

**HAY RIVER DISTRICT EDUCATION AUTHORITY
EXPANDED FINANCIAL RESPONSIBILITIES**

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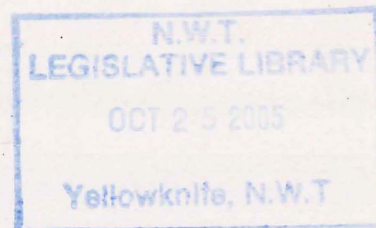




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1. INTRODUCTION

The District Education Authority has set a major goal of improving overall student performance at all levels of the education program in Hay River. For some time now the DEA has been concerned that the existing placement of Hay River in the South Slave Division has not provided the community with control and responsibility for education that it would allow it to achieve this goal. It is the Hay River DEA's contention that if they were given the full duties and powers allowed under the Education Act, and appropriate funding to operate the school system independent of the SSDEC, that a significantly improved and supported education program would be provided to the students of the community. In addition, the assumption of full control of the education program, as allowed for in the Act, would move further in the GNWT's stated goal of bringing education decision-making closer to the community level.

Approximately eight years ago the Hay River DEA began a formal process to create an independent education body that would assume greater control of the education program in Hay River. This culminated in a petition being submitted to the Minister of Education on October 6, 2000, requesting the creation of "...a Hay River Area Education Division." The decision to pursue a new educational governance relationship for Hay River was predicated by the following rationale.

1. To provide a high standard of education programs for the children attending its schools:
 - by creating a strong sense of community ownership and involvement;
 - carry out more flexible and efficient decision making;
 - developing programming that better reflects the multi-cultural mosaic of Hay River;
 - use resources more efficiently, particularly administrative and programming resources; and, more importantly,
 - improve overall student performance.

2. To address the perception that the interests of Hay River are not adequately represented by the South Slave DEC. For example:
 - although it has close to half of the students of the region, Hay River has only one vote on a five member board. As a consequence resources are often not distributed in an equitable or efficient manner;
 - the DEA has been concerned for a number of years about the amount of money spent on administration - consistent efforts to review this situation have not been successful;
 - there has been a gap in DEA evolution between Hay River and the other communities in the South Slave division and the history of community commitment to education in Hay River has the community poised and ready for a new role which is not feasible under the existing SSDEC structure; and

- an attempt to renegotiate the sharing of powers between the DEA and the SSDEC was voted down by the other four communities effectively closing the door to amending the SSDEC structure to better meet Hay River's needs.

On January 02, 2001, the Minister of Education Culture and Employment responded to the petition and informed the DEA that the petition could not be granted. In his response, he indicated that there were several factors that led to his decision. Firstly, he indicated that the GNWT had initiated a review of regional administrative structures "*...both in order to consider the effectiveness and costs of various boards and agencies...and to ensure regional delivery mechanisms are consistent with emerging self-government approaches.*" Secondly, he indicated a concern about financial allocations and said that he had "*...the responsibility to ensure that funding throughout the Territories is done in an equitable, consistent and ongoing basis.*" He concluded by indicating, that as the issues raised above are resolved, changes in governance may be considered.

Almost five years have passed since the original petition was rejected by the Minister and the issues identified by the Hay River DEA in the relationship with the SSDEC have not changed or improved and the result is a continuing level of frustration by the DEA. In addition, the factors that led the minister to deny the first petition have been modified by time. A 'Review of Boards and Agencies' has been completed by the GNWT. In addition, a new 'funding proposal' outlined in this report would address the Minister's concerns about equitable and consistent funding and not add additional fiscal requirements to the overall GNWT education budget. Since the issues raised as concerns by the Minister have, to a great extent, been resolved, the time is now appropriate to again pursue a new and enhanced education governance model for the community of Hay River.

2. HISTORICAL BACKGROUND

Prior to the Government of the Northwest Territories assuming the responsibility for education from the Federal Government in 1969, there were three school jurisdictions in the Northwest Territories each operating their own schools relatively independent from government. These were:

- Yellowknife School District #1;
- Yellowknife Roman Catholic Separate District #2; and
- Hay River Roman Catholic Separate School District #3.

School Districts #1 and #2 have continued to operate, whereas School District #3 ceased to operate at some point in the past. It is important to note, however, that

Hay River had an independent school district in the past and thus has a history of local control and responsibility for education programs.

Following the transfer of education responsibility from the Federal Government to the GNWT on April 1, 1969, it became increasingly apparent to the elected members of the Territorial Council (now the Legislative Assembly) that the education system was not working for most of the students of the NWT and that communities and parents had little or no say in education matters that directly affected them. During the first session of the Ninth Assembly of the Government of the Northwest Territories in 1980, a motion was passed to establish a 'Special Committee on Education' to look into all aspects of the education system. A representative committee was struck and undertook a very extensive consultation process visiting all communities across the NWT. The Special Committee delivered its final report, Learning Tradition and Change in the Northwest Territories, in March 1982. A major theme throughout the report was that education decisions affecting the community should be made at the community level. The final report stated:

We are convinced that decisions related to the direction of learning activities in a school must be made at the community level. The community that a school serves should make as many decisions as possible about the nature and scope of the information presented, how it should be presented, and who should present it.

Learning Tradition & Change - p. 12

The report led to a number of legislative changes that would facilitate one of the main recommendations, which was the creation of a 'Divisional Board' system of education governance throughout the NWT. These boards were to be regional in nature and created, for the most part, around common language, cultural and historical associations that would provide a common sense of purpose in education decision making. The first board created, the Baffin Divisional Board of Education, came into being in 1985 and the last, the South Slave Divisional Board of Education, came into being in 1991. Even before the creation of the South Slave Divisional Board, it was apparent that the South Slave region lacked the cohesiveness and common sense of purpose that was necessary for a regional board to operate successfully. The five communities of the South Slave initially resisted the political direction to enter into an educational partnership and finally did so reluctantly in 1991.

In 1996, a new Education Act was proclaimed that was a response to a number of concerns with the previous legislation that was considered by many as too rigid and lacking the flexibility needed to adjust to changing times and emerging

political realities. The new Act attempted to divide and share duties and powers between the local education body, now called the District Education Authority, and the regional body, now called the Divisional Education Council. In addition, the new Act foresaw the changing political times and the realities of self-government and provided for a more flexible and expeditious way for education bodies to move towards new associations, assume additional responsibilities or create new jurisdictions. Section 81, of the Act (Appendix A) allowed for a District Education Authority to petition the Minister of Education to have the Education District removed from an education division. In addition, Section 86, recognizes the changing realities and allows residents of an education district the right to seek changes in the existing governance structures by petitioning the Minister of Education for the establishment and operation of a District Education Authority *"...in a form or manner other than that set out in this Act."*

At present there are five Divisional Education Councils (DECs) and the commission scolaire francophone de division that, for all intents and purposes, is considered the equivalent of a DEC. In addition, there are two District Education Authorities (Yellowknife Education District #1 and Yellowknife Catholic Schools) that operate independently and are not part of a DEC. These two DEAs have been given all of the duties and powers of Sections 117 and 118 of the Act and are the only education bodies to be given the additional enhanced powers provided for in Subsection 119, (Appendix B) of the Act. Subsection 119 gives education bodies the power to own land, own and maintain buildings as well as collect taxes and employ staff outside the GNWT Public Service.

