18. The voluntary challenge, open to all SSDEC staff, is meant to encourage resiliency through simple tasks that improve health and wellness.

The wellness challenge is inspired by the nine Dene Laws, with each challenge lasting one month. The laws have been passed down through generations, taught as the key to living a good life. Today, as we increasingly focus on the importance of wellness, we are coming back to what the Dene have been teaching all along – that the most important things to staying well include loving, helping, and sharing, among others. Through the challenges, staff will be provided opportunity and encouragement to focus on how they can put the laws into practice in our personal and professional lives.

Each month, we will feature a new law, along with three challenge prompts (although staff are also invited to create their own challenge and share it with the *Win the Day* group if they would like). The challenges themselves will be diverse enough to enable all to participate and are designed to raise staffs' level of awareness and commitment to their physical and emotional health.

### Teaching and Learning

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

#### 1. Leadership for Literacy (inc. Numeracy)

Dissatisfied with student achievement results in the region, the SSDEC determined dramatic change was needed. Only about half of South Slave students were reading at the Alberta standard in 2007, so Council decided to focus on literacy, closely followed by numeracy and social responsibility. This is consistent with definitions of literacy in other countries, such as Scotland, "*The ability to read and write and use numeracy to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners.*"

The research proven approach of establishing literacy/instructional coaches in each school, and numeracy leads in some as well, to help teachers assess student achievement in relation to essential outcomes, and implement evidence based approaches in order to differentiate and intervene to ensure more and more students meet expectations, continues to be the chosen approach, and has gained territorial support as well.

The *Leadership for Literacy* program is not a top-down initiative. Each level is empowered to make decisions and act effectively to ensure the best possible learning outcomes. The initiative has an evolving structure where direction, focus and pressure shift over time to address changing staff and student makeup and needs. It is flexible and adaptable to guarantee that it can work in each of the schools' and classes' unique contexts. In addition to the Coaches, staff are also assigned to school-based learning teams that are focussed on learning, collaboration and results, perpetually seeking



out the best ways to improve student learning, classroom management, and instruction and sharing with their peers in what they find.

The SSDEC continues to have ambitious targets and is working towards 77% of students achieving at or above the standard (by June 2020), which is the Canadian norm in literacy and numeracy on the *Canadian Achievement Test (CAT-4)*. The region and each school sets annual targets for both reading and math, usually 3-5% higher than the baseline, which is the multi-year average from the past five years. In order to further encourage improvement and show added value, Council also expects to see at least 20% of the students gain at least one stanine increase in reading and math each year (in comparison to their peers across Canada. Finally, the other regional literacy target expects at least 77% of students to be reading within grade according to the Fountas and Pinnell reading level chart.

## 2. The Numeracy Pilot Project

In consultation with a Math consultant from Saskatchewan, the SSDEC embarked on a numeracy initiative intended to support teachers in instructing, differentiating, and tracking student growth using curricular-aligned resources. The project provides each grade level with a year plan, with pre- and post-assessments for each major unit of instruction, so that teachers, with the support of the school-based coaches, are clear on each students' strengths and stretches, and can plan instruction and interventions accordingly.

The introduction to these bilingual diagnostic and informative assessment modules began in September 2015 with a small group of Grade 1 to Grade 6 teachers who agreed to try out the process. Fourteen intrepid teachers in six schools volunteered their classes to begin the pilot. The success of the year one pilot, as evidenced by teacher responses, has resulted in, currently, the addition of Grade 7 and a handful of teachers implementing in those grades across the region.

No longer considered a pilot project, we expect to develop and add grade 8 2017-2018 and grade 9 the following year. In order to support teachers through the process, South Slave has a Numeracy Lead embedded in each school. Some Numeracy Leads double as Instructional/Literacy Coaches, or are regular classroom teachers who have been identified for their expertise and desire to learn and support other math teachers.

## 3. Inquiry Units / SmartLearning Sequences / Gradual Release of Responsibility Sequences

Evidence has shown that students are disconnecting from school world-wide, and that there is need for change. Even with our improved SSDEC student achievement results, we've still not improved the numbers of students attending 90% of the time or more.

Departments/Ministries/Countries are striving to find ways to improve education systems such that they become more engaging for kids and prepare them better for the future. The inquiry-based learning approach more thoroughly engages learners in real life problems, taking ownership for their own learning (draws kids back in), and developing 21<sup>st</sup> century skills (researching, collaborating, problem solving, etc.).