There is a further anomaly related to responsibilities given to DEAs that is particularly relevant. The Dettah Education District was originally placed within the Dogrib Divisional Education Council. With the impending development of the new Tlicho Government and since Dettah was not part of this process, the Dettah Education District was removed from the Dogrib DEC in 2003. The Dettah DEA now operates independently and receives funding directly from the Department of Education, Culture and Employment. The funds are managed for the DEA by the Dettah Band and the DEA contracts Yellowknife Education District #1 for Superintendent services and the employment of their teachers. It is interesting to note that the number of students enrolled in the school and the overall success of the education program has increased dramatically since the DEA has received the funding and assumed full control of the school in their community. The Dettah situation is a precedent and an example of a local DEA being granted expanded governance responsibilities consistent with the Education Act.

3. BENEFITS TO BE GAINED FROM A DISTRICT EDUCATION AUTHORITY WITH EXPANDED RESPONSIBILITIES

Although there may be certain administrative and operational efficiencies in creating larger regional education boards, these benefits are often at the expense of autonomy, transparency, and accountability in the operation of local community education programs. Under the Education Act, the DEA appears to have many of the duties and powers that would seem to give it the authority to tailor the education program in a community to meet the needs of the community. The reality is, however, that the effective control of a community education program is in the hands of those who control and administer the financial resources allocated to run that program. At present this financial control is in the hands of the SSDEC. The Hay River DEA, with almost half of the students in the region, have had little or no influence in the allocation of resources that should flow to the community or in regionally funded initiatives (see Appendix D) which have little relevance to the community. Efforts by the Hay River DEA to influence and change the existing budgeting practices of the SSDEC have met with little success.

There are a number of important benefits to be gained for both the students and the community at large, if the Hay River DEA was funded directly by ECE to administer and operate the education program. The major benefits center around financial decision-making related to educational programming. By placing the responsibility for administering the education budget for Hay River directly in the hands of elected representatives of the community, a new era of accountability in education responsibility would be introduced into the community. Financial control and accountability are the keys to an elected education body developing an education system that truly reflects the needs of the students and parents it represents. Financial control of the resources to operate the schools would allow the Hay River DEA to more effectively attain the educational goals and aspirations identified by the community.

Under the Education Act (Section 109) a Divisional Education Council is only required to meet a minimum of three times a year to conduct the business of the division. The SSDEC, however, does attempt to meet five times a year. As a result of this infrequent meeting schedule there are lengthy periods of time between meetings and it often falls on the administrative staff to operate with little or no direction from the Council. Financial and developmental proposals can take considerable time to make their way through the DEC decision process and there is often a perception at the community level that the DEC process is neither efficient nor transparent. By contrast, a DEA is required to meet at least ten times a year, or each month that school is in session (Conduct of Business Regulations, Section 6). The Hay River DEA meets twice monthly with

additional committee meetings scheduled as well. By meeting more frequently, the Hay River DEA would be able to conduct the business of the Authority, as they have in the past, in a more timely and efficient manner. In addition, by bringing the decision making process closer to the community level, decision-making would be more transparent and the DEA more accountable to the community.

The present geographical make up of the South Slave Division dictates that administrative and consultant staff must travel extensively to provide educational support to the five communities in the Division. It is evident that much of the time and expense of the administrative component of the SSDEC is taken up in travel to these communities. However, if the Hay River DEA was to establish its own administrative component, little or no time would be lost to travel. As a result staff would be much more productive and support to schools would be more timely and consistent. It is also the goal of the DEA to run a very lean administrative operation, which is feasible as all of the schools would be in one community and within close proximity of each other. This would also allow the DEA to be able to place more teaching and support staff resources at the school level.

At present the principals of the three schools in Hay River are required to travel to Fort Smith up to six times a year for principals' meetings, workshops and various committee meetings. School administrators spend considerable time on travel and are often away from their schools for long periods of time. Much of the time spent at these meetings is taken up with initiatives and issues that are regional in nature, but often have little relevance to the education program in Hay River. Under an independent Education Authority responsible for only the schools in Hay River, principals would not have to be away from their schools as frequently and they would be able to devote more time to the priorities of their schools and community.

As indicated, the Hay River DEA would be able to operate a very lean and streamlined administrative structure and would be able to direct more resources to the school level. These resources would result in increased teacher and student support as well as enhanced education program initiatives that the community has identified. Areas of the education program that are of particular concern to the community could be addressed in a more timely manner without the lengthy decision process of the SSDEC. In essence, education programs in Hay River would be better supported and more responsive to the needs and aspirations of the community.

4. CHALLENGES IN CREATING AND OPERATING A DEA WITH EXPANDED RESPONSIBILITIES AND STRATEGIES TO OVERCOME THESE CHALLENGES

Hay River is extremely fortunate to have a very effective and highly functioning DEA within its present mandate, with a history of continuity and success (See Biographies - Appendix G). The existing DEA administration has been regarded by many as extremely efficient and is often held up as a model to other DEAs to emulate. The DEA is also seen as an effective body by the community, although there is a certain level of concern that at present they do not have the authority and responsibility to create the changes that would enhance the existing programs in the schools. The creation of a new administrative structure that would come with expanded responsibilities would create some challenges. However, these challenges could be easily overcome with strategic planning and appropriate support. It would be important to recognize that the Hay River DEA with expanded powers and responsibilities would really be an extension of an existing elected DEA that already enjoys excellent community support. In addition, the DEA would be working from an existing base of a well-run administrative office and three schools that are working extremely well with seasoned and experienced teachers and school administrators.

An immediate challenge for the DEA would involve the development of an administrative structure that is lean and efficient, yet with the ability to carry out the necessary functions that would come with expanded responsibilities. In establishing a new administrative structure, a complete inventory of the new responsibilities would have to be compiled and the structure developed to ensure all areas are adequately covered. At this stage, assistance and advice from other successful education bodies, as well as from Board and Corporate Services in ECE, would be sought. Again, it is important that the DEA undertake this planning and development well in advance of the actual turnover of expanded responsibilities.

Once the nature of the administration has been established and agreed to by the DEA, the process of creating the actual structure and filling the positions would be undertaken. This would involve the development of job descriptions for each of the new positions to be created and establishing recruitment and hiring processes to fill these positions. The DEA would work closely with the Financial Management Board Secretariat and ECE Corporate Services to ensure that the positions for this new structure are established in an expeditious manner well in advance of the actual turnover of financial control to the DEA.

Much of the early development work in creating a new administrative structure is very critical and time consuming and beyond the scope of an elected education

body. Since the position of Superintendent is critical in this development process, the DEA would undertake to fill this position as soon as possible once an agreement to transfer financial authority has been reached. The Superintendent would be hired by the DEA and report directly to the DEA. Under existing GNWT policies, the Superintendent's position would be the only position that would not be part of the GNWT public service. The role of the Superintendent during this developmental phase would be to lead the process, act as a liaison with government departments and other agencies, and meet regularly with the DEA to report on progress and seek input when required. In essence, much of the legwork in developing the administration would be led by the Superintendent acting on the direction provided by the DEA.

It is obvious that it will be a challenge to create a new governance structure in Hay River and not adversely affect the operation and support to the schools and DEAs remaining in the SSDEC. Any change that would give the Hay River DEA expanded powers and responsibilities would certainly affect the operation of the SSDEC. A smaller DEC administration would probably be required with a loss of approximately half of the students and teachers. Initially on the surface it would appear that the loss of Hay River might affect the overall viability of the SSDEC and its capacity to run education programs in the Division. However, in 2003 when the possibility of Hay River achieving 'DEC Status' was being discussed, the SSDEC placed an 'open letter' in News/North outlining their position on the matter (See Appendix C). In the 'open letter' they stated:

"It is not our wish to undermine the wishes of the Hay River DEA to establish a separate Council. Our schools will not suffer as a result. All South Slave schools will continue to be funded by the same funding formula that the Department uses to fund all NWT schools." News/North - October 13, 2003

It is apparent that the SSDEC did not see the change in status in Hay River greatly affecting their existing operation. Since there has been no substantial change in the relationship with the Hay River DEA since the SSDEC published their public statement, it must be assumed that this statement still represents the position of the SSDEC.

5. THE ISSUE OF TAXATION

Under Section 119 of the Education Act (Appendix B), education bodies may be delegated 'additional powers' that include such things as ownership and maintenance of buildings, acquisition of land, receipt of money from education

taxation, borrowing, and the employment of staff. Section 119 (b) of the Act specifically gives an education body the power to receive a portion of the property taxes collected by the local municipal authority to be used for education purposes. To date only Yellowknife Education District #1 and Yellowknife Catholic Schools have been delegated the provisions of Section 119. None of the remaining six Divisional Education Councils have been delegated these responsibilities.

Under the Property Assessment and Taxation Act, there are five tax-based communities in the NWT, other than the City of Yellowknife. The municipal authority in these communities collect an education tax based on a levy set by the GNWT and reimburses the tax revenue directly to the GNWT. This tax revenue flows to the Consolidated Revenue Fund of the GNWT. For the last three Tax Years the following education tax amounts were collected in the five tax-based communities.

EDUCATION TAX COLLECTED – Tax Based Communities

COMMUNITY	2004 TAX YEAR	2005 TAX YEAR	2006 TAX YEAR
FORT SIMPSON	\$120,239.73	\$117,749.60	\$115,560.64
FORT SMITH	\$272,895.81	\$267,810.35	\$266,182.54
HAY RIVER	\$537,501.89	\$529,984.58	\$525,451.16
INUVIK	\$468,666.39	\$461,637.09	\$442,464.94
NORMAN WELLS	\$475,080.00	\$474,030.90	\$472,580.90
YEARLY TOTAL	\$1,874,383.82	\$1,851,212.17	\$1,822,240.18

Information from GNWT Department of Finance

Careful consideration was given to the idea of increasing the education portion of the current property tax levy in Hay River to cover any additional costs that might be incurred if the Hay River DEA was to assume full responsibility for the education program from the SSDEC. At present Hay River contributes a larger proportion of Education Tax collected and passed on directly to the GNWT than any other tax-based community. In the case of the two DEAs in Yellowknife, the education tax levy is collected by the City of Yellowknife and passed directly to the two school boards. If the mill rate in Hay River was to be increased and the education portion of the property tax levy paid directly to the DEA by the municipal authority, the provisions of Section 119 (b) of the Act would have to be delegated to the DEA. At this time the Minister has not delegated any of the additional powers of Section 119 to any DEC, or DEAs outside of Yellowknife, and it seems unlikely he would be prepared to make an exception for the Hay River DEA in the near future. Given that the Hay River DEA would be undertaking a new and enhanced set of responsibilities, it would not be prudent

or advisable to add any additional powers set out in Section 119, now or at least until the administrative structure of the DEA has had a chance to consolidate and demonstrate that it can handle the duties, powers and responsibilities similar to a DEC.

6. FUNDING ARRANGEMENTS

The Department of Education, Culture and Employment calculates annual contributions for community based Education Programs through a formula that is driven by student enrolments. This funding is provided directly to regional bodies. Currently, the Hay River District Education Authority is a member of the South-Slave Divisional Education Council in Fort Smith and is funded through them.

As of September 30, 2004, the total student enrolment for the South Slave DEC was 1,682 of which 47%, or 783, were students attending school in Hay River.

The total funding for the South Slave DEC for 2005-06, based on the School Funding Framework and exclusive of the Infrastructure component, is \$18,137,433. The amounts used in this business plan have been calculated using the Framework document and student enrolments as of September 2004 along with projected enrolments for 2005 and 2006.

Hay River's imposed budget by the South Slave DEC shows the intended direct education program costs to be \$6,644,056. This is 37% of the funding given to the SSDEC (not including Infrastructure). Assuming that the DEC budgets are directly proportional to the number of students enrolled, (they are for the most part), this leaves the SSDEC with 10% of formula funds, approx \$1,813,000 to provide administrative, consultative and other regional initiatives.

The South Slave DEC currently has a practice of "holding back" approximately 5% (5.58% in 2003/04 and 4.7% in 2004-05) of their total contribution received from the GNWT ECE to cover the costs of specific unfunded initiatives. In some cases, these have been valid and understandable. In other cases, resources have been redistributed to assist with programs in specific communities at the expense of Hay River. Additionally, resources have been redistributed to increase the regional administration budget. Hay River has disagreed with many of these redistributions, but with only 1 vote of 5, has been outvoted by those communities who stand to gain by the re-distribution.

The Hay River DEA has indicated that administrators and consultants do not visit their schools often enough. This perception of a lower level of service has

resulted in a unified position by the DEA that a much higher level of service for the students of Hay River could be achieved if they could hire their own administrators and consultants. Three school-based teacher consultant positions could be established with specialty appropriate to each of the three schools. Education programs, and students in particular, would benefit from consistent and specialized support that is geared to the actual needs of the school.

The Hay River DEA has made several attempts to discuss potential solutions with the SSDEC, but these have been unsuccessful. It now appears that the only way to solve the identified issues is to change the way the contributions are distributed.

7. PROPOSED BUDGET CALCULATIONS

This basic premise of this business plan is that the Hay River DEA would continue to be included in the annual calculation of the formula funding for the South Slave DEC. A second calculation would be conducted with the Hay River students removed. This revised calculation would be provided to the South Slave DEC and the difference provided to the Hay River DEA. For 2005-06 this would translate to \$10,545,198 paid to the SSDEC and \$7,592,235 paid to the HRDEA.

Proposed Expenditure Budget Calculations

HAY RIVER DISTRICT EDUCATION AUTHORITY								
Funding Categories	04-05 PY	04-05 SY	05-06 PY	05-06 SY	06-07 PY	06-07 SY	07-08 PY	07-08 SY
SCHOOL/DEA OPERATIONS								
Teachers K-9	34.70	3,195,850	31.35	2,960,780	32.80	3,097,402	30.20	2,851,877
Program Support Teachers	3.60	330,206	3.37	317,875	3.50	330,516	3.50	330,516
Program Support (SNAs)	0.00	482,390	0.00	426,054	0.00	443,013	0.00	434,670
School Community Counselors	2.40	172,959	2.17	158,577	2.54	185,336	2.49	181,688
School Secretaries	2.30	144,758	2.11	132,415	2.23	139,701	2.18	136,568
Casual Wages - Schools	0.00	92,662	0.00	85,875	0.00	91,598	0.00	89,873
Cultural Programs	0.00	112,821	0.00	108,112	0.00	69,040	0.00	69,040
Bussing	0.00	130,566	0.00	121,002	0.00	129,725	0.00	127,282
Other	0.00	18,629						
	69.50	7,219,712	63.09	6,645,055	67.59	7,200,341	65.84	7,025,427
NEW PROGRAMS								
Contract Superintendent				120,000		120,000		120,000
Teacher Consultants			3.00	283,299	3.00	283,299	3.00	283,299
TOTAL HAY RIVER BUDGET	69.50	7,219,712	66.09	7,592,235	70.59	7,738,922		7,562,365

Note 1: The budgets presented above for 2004-05 and 2005-06 have been taken from budget documents prepared and imposed by the SSDEC. The budgets above for 2006-07 and 2007-08 have been based directly on formula.

Note 2: The amount is considerably less in 06-07 and 07-08 as the subsequent budgets are based directly on formula. There is no skimming from the top as was evidenced in 05-06.