At our annual staff in-service each August, the superintendent tasks each South Slave teacher with designing and implementing at least two inquiry-based learning units in their classroom. For many teachers, this task has been as simple as taking an existing unit of study and working with it to make it more engaging and more real-world for students, by attending more thoughtfully and thoroughly to *authenticity, academic rigour, assessment, beyond the school, appropriate use of technology, active exploration, connecting with expertise, and elaborated communication*. Staff have been asked to pay particular attention to *assessment, cultural inclusion, and making their work public* (showing evidence of their learning).

In 2017-18, the evidence based strategies of Guided Reading/Instruction and SmartLearning are being invigorated in terms of expectations from Council through Superintendent, Principals and Coaches, and supported through further professional development efforts to bring newer staff up to speed. Accordingly, teachers will have a choice of posting an inquiry unit, a SmartLearning sequence, or a Gradual Release of Responsibility sequence inclusive of guided reading/instruction. The improving results in math on the Canadian normed CAT-4 test showed us that the pre- and post-assessment approach is working in math, and has reminded us of the value of ensuring staff are continuing to implement guided reading/instruction, assessing student reading level and behaviours using the Fountas and Pinnell standards, and comprehension strategies using SmartLearning, and then making data-based decisions re differentiation and interventions to ensure each student is maximizing their growth

#### 4. Trades Awareness Program

In 2017, the Trades Awareness Program (TAP) will enter its 12<sup>th</sup> year. TAP provides an opportunity for students from across all five South Slave communities to self-select and earn the right (based on minimal attendance and behaviour requirements), to learn about several different trades through a variety of hands-on activities at Aurora College in Fort Smith, NT. Trades are offered based on the availability of College facilities and instructors, and third party placements such as Northwest Air, and usually includes: Plumbing, Mechanics, Cooking, Carpentry, Electrical, and Aviation, and Welding. Approximately 50 students participate in two sessions – the *Introductory Program* in September, and the *Intensive Program* in March. During the Introductory program, students rotate through several different trades, while the Intensive portion offers four days with one trade.

The Trades Awareness Program gives students in small high schools access to the trades shops, equipment and instructional expertise available at Aurora College, as well as the Fort Smith business community. Participating students earn Career & Technology Studies (CTS) credits towards their high school diploma. Students also participate in career development opportunities, learn about college and dorm life, experience the regional centre of Fort Smith, and learn how to be ambassadors for their home school and community.

The initiative is made possible through a partnership between the South Slave Divisional Education Council; Aurora College-Thebacha Campus; and Education, Culture and Employment-South Slave Career Centre.



## Professional Learning

South Slave Divisional Education Council 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 South Slave Divisional Education Council 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.

### 1. *Annual in-service*

The SSDEC's annual regional in-service gives educators a chance to gather and reflect on the past year's success, confirm and reinforce evidence-based initiatives, and engage in professional learning activities to prepare for the upcoming school year.

The 2017-18 in-service will be differentiated school-by-school, partly as a result of anticipated reduction in GNWT funding that will make it impossible to bring the entire region together. Another challenge is that many principals and staff have turned over during the past decade, resulting in gaps in focus and understanding of the evidence based practices and how to implement them, resulting in more limited gains in student achievement over the past few years.

Therefore, the focus of the upcoming school in-services will be on facilitating school and staff determination and re-invigoration of the essential elements of the *Leadership for Literacy* initiative that have resulted in the greatest improvements over the past decade. By doing less, but doing it better, it is hoped that results can be maintained and maybe even improved, despite the reduction in personnel and resources.

### 2. *Instructional Coaches (Literacy Coaches / Math Leads)*

As part of the *Leadership for Literacy* initiative, every school has at least one coach on staff who provides ongoing job-embedded professional development to teachers in evidence-based instruction, differentiation and intervention practices. Literacy Coaches, like program support teachers, are chosen based on their impressive track records of being quality teachers and life-long learners with credibility, initiative, organizational skills, facilitation skills, leadership qualities and the ability to establish effective professional relations. These literacy coaches continue to be expected to spend the majority of their time working collaboratively with teachers, going through *coaching cycles* (assess students, set goals, co-plan, co-teach implementing differentiation and interventions, re-assess) depending on where students are in relation to essential learning outcomes (ELOs).

The regional Literacy and Numeracy Coordinators will continue to mentor and support the coaches so that they can support and encourage best practices in their schools. The Coaches also receive intensive training in how to assess reading achievement and how to support teachers in the classroom. School Principals set high expectations for staff to keep up with current research and to function with flexibility in their diverse environments. The Principals also receive training so that they are aware of what they should be observing in classrooms and what their Coaches should be doing.

In 2017-18, Regional Administration, Coordinators, School Principals, PSTs and Coaches are being encouraged and funded to partake in an eleven module online course titled, *Student-Centered Coaching: The Moves* by Diane Sweeney, via Corwin Publishing.