Summary of Proposed Application of Formula Funding for Hay River

Funding Categories	05-06 PY	05-06 SY	06-07 PY	06-07 SY	07-08 PY	07-08 SY
Enrolments		783.0		796.5		781.5
ADMINISTRATION AND SCHOOL SERVICES						
Administration Staffing	3.5	271,500	3.5	271,500	3.5	271,500
Administration O&M	0.00	60,115	0.00	60,115	0.00	60,115
District Education Authorities	0.00	82,338	0.00	82,338	0.00	82,338
	3.50	413,953	3.50	413,953	3.50	413,953
TERRITORIAL SCHOOLS						
School Staffing						
Teachers K-9	32.60	3,044,742	32.80	3,063,422	30.20	2,820,589
Teachers 10-12	11.90	1,111,424	12.90	1,204,821	14.00	1,307,558
School Support Consultants	0.75	73,535	0.75	73,535	0.75	73,535
School Community Counselors	2.51	162,093	2.54	164,031	2.49	160,802
School Secretaries	2.20	135,821	2.23	137,674	2.18	134,587
Custodians	7.99	429,655	8.12	437,063	7.97	428,832
Casual Wages	0.00	90,046	0.00	91,598	0.00	89,873
Materials and Supplies	0.00	358,301	0.00	364,478	0.00	357,614
Student Transportation (bussing)	0.00	123,467	0.00	125,596	0.00	123,231
Senior Secondary Materials and Distance Learning	0.00	46,132	0.00	48,681	0.00	51,357
	57.95	5,575,217	59.34	5,710,897	57.59	5,547,977
INCLUSIVE SCHOOLING						
Staffing						
Inclusive Schooling Consultants	0.50	49,023	0.50	49,023	0.50	49,023
Program Support Teachers	3.50	326,890	3.50	326,890	3.50	326,890
Counselors	0.25	16,145	0.25	16,145	0.25	16,145
Program Assistance	0.00	435,505	0.00	443,013	0.00	434,670
Magnet Facilities	0.00	105,397	0.00	105,397	0.00	105,397
Staff Development	0.00	97,130	0.00	98,560	0.00	96,140
Administration O&M	0.00	42,150	0.00	42,800	0.00	41,700
Student Transportation	0.00	4,059	0.00	4,129	0.00	4,051
Counseling/Healing	0.00	61,538	0.00	62,413	0.00	61,441
Adjustments / Allocations	0.00	50,366	0.00	50,839	0.00	50,115
	4.25	1,188,202	4.25	1,199,208	4.25	1,185,572
ABORIGINAL LANGUAGES & CULTURAL PROGRAMS						
Classroom Assistants/Language Specialists	5.25	345,823	5.25	345,823	5.25	345,823
Aboriginal Languages and Cultural Programs O&M	0.00	69,040	0.00	69,040	0.00	69,040
	5.25	414,863	5.25	414,863	5.25	414,863
INFRASTRUCTURE						
Personnel	0.00	258,504	0.00	261,748	0.00	258,169
Utilities/Leases	0.00	457,141	0.00	461,439	0.00	454,861
	0.00	715,645	0.00	723,187	0.00	713,031
TOTALS	70.95	8,307,880	72.34	8,462,109	70.59	8,275,395
TOTALS less Infrastructure	70.95	7,592,235	72.34	7,738,922	70.59	7,562,365

Proposed Application of Formula Funding for Hay River for 2005-06

Summary of Proposed Contributions

Funding Categories	SSDEC		SSDEC less HRDEA		Diff for HRDEA	
	05-06	05-06	05-06	05-06	05-06	05-06
	PY	SY	PY	SY	PY	SY
ADMINISTRATION AND SCHOOL SERVICES						
Administration Staffing						
Superintendent	1.00	150,000	1.00	150,000	0.00	0
Comptroller Assistant superintendents	1.00	105,000	1.00	105,000	0.00	0
Administration officers	1.25	175,000	0.00	0	1.25	175,000
Clerical	0.75	61,500	0.00	0	0.75	61,500
Administration O&M	4.00	240,000	2.50	205,000	1.50	35,000
District Education Authorities	0.00	247,227	0.00	187,112	0.00	60,115
Adjustments / Allocations One Time Adjustments (July to March)	0.00	219,652	0.00	137,314	0.00	82,338
Adjustments / Allocations One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	8.00	1,198,379	4.50	784,426	3.50	413,953
TERRITORIAL SCHOOLS						
School Staffing						
Teachers K-9	70.00	6,537,790	37.40	3,493,048	32.60	3,044,742
Teachers 10-12	30.60	2,857,948	18.70	1,746,524	11.90	1,111,424
School Support Consultants	2.75	269,627	2.00	196,092	0.75	73,535
School Community Counselors	5.38	347,435	2.87	185,342	2.51	162,093
School Secretaries	4.71	290,781	2.51	154,960	2.20	135,821
Custodians	17.13	921,317	9.14	491,662	7.99	429,655
Casual Wages	0.00	193,088	0.00	103,042	0.00	90,046
School Operation and Maintenance (O&M)						
Materials/supplies/ minor projects/F&E/student travel	0.00	774,702	0.00	416,401	0.00	358,301
Student Transportation (bussing)	0.00	303,819	0.00	180,352	0.00	123,467
Vehicle Fuel/Maintenance	0.00	8,000	0.00	8,000	0.00	0
Senior Secondary Education						
One-time Start-up Costs Senior Secondary	0.00	0	0.00	0	0.00	0
Materials and Distance Learning	0.00	171,664	0.00	125,532	0.00	46,132
Small Schools Senior Secondary	0.00	53,760	0.00	53,760	0.00	0
Termination Benefits	0.00	0	0.00	0	0.00	0
Yellowknife District Education Authority Support						
Rae Edzo School Society	0.00	0	0.00	0	0.00	0
Adjustments / Allocations One Time Adjustments (July to March)	0.00	51,000	0.00	51,000	0.00	0

One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	130.57	12,780,931	72.62	7,205,714	57.95	5,575,217
INCLUSIVE SCHOOLING						
Staffing						
Inclusive Schooling						
Consultants	1.75	171,581	1.25	122,558	0.50	49,023
Program Support						
Teachers	7.50	700,478	4.00	373,588	3.50	326,890
Counselors	1.25	80,724	1.00	64,579	0.25	16,145
Program Assistance	0.00	964,492	0.00	528,987	0.00	435,505
Magnet Facilities	0.00	249,397	0.00	144,000	0.00	105,397
Staff Development	0.00	283,690	0.00	186,560	0.00	97,130
Administration O&M	0.00	103,950	0.00	61,800	0.00	42,150
Student Transportation	0.00	8,989	0.00	4,930	0.00	4,059
Southern Placements	0.00	0	0.00	0	0.00	0
Counseling/Healing	0.00	170,368	0.00	108,830	0.00	61,538
Adjustments / Allocations	0.00	108,000	0.00	57,634	0.00	50,366
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	10.50	2,841,668	6.25	1,653,466	4.25	1,188,202
ABORIGINAL LANGUAGES & CULTURAL PROGRAMS						
Classroom						
Assistants/Language						
Specialists	15.55	1,024,295	10.30	678,472	5.25	345,823
Aboriginal Languages and Cultural Programs O&M	0.00	292,160	0.00	223,120	0.00	69,040
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	15.55	1,316,455	10.30	901,592	5.25	414,863
INFRASTRUCTURE						
Personnel	0.00	599,800	0.00	341,296	0.00	258,504
Utilities/Leases	0.00	982,007	0.00	524,866	0.00	457,141
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	0.00	1,581,807	0.00	866,162	0.00	715,645
TOTALS	164.62	19,719,240	93.67	11,411,360	70.95	8,307,880
TOTALS less Infrastructure	164.62	18,137,433	93.67	10,545,198	70.95	7,592,235
				58.14%		41.86%