### **3. Aboriginal Language and Culture Specialists**

One of the most significant developments as a result of *Leadership for Literacy* is that it has caused a new wave of thinking about Aboriginal language instruction. The Aboriginal language educators are working with literacy coaches, learning and using new technologies (such as Smartboards and iPads), and applying many of the same evidence-based techniques in Aboriginal language instruction and assessment with impressive results. Collectively, the Aboriginal language instructors have identified the outcomes at various levels (scope and sequence) and are measuring and reporting annually to regional office each student's achievement in relation to those outcomes.

Our Aboriginal Language Instructors will meet with a facilitator and collaborate with each other twice next year to review their Essential Learning Outcomes (ELOs) and related assessment tools, and to identify and share the promising practices to maximize student achievement.

Two of the SSDEC's Aboriginal language instructors have been accepted into ECE's pilot of the new *Our Languages* curriculum pilot next year with the expectation that they will provide feedback to ECE and share their learning with the other Aboriginal language instructors of the South Slave.

The Aboriginal Language Instructors will also continue to grow and develop new tools and resources to help preserve the Indigenous languages of the South Slave – Cree, Slavey, and Chipewyan – that they can use in their classes and our communities can use in their homes. Some of the specific deliverables have been identified in the *Language, Culture and Identity* section of this document.

### **4. Strengthening Teacher Instructional Practices (STIP)**

STIP reallocates up to 100 student contact hours towards collaborative planning and teacher professional duties in order to address issues of teacher workload and wellness, and improve student outcomes. All South Slave schools have applied and were approved, and are now planning for making the best use of their additional time, for results.

Half of the 'found' time will be directed by the principal, and will be used primarily for teams of teachers to collaborate on four key questions to maximize staff and student learning:

1. What do we want students to learn? (essential learning outcomes)
2. How will we know if they've learned it? (assessment of the ELOs)
3. What will we do if they haven't learned it? (differentiation and interventions)
4. What will we do if they've already learned it? (enrichment and interventions)

The SSDEC is highly supportive of this initiative, and like the NWTTA and ECE, agrees with the strong evidence that instructional quality (effective teaching and learning) is more important to results than instructional quantity (hours of instruction).





Table 12: Professional Learning themes for education staff in the 2017-2018 school year

Theme	Professional Learning Topics
Professional Learning Communities	<ul style="list-style-type: none"> <li>• <i>Purpose/Value of PLCs/Learning Teams</i></li> <li>• <i>Processes</i> <ul style="list-style-type: none"> <li>○ <i>Developing team norms</i></li> <li>○ <i>Determining essential learning outcomes</i></li> <li>○ <i>Developing common assessments</i></li> <li>○ <i>Response to instruction/intervention</i></li> <li>○ <i>Goal setting</i></li> <li>○ <i>Celebrating results</i></li> </ul> </li> </ul>
Student Centered Coaching	<ul style="list-style-type: none"> <li>• <i>Role of the principal and coaches in relation to:</i> <ul style="list-style-type: none"> <li>○ <i>Setting goals for students in relation to ELOs</i></li> <li>○ <i>Assessing students using common assessments</i></li> <li>○ <i>Implementing instruction and interventions</i></li> <li>○ <i>Reassessing to determine if students have reached the goal</i></li> </ul> </li> </ul>
Literacy Instruction	<ul style="list-style-type: none"> <li>• <i>Guided reading/Instruction</i></li> <li>• <i>SmartLearning</i></li> <li>• <i>Oral Language</i></li> <li>• <i>Word Work / Vocabulary</i></li> <li>• <i>Goal Setting</i></li> </ul>
Aboriginal Language Greetings	<ul style="list-style-type: none"> <li>• <i>Good morning</i></li> <li>• <i>How are you?</i></li> <li>• <i>I'm fine</i></li> <li>• <i>Good</i></li> <li>• <i>Thank you</i></li> <li>• <i>You're welcome</i></li> </ul>



## Student Outcomes and Success

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Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Academic Achievement. The goals and targets are reviewed and reconsidered by administration in consult with school leadership teams, then set by Council at their June meeting, for the coming school year, and in consideration of baseline data and expected outcomes. All of the targets listed below are annual targets to be achieved by June 30, 2018, unless otherwise specified.

### 1. Literacy

The SSDEC places the most importance on improving literacy levels in South Slave schools, and has set a longstanding goal to increase the percentage of students meeting or exceeding grade level expectations for reading proficiency. Reading continues to be the area of greatest need, in comparison to writing, and promises to have the greatest impact on student success in school and later in life. We have set the following targets for our schools, which will be measured through parent surveys and student achievement on standard assessments. The Literacy Coach and STIP Professional Learning Community (PLC) approaches (described in the Professional Development section of this document) are the keys to this focus on learning, collaboration, and results. The classroom based strategies guided reading/instruction and SmartLearning will be key to our success, combined with our efforts, particularly during 3-way conferences, to meaningfully engage parents.