Proposed Application of Formula Funding for Hay River for 2006-07

Summary of Estimated Contributions

Funding Categories	SSDEC		SSDEC less HRDEA		Diff for HRDEA	
	06-07	06-07	06-07	06-07	06-07	06-07
	PY	SY	PY	SY	PY	SY
ADMINISTRATION AND SCHOOL SERVICES						
Administration Staffing						
Superintendent	1.00	150,000	1.00	150,000	0.00	0
Comptroller	1.00	105,000	1.00	105,000	0.00	0
Assistant superintendents	1.25	175,000	0.00	0	1.25	175,000
Administration officers	0.75	61,500	0.00	0	0.75	61,500
Clerical	4.00	240,000	2.50	205,000	1.50	35,000
Administration O&M	0.00	247,227	0.00	187,112	0.00	60,115
District Education Authorities	0.00	219,652	0.00	137,314	0.00	82,338
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	8.00	1,198,379	4.50	784,426	3.50	413,953
TERRITORIAL SCHOOLS						
School Staffing						
Teachers K-9	68.40	6,388,355	35.60	3,324,933	32.80	3,063,422
Teachers 10-12	33.20	3,100,780	20.30	1,895,959	12.90	1,204,821
School Support Consultants	2.75	269,627	2.00	196,092	0.75	73,535
School Community Counselors	5.40	348,727	2.86	184,696	2.54	164,031
School Secretaries	4.73	292,016	2.50	154,343	2.23	137,674
Custodians	17.25	927,901	9.12	490,838	8.12	437,063
Casual Wages	0.00	194,467	0.00	102,869	0.00	91,598
School Operation and Maintenance (O&M)						
Materials/supplies/ minor projects/F&E/student travel	0.00	780,302	0.00	415,824	0.00	364,478
Student Transportation (bussing)	0.00	305,190	0.00	179,594	0.00	125,596
Vehicle Fuel/Maintenance	0.00	8,000	0.00	8,000	0.00	0
Senior Secondary Education						
One-time Start-up Costs	0.00	0	0.00	0	0.00	0
Senior Secondary Materials and Distance Learning	0.00	177,433	0.00	128,752	0.00	48,681
Small Schools Senior Secondary	0.00	53,760	0.00	53,760	0.00	0
Termination Benefits	0.00	0	0.00	0	0.00	0
Yellowknife District Education Authority Support	0.00	0	0.00	0	0.00	0
Rae Edzo School Society	0.00	0	0.00	0	0.00	0
Adjustments / Allocations	0.00	51,000	0.00	51,000	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	131.73	12,897,558	72.38	7,186,661	59.34	5,710,897
INCLUSIVE SCHOOLING						
Staffing						
Inclusive Schooling						
Consultants	1.75	171,581	1.25	122,558	0.50	49,023
Program Support Teachers	7.50	700,478	4.00	373,588	3.50	326,890

Counselors	1.25	80,724	1.00	64,579	0.25	16,145
Program Assistance	0.00	971,651	0.00	528,637	0.00	443,013
Magnet Facilities	0.00	249,397	0.00	144,000	0.00	105,397
Staff Development	0.00	285,010	0.00	186,450	0.00	98,560
Administration O&M	0.00	104,550	0.00	61,750	0.00	42,800
Student Transportation	0.00	9,056	0.00	4,927	0.00	4,129
Southern Placements	0.00	0	0.00	0	0.00	0
Counseling/Healing	0.00	171,202	0.00	108,789	0.00	62,413
Adjustments / Allocations	0.00	108,000	0.00	57,161	0.00	50,839
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	10.50	2,851,647	6.25	1,652,439	4.25	1,199,208
ABORIGINAL LANGUAGES & CULTURAL PROGRAMS						
Classroom Assistants/Language Specialists	15.55	1,024,295	10.30	678,472	5.25	345,823
Aboriginal Languages and Cultural Programs O&M	0.00	292,160	0.00	223,120	0.00	69,040
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	15.55	1,316,455	10.30	901,592	5.25	414,863
INFRASTRUCTURE						
Personnel	0.00	599,800	0.00	338,052	0.00	261,748
Utilities/Leases	0.00	982,007	0.00	520,568	0.00	461,439
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	0.00	1,581,807	0.00	858,620	0.00	723,187
TOTALS	165.78	19,845,847	93.43	11,383,738	72.34	8,462,109
TOTALS less Infrastructure	165.78	18,264,040	93.43	10,525,118	72.34	7,738,922
				57.63%		42.37%

Proposed Application of Formula Funding for Hay River for 2007-08

Summary of Estimated Contributions

Funding Categories	SSDEC less HRDEA				Diff for HRDEA	
	SSDEC	SSDEC	SSDEC	SSDEC	HRDEA	HRDEA
	07-08 PY	07-08 SY	07-08 PY	07-08 SY	07-08 PY	07-08 SY
ADMINISTRATION AND SCHOOL SERVICES						
Administration Staffing						
Superintendent	1.00	150,000	1.00	150,000	0.00	0
Comptroller	1.00	105,000	1.00	105,000	0.00	0
Assistant superintendents	1.25	175,000	0.00	0	1.25	175,000
Administration officers	0.75	61,500	0.00	0	0.75	61,500
Clerical	4.00	240,000	2.50	205,000	1.50	35,000
Administration O&M	0.00	247,227	0.00	187,112	0.00	60,115
District Education Authorities	0.00	219,652	0.00	137,314	0.00	82,338
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	8.00	1,198,379	4.50	784,426	3.50	413,953
TERRITORIAL SCHOOLS						
School Staffing						
Teachers K-9	64.90	6,061,465	34.70	3,240,876	30.20	2,820,589
Teachers 10-12	35.30	3,296,914	21.30	1,989,356	14.00	1,307,558
School Support Consultants	2.75	269,627	2.00	196,092	0.75	73,535
School Community Counselors	5.33	344,206	2.84	183,404	2.49	160,802
School Secretaries	4.66	287,694	2.48	153,108	2.18	134,587
Custodians	17.01	915,281	9.04	486,449	7.97	428,832
Casual Wages	0.00	191,822	0.00	101,949	0.00	89,873
School Operation and Maintenance (O&M)						
Materials/supplies/ minor projects/F&E/student travel	0.00	769,786	0.00	412,172	0.00	357,614
Student Transportation (bussing)	0.00	301,520	0.00	178,289	0.00	123,231
Vehicle Fuel/Maintenance	0.00	8,000	0.00	8,000	0.00	0
Senior Secondary Education						
One-time Start-up Costs	0.00	0	0.00	0	0.00	0
Senior Secondary Materials and Distance Learning	0.00	182,639	0.00	131,282	0.00	51,357
Small Schools Senior Secondary	0.00	53,760	0.00	53,760	0.00	0
Termination Benefits	0.00	0	0.00	0	0.00	0
Yellowknife District Education Authority Support	0.00	0	0.00	0	0.00	0
Rae Edzo School Society	0.00	0	0.00	0	0.00	0
Adjustments / Allocations	0.00	51,000	0.00	51,000	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	129.95	12,733,714	72.36	7,185,737	57.59	5,547,977
INCLUSIVE SCHOOLING						
Staffing						