#### Targets:

1. At least 77% of students will be reading within grade according to the Fountas and Pinnell reading level chart
2. At least 20% of the students gain at least one stanine increase in reading on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)
3. At least 65% of the students reading at or above the Canadian average (77% by 2019-20)
4. At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I'm fine), express a word of appreciation (well done/that's good), say thank you, and use at least two more phrases of salutation / thanks in the local Aboriginal language(s) (6 phrases to engage/respond without reminder)
5. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 75% or better response rate)
6. At least 90% of parents say they are satisfied with their child's growth as a reader (with 75% response rate)

### 2. Numeracy

The SSDEC aims to increase the percentage of students meeting or exceeding expectations for numeracy proficiency. Targets will be met through teachers taking part in our math project (pre-test ELOs, instruction/differentiation/intervention, post-test ELOs). The following expected outcomes will be measured through parent surveys and student achievement on standard assessments. The Numeracy Lead and STIP Professional Learning Community (PLC) approaches (described in the Professional Development section of this document) are the keys to this focus on

learning, collaboration, and results. The data-based approach and collaborative approach to ensuring the essential learning outcomes are met is the key to our success in this with these targets.

**Targets:**

1. At least 20% of the students gain at least one stanine increase in math on the CAT-4
2. At least 69% of the students at or above the Canadian average in math (77% by 2019-20)
3. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 75% or better response rate)
4. At least 90% of parents say they are satisfied with their child's growth in math (with 75% response)

**3. Social Responsibility**

The SSDEC recognizes the importance of developing student social responsibility. Our students' wellness is related to this and foundational to their ability to learn. With this in mind, we have set a number of social responsibility targets that aim to increase engagement, and in particular, the percentage of trustees, parents, staff and students demonstrating responsible behaviour.

**Targets:**

1. At least 80% of K-10 students participate in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as *Incredible Flexible You* (ages 4-7), *Zones of Regulation* (K-3), *MindUp* (preK-8), *Second Step* (gr. K-9), *Mindful Schools* (K-adolescent), *Superflex* (gr 3), *Fourth R* (gr 7, 8, 9), *Healthy Relationship Plus* (gr 7 - 11), or *Leadership and Resiliency Program* (LRP gr 7-12)
2. 5% more students will achieve at least 90% attendance
3. 80% of parents participate in at least one of CEP days, 3-way conferences, and/or parent workshops (getting info. or giving input)

Council recognizes that the achievement of these last two targets is a shared responsibility with parents, students and DEAs.

## 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.

Less than 50% of our SSDEC students attend school at least 90% of the time each year. Students who attend 90% of the time or less are missing an entire year of schooling by the time they reach grade 10. Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Student Attendance.



i. **Increasing Attendance Target**

The SSDEC has set a regional target for all schools to increase the percentage of students attending 90% of the time, by 5% higher every year. The target raises awareness amongst schools of the need for baseline data, strategies for improvement, and post-implementation data in order to show improvement over time and annually. Each school is identifying school specific strategies to address this target, for the purpose of having a higher percentage of their students achieving the reading and math targets as well.

ii. **Inquiry Units**

Change towards inquiry-based learning began when educators worldwide noticed a trend: students were becoming less interested in school, and they were not engaged in old styles of learning. In the South Slave, we have noticed that while over the past ten years academic achievement increased, we are still struggling to increase attendance in our schools. Our partnership with the Galileo Education Network promotes teachers and students asking questions that interest them (real world problems) and then working together to research and find the answers, which should help to engage students and increase attendance and participation.

## Efficient Administration of Boards

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### Human Resources Management

#### School Staff Recruitment and Retention

The following outlines South Slave Divisional Education Council's plan to ensure that schools are resourced to meet the priorities and needs of students. As part of recruitment and retention planning, South Slave Divisional Education Council 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 13: Budgeted Person Years for General School Staff by School

School		General School Staff								Total	
		Administration Staff	Teachers*	Consultants	Secretaries	Custodians	School Community Counsellors	Bus Drivers	Cooks		School Administration
Allocated	<b>Regional</b>	8.5	94.14	2.75	4.11	13.11	4.11	0	0	0	<b>126.72</b>
	<b>Regional</b>	8.0		3.0							<b>11.0</b>
Budgeted	<b>JBT (JK-6)</b> Fort Smith		15.0		1.0	2.0				2.0	<b>20</b>
	<b>PWK (7-12)</b> Fort Smith		13.0		1.0	1.75	1.0			2.0	<b>18.75</b>
	<b>HC (JK-3)</b> Hay River		10.0		0.9	1.0				1.0	<b>12.9</b>
	<b>PA (4-7)</b> Hay River		7.5		1.0	1.1				1.0	<b>10.6</b>
	<b>DJSS (8-12)</b> Hay River		13.2		0.8	2.0				1.5	<b>17.5</b>
	<b>DN (JK-12)</b> Fort Res.		7.7		0.8	1.0	0.5			1.0	<b>11</b>
	<b>CS (JK-12)</b> K'atlodeeche		3.6				0.5			1.0	<b>5.1</b>
	<b>LK (JK-12)</b> Lutsel K'e		5.05		0.6	0.6				1.0	<b>7.25</b>
	<b>TOTAL</b>	<b>8.0</b>	<b>75.05</b>	<b>3.0</b>	<b>6.1</b>	<b>9.95</b>	<b>1.5</b>	<b>0</b>	<b>0</b>	<b>10.5</b>	<b>114.1</b>

**Administration Staff** are regional office administrators, techies, officers and clerks

**\*Teachers** include NWTTA members who are classroom teachers, librarians, guidance counsellors, but not program support teachers, and aboriginal language instructors

**School Administration** are principals and assistant principals (included in the Allocated teacher count)

**This chart does not include support assistants**



Table 14: Allocated and Budgeted<sup>6</sup> Person Years for Inclusive Schooling and Aboriginal Language Staff by School

School	Inclusive Schooling Staff										Aboriginal Language Staff			
	Regional Coordinator		Program Support Teachers <sup>7</sup>		Support Assistants		Wellness Counsellors		Magnet Facilities Staffing		Total IS Staff		Total AL Staff	
	* <sub>A</sub>	† <sub>B</sub>	* <sub>A</sub>	† <sub>B</sub>	* <sub>A</sub>	† <sub>B</sub>	* <sub>A</sub>	† <sub>B</sub>	* <sub>A</sub>	† <sub>B</sub>	* <sub>A</sub>	† <sub>B</sub>	* <sub>A</sub>	† <sub>B</sub>
<b>Regional Office</b>	1.0	1.0									<b>1.0</b>	<b>1.0</b>	<b>0.5</b>	<b>0.5</b>
<b>JBT (JK-6)</b> Fort Smith			2.38	2.0	4.49	3.7	0.125				<b>6.87</b>	<b>5.7</b>	<b>2.43</b>	<b>2.0</b>
<b>PWK (7-12)</b> Fort Smith			2.06	3.5	3.9	3.9	0.125	1.0	1.0	1.0	<b>8.76</b>	<b>9.4</b>	<b>2.24</b>	<b>2.5</b>
<b>HC (JK-3)</b> Hay River			1.31	0.9	2.47	3.1	0.083				<b>4.58</b>	<b>4.0</b>	<b>1.14</b>	<b>1.0</b>
<b>PA (4-7)</b> Hay River			1.38	1.1	2.60	2.9	0.083				<b>4.78</b>	<b>4.0</b>	<b>1.26</b>	<b>1.0</b>
<b>DJSS (8-12)</b> Hay River			1.82	2.5	3.42	3.0	0.083				<b>6.14</b>	<b>5.5</b>	<b>1.64</b>	<b>1.3</b>
<b>DN (JK-12)</b> Fort Res.			1.0	1.7	1.75	1.3	0.25	0.5			<b>3.0</b>	<b>3.5</b>	<b>1.77</b>	<b>1.4</b>
<b>CS (JK-12)</b> K'atlodeeche			1.0	1.0	0.83	1.9	0.25				<b>2.08</b>	<b>2.9</b>	<b>1.5</b>	<b>1.2</b>
<b>LK (JK-12)</b> Lutsel K'e			1.0	1.5	0.94	2.15	0.25				<b>2.19</b>	<b>3.65</b>	<b>1.5</b>	<b>1.45</b>
<b>TOTAL</b>	<b>1.0</b>	<b>1.0</b>	<b>11.95</b>	<b>14.2</b>	<b>20.4</b>	<b>21.95</b>	<b>1.25</b>	<b>1.5</b>	<b>1.0</b>	<b>1.0</b>	<b>35.60</b>	<b>39.65</b>	<b>13.98</b>	<b>12.35</b>

\* A is allocated

† B is budgeted

<sup>6</sup> 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.

<sup>7</sup> 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 recruit and retain the best possible staff.