Inclusive Schooling Consultants	1.75	171,581	1.25	122,558	0.50	49,023
Program Support Teachers	7.50	700,478	4.00	373,588	3.50	326,890
Counselors	1.25	80,724	1.00	64,579	0.25	16,145
Program Assistance	0.00	959,064	0.00	524,394	0.00	434,670
Magnet Facilities	0.00	249,397	0.00	144,000	0.00	105,397
Staff Development	0.00	282,480	0.00	186,340	0.00	96,140
Administration O&M	0.00	103,400	0.00	61,700	0.00	41,700
Student Transportation	0.00	8,939	0.00	4,888	0.00	4,051
Southern Placements	0.00	0	0.00	0	0.00	0
Counseling/Healing	0.00	169,736	0.00	108,294	0.00	61,441
Adjustments / Allocations	0.00	108,000	0.00	57,885	0.00	50,115
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	10.50	2,833,797	6.25	1,648,225	4.25	1,185,572
ABORIGINAL LANGUAGES & CULTURAL PROGRAMS						
Classroom Assistants/Language Specialists	15.55	1,024,295	10.30	678,472	5.25	345,823
Aboriginal Languages and Cultural Programs O&M	0.00	292,160	0.00	223,120	0.00	69,040
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	15.55	1,316,455	10.30	901,592	5.25	414,863
INFRASTRUCTURE						
Personnel	0.00	599,800	0.00	341,631	0.00	258,169
Utilities/Leases	0.00	982,007	0.00	527,146	0.00	454,861
Adjustments / Allocations	0.00	0	0.00	0	0.00	0
One Time Adjustments (July to March)	0.00	0	0.00	0	0.00	0
One Time Adjustments (April to June)	0.00	0	0.00	0	0.00	0
	0.00	1,581,807	0.00	868,776	0.00	713,031
TOTALS	164.00	19,664,152	93.41	11,388,757	70.59	8,275,395
TOTALS less Infrastructure	164.00	18,082,345	93.41	10,519,981	70.59	7,562,365
				58.18%		41.82%

8. PETITIONING FOR A DEA WITH EXPANDED RESPONSIBILITIES

Section 86 (1) of the Education Act states:

86. (1) The residents of an education district may petition the Minister, in accordance with the regulations, for the establishment or operation of a District Education Authority in a form or manner other than that set out in this Act.

It is the DEA's intention to petition the Minister under the above section of the Act for the expanded responsibilities and authority. Specifically the DEA would request for the following:

1. that the annual funding allocations presently given to the SSDEC be recalculated with the Hay River students removed, and that this funding be directed to the Hay River DEA;
2. that the Hay River DEA be given the authority to establish an administration office to manage these funds; and
3. that the DEA be given the authority to hire a Superintendent of Education to manage the education program in Hay River under the direction of the DEA and Minister as required by the Education Act.

APPENDIX A

EDUCATION ACT: SECTIONS 81 - 86

District Education Authorities

81. (1) Subject to section 86, the Minister may, by regulation, establish a District Education Authority for each education district to govern the education district.
- (2) A District Education Authority has the powers and duties conferred or imposed on it by this Act and the regulations.
- (3) The Minister shall, by regulation, allocate any or all of the duties set out in section 117 to each District Education Authority where the duties are necessary for the delivery of the education program and individual education plans and the management of the education district.
- (4) The Minister shall, by regulation, allocate any or all of the powers set out in section 118 to each District Education Authority where the powers are necessary for the delivery of the education program and individual education plans and the management of the education district.
- (5) Where the Minister does not allocate a power or duty under subsection (3) or (4) to a District Education Authority, that power or duty shall be the responsibility of the Divisional Education Council responsible for that education district.
- (6) Where no Divisional Education Council exists, and the Minister does not allocate a power or duty under subsection (3) or (4) to a District Education Authority, that power or duty shall be the responsibility of the Deputy Minister.
- (7) The Minister may, by regulation, allocate any or all of the powers set out in section 119 to a District Education Authority where the powers are necessary for the delivery of the education program and individual education plans and the management of the education district.
- (8) The Minister shall, in the regulations made under subsection (1), state whether five, six or seven members may be elected to a District Education Authority.

82. Every District Education Authority is a corporation.
83. (1) A District Education Authority may, in accordance with the regulations, petition the Minister to have the education district for which it is responsible
- (a) removed from an education division;
 - (b) added to an education division; or
 - (c) moved to a different education division.
- (1.1) The Minister may, in accordance with the regulations, consult with any education bodies affected by the petition.
- (2) The Minister shall amend the order establishing an education division where,
- (a) after consultation with the Divisional Education Council and all District Education Authorities in the education division in question, the Minister is of the opinion that the education district referred to in subsection (1) should be removed from an education division, added to an education division or moved from one education division to another; and
 - (b) the District Education Authority referred to in subsection (1) has complied with any other criteria determined by the Minister for removal from or addition to an education division or for moving from one education division to another.
- (3) Where an education district is added to or moved to an education division, the District Education Authority for that district shall not petition the Minister for removal from that education division for five years. S.N.W.T. 1996,c.10,s.26.
86. (1) The residents of an education district may petition the Minister, in accordance with the regulations, for the establishment or operation of a District Education Authority in a form or manner other than that set out in this Act.
- (2) The Minister may, in accordance with the regulations, accept or reject a petition and shall respond to the petition within 90 days of receiving it.
- (3) Where the Minister rejects the petition, the Minister shall provide the residents with written reasons for the rejection.
- (4) Where the Minister accepts the petition, the Minister may, by regulation, set out the form or manner for the establishment or operation of the District Education Authority that is the subject of

the petition and the District Education Authority is established when the requirements of the regulations have been met.

- (5) Where a District Education Authority is established under subsection (4), the Minister shall allocate powers and duties to the District Education Authority in accordance with section 81.
- (6) A District Education Authority established under subsection (4) has the same status as a District Education Authority established under subsection 81(1).

APPENDIX B

EDUCATION ACT: SECTION 119

Additional powers of an education body

119. Subject to subsections 81(7) and 102(5), an education body may, for the area within its jurisdiction,
- (a) maintain and insure buildings and property used for the delivery of the education program;
 - (b) acquire lands and buildings, construct additional buildings and replace existing buildings where required;
 - (b) receive annually from the council of the municipal taxing authority for the district the sum of money collected from property taxes for education purposes;
 - (d) borrow money on a short term basis according to the terms of this Act;
 - (e) make a resolution to borrow money for projects according to the terms of this Act;
 - (f) make a by-law to borrow money on the security of a mortgage or debenture according to the terms of this Act; and
 - (g) employ teachers outside the public service.

APPENDIX C

An open letter from the South Slave Divisional Education Council

Setting The Record Straight

As we look back, the past few years have produced many rewards and a number of challenges for the South Slave Divisional Education Council – rewarding in that the Council and its schools continue to receive recognition for improving the quality of education offered to the students of the South Slave, challenging in that the public, to whom we as a Council are accountable, have received inaccurate information and continue to be misinformed. For the most part, as a Council we have chosen not to regularly correct this misinformation, choosing instead to continue to focus our energies on providing the best education possible to the students throughout the South Slave region.

However, on October 20th, the citizens of Hay River will be voting on a question that, if supported, might result in a doubling of the mill rate and an increase in the annual taxes (approx. \$500,000 annually) for Hay River property owners – for the purpose of creating a duplicate school board in Hay River, with all of the infrastructure and administration costs that would entail. We recognize that we have an obligation to ensure our Hay River residents have the relevant facts so that they can make an informed decision. It is with this goal in mind that we present to you the following clarification of facts surrounding recent controversies involving the Hay River District Education Authority (DEA).

Was Hay River DEA representative Mr. Andrew Butler removed from the Council for having a difference in opinion?

No.

The Council encourages differing opinions and has been able to negotiate through most tough decisions and reach consensus. Mr. Butler was removed from the Council for repeated violation of several clauses of the Council's Code of Conduct and the Education Act, including:

- I will try to be positive and helpful in meetings and avoid talking in ways that hurt other members, the SSDEC, and the DEAs, or interfering with the successful completion of the business at hand, while maintaining the right to put forward honest and respectful criticism.
- I will do everything possible to maintain the integrity, confidence and dignity of the Council, its members and staff.
- I will strive always to serve as a positive role model and I will not distort, falsify, ignore, understate or exaggerate information gained in Council meetings.
- I will report on the proceedings and decisions of all Council meetings to the DEA that I represent, using the codes above as a guide to what and how I report.

The decision by Council was not taken lightly. Mr. Butler was removed from the Council as a last resort, after repeated attempts by the Council and other DEA Chairpersons to persuade him to conduct himself in accordance with the code.

Is the Hay River DEA funded fairly and equitably by the South Slave Divisional Education Council?

Yes.

In the spring of 2001, after reports to the contrary, the Minister of Education ordered an independent review of the South Slave's finances and DEA allocations. The conclusion of that review confirmed that the Hay River DEA was receiving, and Hay River schools continue to receive, fair and equitable funding. Further, another GNWT report also confirmed the following:

*"The South Slave has the most de-centralized budgeting system of any DEC in the Northwest Territories. Very few resources are held at the SSDEC level, with most flowing directly, under formula, to the community level."
(Feb. 2001 GNWT Report)*

The Hay River DEA was the only one to refuse a public presentation of the SSDEC Budget Allocation Workshop delivered to all other South Slave DEAs at public meetings, leaving the complete knowledge and understanding of the full facts of Council funding and budget decisions with only a select few in Hay River.

In fact, the Hay River DEA and schools receive more funding and resources from the Council than funded by the Department of Education, partly a result of Council decisions to redistribute allocations and understaff the regional office each year, and partly because of additional donations and fundraising (over \$600,000 over the past three years) that the Council has managed to provide to schools.

It is the unified opinion of the representatives of the other four DEAs that make up the Council that any dysfunction over the past several years has been created or escalated by a few with intentions alternate to the effective functioning of the Council. The hard work and dedication of our education staff, DEAs and volunteers, who are committed each and every day to providing the highest quality education to all our South Slave students regardless of community politics, would be rightfully placed front and centre if not for the undermining efforts of a few.

We, as a Council, have been and continue to be committed to rebuilding effective working relations with the Hay River DEA. Over the past few years, we have held several successful Council and DEA development and team-building sessions to which the Hay River DEA has been the only DEA to refuse participation. It is our hope the Hay River DEA is prepared to turn the corner, choose a new representative to the Council, and engage in the mediation efforts arranged for by the Minister. Alternately, should Hay River property owners choose to fund these additional property taxes on an annual basis, the South Slave Divisional Education Council would be pleased to partner with Hay River, as we currently do with several other NWT boards and agencies, in mutually beneficial cost-sharing, exchange of personnel or purchase of services arrangements.

It is not our wish to undermine the wishes of the Hay River DEA to establish a separate Council. Our schools will not suffer as a result. All South Slave schools will continue to be funded by the same funding formula that the Department uses to fund all NWT schools. However, we feel it our responsibility to provide our current constituents the opportunity to make a more informed decision by clarifying the above.

Regardless of the outcome of the vote, we hope the public and community leaders of Hay River will also encourage more productive behaviour from all local education authority members, for the benefit of the education of the students.

Sincerely,

Ann Pischinger
Ann Pischinger
Chairperson

APPENDIX D

5,5890

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL Redistribution of Funds - 2003 - 04

Each year, Council considers anticipated costs and priorities for which the Departmental formula funding does not provide separate or adequate allocation. Following is a list of items, rationale and approximate costs for items that have required funding redistribution:

Employee salary adjustments	\$400,000
Rationale: Department formula funding is based on previous year employee salary and benefits so does not include this year's salary increments which may be up to \$4000 for some employees...	
Casual overexpenditures	\$250,000
Rationale: Collective agreements provide for staff medical and other types of leave, yet Department formula funding is not adequate to cover our actual substitute teacher costs. Schools spent the following amounts <i>more</i> in substitute costs than that allocated to them last year (2001-2002):	
Fort Smith -	\$79,168
Hay River -	\$56,039
Fort Resolution -	\$6,218
Lutsel K'e -	\$149,356
Hay River Reserve -	\$3,593
Staff & Program development/implementation	\$230,000
Rationale: Department formula funding provides for Regional Consultant (Coordinator) salaries only. There is not a separate formula funding line item for their duty travel and O&M. Nor is there a line item for principals' meetings, program development, and staff inservices, yet there is clear expectation that Councils provide that coordination and services to schools. Most DECs utilize a portion of <i>School O&M</i> funding allocation (\$425/student) for these purposes, while the SSDEC allocates the entire O&M amount to the DEAs.	
Southern placement	\$40,000
Rationale: The Department will only partly fund a special needs student to attend school outside of the NWT in the first year. The expectation is the school will train a staff member and repatriate the student in subsequent years. This region has historically had between 1-4 students placed in the south each year - next year we anticipate incurring costs for just 1.	
Administration O&M	\$50,000
Rationale: Department formula funding provides for just 4 trips per community per year. Council has responded to the desire of schools and DEAs to have more frequent Council office staff visits to communities by allocating additional funds. The SSDEC School Visits draft policy states that each field staff, Supervisor of Schools, and Coordinators will plan at least 3 visits per community and additional visits if possible upon school or DEA request.	
Full-Time Secretary/Treasurers for each DEA	\$135,000
Rationale: At least one full-time Secretary/Treasurer position is requested as a minimum allocation for each DEA. The dollar amount here represents the anticipated cost of increasing the DEA Administration allocation for those DEAs that do not get enough by existing formula to cover the costs of a full time secretary/treasurer.	

Full-Time Program Support Teachers (PSTs) for each School

\$133,000

Rationale: At least one full-time PST position is requested as a minimum allocation for each school given the relatively high level of student special needs. The current Department formula provides for a 0.5 PST only for smaller schools in the region.

Full-Time Counselors for each School

\$51,000

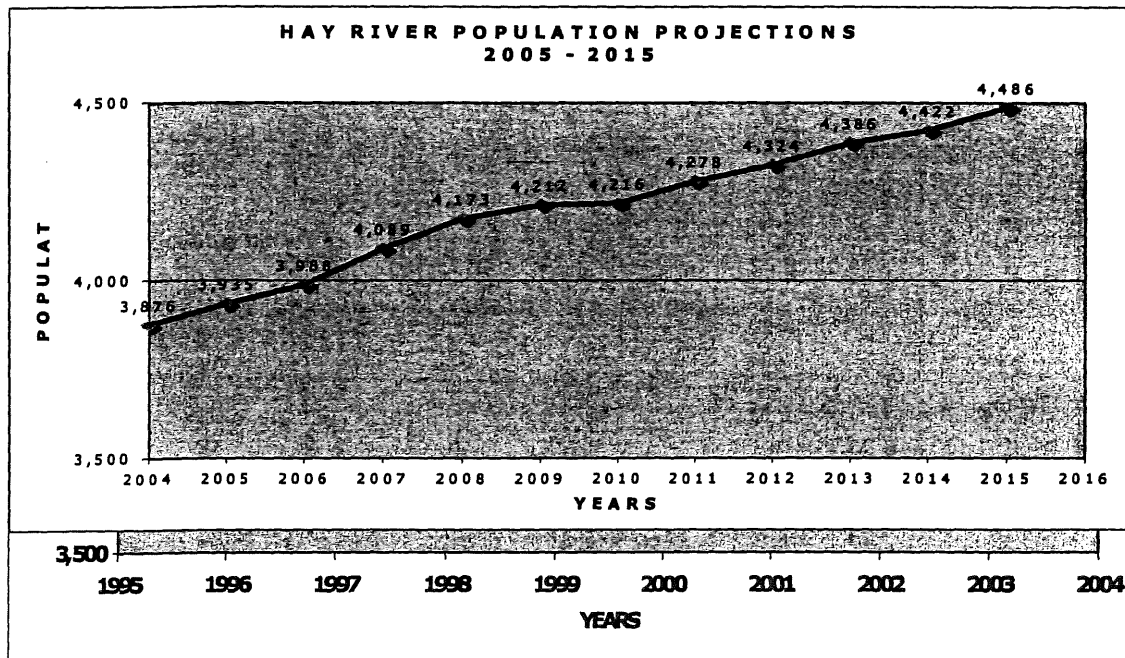
Rationale: At least one full-time Counselor position is requested as a minimum allocation for each school given the relatively high level of student counseling needs. The dollar amount here represents the anticipated cost of increasing the allocation for those DEAs that do not get enough by existing formula (counselor, hearing & counseling).