### **Hiring Strategies**

The SSDEC probably still has the most decentralized budgeting process in the NWT (consistent with the statement in a 2001 GNWT report). SSDEC Policy requires that the regional budget and allocations to DEAs and schools for the upcoming year are determined at the January/February meeting of the year prior. This ensures that principals and their DEAs can develop their staffing plans and then begin staffing in February/March/April while the best quality applicants are still available.

In January, each teacher is sent a letter and an attached Intent Form that they fill out and submit back to the superintendent later that month. This non-binding form provides administration with a heads up of the staff preferences, potential turnover and staffing needs for the coming school year so that can be taken into account in the development of the school staffing plans.

The SSDEC advertises teacher and administrator positions on the Educational Employment conference on the North of 60 Bulletin Board (FirstClass™), and on EducationCanada.com website in order to attract candidates for the job. Postings are also emailed to ECE for faxing to all NWT schools. The recently ratified Collective Agreement between the GNWT and the NWTTA requires that positions be posted on the GNWT share site. ECE has also recently announced that they will be endorsing the use of ApplyToEducation.com instead of EducationCanada.com.

The Department of Human Resources manages all senior manager, excluded and UNW staffing competitions. The SSDEC maintains responsibility for staffing NWTTA positions, which speeds up the staffing process, so that staffing can occur while quality applicants are still available, and also ensures full involvement and ownership of school administration in all steps of the process, including pre-interview checks, assignments, interviews, and reference checks.

The above initiatives and practices all follow SSDEC *Policy – Professional Staff Hiring* which outlines hiring protocol and DEA involvement in the staffing process. Hiring practices are also in compliance with the *Public Service Act*, the *Education Act*, the *GNWT Human Resources Manual*, and the *NWTTA and UNW Collective Agreements*.

### **Training and Retention Strategies**

The SSDEC prioritizes strategies that are based on current research, or that show promise, and are integrated with existing GNWT and Collective Agreement provisions. If staff development options align with our principles that form the foundation for our philosophy on development, then every effort is made to encourage and permit staff to participate in activities that will improve their performance. Staff who have opportunities to grow within their careers have increased job satisfaction, which leads to increased retention.



*Teacher Induction and Mentorship Program (TIMP)*

Staff new to the SSDEC are invited to participate in the TIMP. Through the program, they are paired with an experienced educator who has offered to provide guidance to them as they navigate their new position. This additional support also serves as a retention strategy.

*Job Embedded Professional Development*

Staff are encouraged to maximize professional development opportunities, as research is clear that one of the most important factors in student achievement is having a quality educator. It is required for professionals to continually update and expand their existing knowledge, skills, practices, and dispositions in order to keep up with current research and perform at the highest levels.

*STIP (Strengthening Teacher Instructional Practices)*

Under the Memorandum of Understanding between the NWTTA, the GNWT, and ECE, all our schools will be piloting school schedules with up to 100 hours of re-directed time for teachers' professional duties, collaborative learning, and professional training and in-servicing. Of the hours approved, 50% must go towards ongoing collaborative professional learning communities with the mandate to improve staff effectiveness and wellness (and retention), and student outcomes.

*Promotions*

Our *Leadership for Literacy* initiative is providing excellent preparation of candidates for promotion to principalships and consultant positions. Every school has a Literacy Coach and Program Support Teacher who are highly trained, and who provide ongoing job-embedded professional development to teachers in evidence-based instruction, differentiation and intervention practices. Through their intensive training, and the high expectations on them to be effective in facilitating teacher development related to student outcomes, they are powerful school-based instructional leaders. As they develop in their positions, they are also proving to be the best applicants for promotions.

The SSDEC historically spends considerably more on inclusive schooling than funded every year – as evidenced in annual audited financial statements. The SSDEC is in compliance in 2017-18 as well. However, the mandate on schools is increasing with the addition of junior kindergarten, which is also contributing to the increase in unique student needs. Meanwhile, inclusive schooling funding from ECE for the SSDEC decreased considerably in 2016-17 (\$600,000 reduction, at the same time that the number of allocated positions is shown to have gone up by 20), with JK students not included in the count for inclusive schooling funding (no corresponding increase), and with further reductions anticipated in future to implement a territorial support team (postponed in 2017-18). As a result, on the one hand school board inclusive schooling allocations and spending requirements are decreasing, however, needs are increasing and school board flexibility to take from elsewhere in the funding formula to supplement inclusive schooling has also decreased substantially. Time will tell if the new expectation on schools to fill the exact number of positions





South Slave Divisional Education Council Operating Plan 2017-2018 allocated, while most of those positions are no longer fully funded (mid-point funding), can be met and sustained. It is anticipated that the new inclusive schooling requirements will be relaxed in future as the GNWT/ECE comes to realize that retaining long term staff is preferable (not something to underfund), and the reduced flexibility will likely hamper the ability of schools to fill allocated positions and address unique student needs. For 2017-18, the SSDEC and schools will be required to spread fewer inclusive schooling resources wider, and tighten up on priority setting to ensure the limited resources are providing the best possible support for students requiring Tier 2 and Tier 3 supports.

### **Completion of Performance Reviews**

All education staff, including principals, teachers, and support assistants are required to undergo a performance review on a regular basis. NWTTA teachers should be evaluated formally in their first year, second year and every five years thereafter unless warranted or requested. In alternate years a Growth Plan will be used (First draft due June, version for sign off due in October). Principals are evaluated in a process that takes the first and possibly the 2nd year, and then every 3 years thereafter. UNW, Excluded and Senior Manager personnel are evaluated on an annual basis.

The number of all education staff who require an evaluation in the next school year is **113**.

## South Slave Divisional Education Council Governance

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### 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 South Slave Divisional Education Council are eligible to receive honoraria and travel allowances for DEA/DEC meetings they attend. It is the responsibility of the South Slave Divisional Education Council 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 SSDEC members/trustees is **\$30,000**

Outlined below are plans to reduce unqualified honoraria and travel allowances for members who did not attend meetings for the next school year.

### Effective Management of Honoraria and Travel Allowances

Honoraria and travel allowances are disbursed on a per meeting basis. Attendees complete a claim form and reimbursement occurs later. Members occasionally request a travel advance, which is approved, followed by honoraria after the meeting. If a member received an advance, did not attend the meeting, and did not pay it back immediately, they would not be permitted an advance the next meeting, and would have the previous advance deducted from the next meeting claim. We are not aware of any concerns surrounding honoraria and travel allowances within the SSDEC or by any of the South Slave DEAs.

## 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 15: 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)?	Yes, the existing comptroller, executive secretary, and both inclusive schooling coordinators took the two-day Records Management Toolbox course on May 15-16, 2013.
If yes to above, has this position been dedicated to managing records and documentation?	The comptroller is responsible for financial and personnel records. The inclusive schooling coordinators are responsible for student records.
Do you know the total number of records boxes to be processed?	Yes
If yes to above, how many?	DJSS – 23 boxes of student records are properly labelled PWK – 29 boxes of student records, properly boxed and numbered per the inventory form, awaiting labels. DN – 3 boxes, ready for labels JBT – 2 boxes located LK – 1 box located
Do you have a schedule for processing records boxes?	Our inclusive school coordinator reviews, updates and archives at least one school’s student records every year in ref. to <i>ECE’s Student Records Directive</i>
If yes to above, how many do you plan to process this year?	CS in K’atlodeeche is in need of review and, depending on existing or new expectations, student records boxing now that grade 12 students stay and don’t get records transferred to DJSS.

SSDEC staff indicated the ARCS/ORCS training needs to be tailored for use by school boards. The SSDEC has been unsuccessful requested labels and approval from INF and/or ECE. The Department of Infrastructure is no longer receiving student records.



## Financial Management

### Accurate Implementation of Operating Budget

The South Slave Divisional Education Council developed the following Operating Budget based on realistic cost assumptions for planned activities.

Table 16

<b>SOUTH SLAVE Divisional Education Council</b>			
<b>STATEMENT OF REVENUES AND EXPENSES</b>			
<b>Annual Budget - Consolidated</b>			
	<b>2017-2018 Budget</b>	<b>2016-2017 Approved Budget</b>	<b>2016-2017 Projected Actual</b>
<b>OPERATING FUND</b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
Regular Contribution	\$24,916,048	\$23,889,000	\$24,210,619
French Language Contribution	\$208,000	\$415,700	\$288,000
Aboriginal Language Contribution	338,000	\$62,000	\$62,000
Other Contribution	451,508		\$769,250
Capital Contribution			
<b>Total GNWT</b>	<b>\$25,913,556</b>	<b>\$24,366,700</b>	<b>\$25,329,869</b>
<b>Federal Government</b>			
<b>Property Tax Requisitioned</b>			
<b>Other School Authorities</b>	60,000		
<b>Education Body Generated Funds</b>			
Rentals			
School Fees			
Sales			
Investment Income			\$50,000
Other	80,000		\$256,082
<b>Total Generated Funds</b>	<b>80,000</b>	<b>0</b>	<b>\$306,082</b>
<b>Transfers</b>			
Transfers from Capital Fund			
Other (Specify)			
<b>Total Transfers</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>TOTAL REVENUES</b>	<b>\$26,053,556</b>	<b>\$24,366,700</b>	<b>\$25,635,951</b>
<b>EXPENSES</b>			
<b>Administration</b>	<b>\$2,091,663</b>	<b>\$1,558,523</b>	<b>\$2,449,483</b>
<b>School Programs</b>	<b>\$16,905,369</b>	<b>\$16,181,969</b>	<b>\$16,741,777</b>
<b>Inclusive Schooling</b>	<b>\$5,111,488</b>	<b>\$4,978,915</b>	<b>\$4,591,921</b>
<b>Aboriginal Language/Cultural Programs</b>	<b>\$2,158,281</b>	<b>\$2,034,289</b>	<b>\$2,387,974</b>
<b>Transfers to Capital</b>			
<b>Debt Services</b>			
<b>TOTAL EXPENSES</b>	<b>\$26,266,801</b>	<b>\$24,753,696</b>	<b>\$26,171,155</b>
<b>SURPLUS (DEFICIT)</b>	<b>(\$213,245)</b>	<b>(\$386,996)</b>	<b>(\$535,205)</b>
<b>ACCUMULATED SURPLUS (DEFICIT)</b>	<b><u>\$1,577,590</u></b>	<b><u>\$1,939,044</u></b>	<b><u>\$1,790,835</u></b>



Table 17: Details of Inclusive Schooling Expenses

	Allocated Funding	Budgeted
Regional Coordinator(s)	\$160,692	\$162,468
Program Support Teachers <sup>8</sup>	\$1,668,758	\$1,744,913
Support Assistants	\$1,786,925	\$1,948,655
Wellness Counsellors	\$123,633	\$155,238
Magnet Facilities Staffing	\$235,493	\$212,744
Others – please define:		
Staff Development	\$80,458	\$85,000
Staff Development Travel	\$38,869	\$180,000
Specialized Learning Material/Assistive Technology	\$107,879	\$420,470
Services Purchased/Contracted		\$202,000
Magnet Facilities		
Southern Placements		
Counseling/Healing	\$139,110	
Not budgeted to date		
<b>Total Inclusive Schooling spending</b>	<b>\$4,341,817</b>	<b>\$5,111,488</b>

Healing and Counseling funding provides just 0.25 PY per community. It is almost impossible to hire a 0.25 social worker, so schools either contract specialist services if possible and/or apply these dollars to offset the underfunding of other UNW positions that are mid-point funded (step 4) but that have experienced employees (step 8) in them.

<sup>8</sup> 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.



Table 18

**SOUTH SLAVE Divisional Education  
Council  
DETAILS OF EXPENDITURES - Consolidated  
Annual Budget**

**FUNCTION**

	SCHOOL PROGRAMS	INCLUSIVE SCHOOLING	ABORIGINAL LANGUAGES	TOTAL
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**SALARIES**

Teachers' Salaries	\$13,353,070	\$1,884,406	\$1,172,581	<b>\$16,410,057</b>
Instruction Assistants		\$2,021,806	\$232,129	<b>\$2,253,935</b>
Non Instructional Staff	\$1,265,361	\$1,672,045	\$317,706	<b>\$3,255,112</b>
Board/Trustee Honoraria	\$4,000		\$5,000	<b>\$9,000</b>

**EMPLOYEE BENEFITS**

Employee Benefits/Allowances	\$94,400			<b>\$94,400</b>
Leave And Termination Benefits	\$200,600			<b>\$200,600</b>

**SERVICES PURCHASED/CONTRACTED**

Professional/Technical Services	\$35,000	\$15,000	\$112,000	\$27,500	<b>\$189,500</b>
Postage/Communication	\$38,300				<b>\$38,300</b>
Travel	\$108,000	\$200,000	\$260,000	\$13,000	<b>\$581,000</b>
Student Transportation (Bussing)		\$217,963	\$17,500		<b>\$235,463</b>
Advertising/Printing/Publishing	\$17,486	\$15,000		\$326,000	<b>\$358,486</b>
Maintenance/Repair	\$15,000				<b>\$15,000</b>
Rentals/Leases	\$176,201	\$5,000	\$8,000	\$12,000	<b>\$201,201</b>
Other					
Other Contracted Services	\$49,800	\$136,437	\$90,000	\$35,000	<b>\$311,237</b>

**MATERIALS/SUPPLIES/FREIGHT**

Materials	\$87,015	\$1,285,854	\$395,070	\$334,071	<b>\$2,102,010</b>
Freight	\$500	\$5,000	\$5,000	\$1,000	<b>\$11,500</b>

**TRANSFERS TO CAPITAL**

<b>TOTAL</b>	<b>\$2,091,663</b>	<b>\$16,905,369</b>	<b>\$5,111,488</b>	<b>\$2,158,281</b>	
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