1,289,000

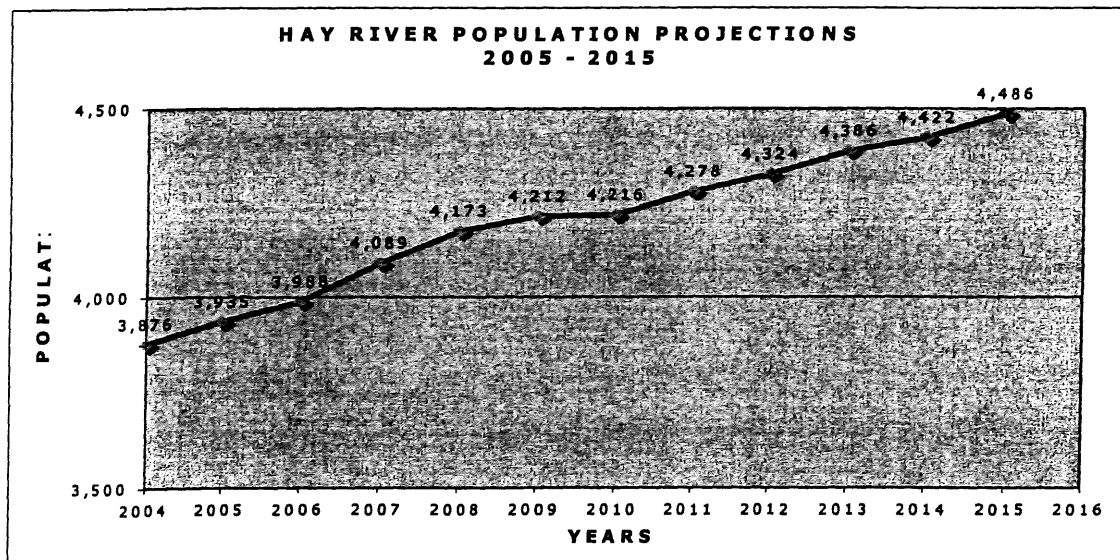
APPENDIX E

HAY RIVER POPULATION TRENDS

From estimates supplied by the NWT Bureau of Statistics, the population in Hay River between 1996 and 1999, was relatively constant and in fact from 1999 to 2003, there was a population decrease of approximately 3%. However, by 2004, a significant population increase occurred as indicated in the following chart.



From projection estimates supplied by the NWT Bureau of Statistics, it appears that Hay River will continue to experience a very significant 'all persons' population growth over the next ten years with a total population increase of over 15%.



APPENDIX F

SCHOOL ENROLMENT PROJECTIONS

The following chart indicates the student enrolments that were used for business planning purposes. These enrolments are based on information supplied by ECE for 2000/1 to 2004/5, and a projection of student enrolments for the next three years. These projections were made with the assumption that retention will remain near 100%.

HAY RIVER SCHOOL ENROLMENTS - For Planning Purposes

GRADES	2000	2001	2002	2003	2004	2005	2006	2007
K/2	36.0	29.5	27.5	22.5	26.5	26.0	21.0	21.0
1	68.0	70.0	63.0	64.0	48.0	53.0	54.0	46.0
2	62.0	62.0	66.0	61.0	56.0	48.0	53.0	54.0
3	70.0	70.0	67.0	63.0	47.0	65.0	48.0	53.0
4	96.0	67.0	70.0	58.0	64.0	47.0	65.0	48.0
5	74.0	84.0	59.5	69.0	53.0	64.0	47.0	65.0
6	76.0	73.5	89.0	77.0	68.0	53.0	64.0	47.0
7	76.5	84.0	75.0	79.0	75.0	68.0	53.0	64.0
8	74.0	62.5	84.0	72.0	85.5	75.0	68.0	53.0
9	80.0	63.0	66.0	84.0	67.5	85.0	75.0	68.0
10	106.0	87.0	80.0	94.0	81.5	67.0	85.0	75.0
11	53.5	67.0	55.5	42.0	64.0	81.5	67.0	85.0
12	43.0	47.5	48.0	60.5	47.0	64.0	81.5	67.0
Totals	915.0	867.0	850.5	846.0	783.0	796.5	781.5	746.0

Appendix G

BIOGRAPHIES OF CURRENT D.E.A. MEMBERSHIP

DAVID MACDONALD - CHAIRPERSON

A private Lawyer in Hay River for over 25 years, having established the three lawyer law firm of MacDonald & Associates in 1987. I hold a Bachelor of Arts from St. Francis Xavier University and a Bachelor of Laws from Dalhousie University. I have been a Member of the Hay River DEA for ten years, the past year as Chairperson. I am a Member of the Hay River Recreation Board since 1982, serving most of that time as Chair or Vice Chair. I am a Member of the Hay River Kiwanis Club since 1980 and have coached a number of youth fastball and basketball teams. I am married to a Teacher and have two children who went through the Hay River education system.

KANDIS JAMESON - VICE-CHAIRPERSON

A small business owner for over 16 years, having recently opened a True Value Hardware Store. I hold a Bachelor of Science from the University of Alberta. I have worked for both the CIBC and Royal Banks, giving me over 15 years of finance experience. I have been a Member of the Hay River DEA for 6 years and served the past year as Vice-Chairperson. Over the past 10 years, at one time or another, I have served as an executive Member of the Hay River Figure Skating Association, Hay River Minor Hockey Association, NWT Track & Field Association, Hay River Mixed Broomball Association, and the Parent Action Committees. I have also coached numerous baseball and volleyball teams. I was born and raised in the Northwest Territories and have successfully completed my elementary and secondary schooling in the north and now have two children in our education system.

JANINE KIPLING - MEMBER

I was born and raised in Hay River and received all my formal education in Hay River. I am married with three children who are currently in grades 5, 8 and 11. I am a Clerk at the Hay River R.C.M.P. Detachment and have been for the past 4 years. I have had the opportunity to be part of all my children's activities. I have been involved in Minor Hockey, Youth Curling, Gymnastics, Baseball, Darts, Parent Action Committees, and assisting with extra curricular school events as well as other community groups. My involvement ranges from aiding with the many organizations fundraising events, to sitting on the executives.

DAVID SANGUEZ - MEMBER

I am a Correctional Officer with the GNWT, at the South MacKenzie Correctional Centre in Hay River since 2000, though I started with the Justice Department in 1986. I earned a diploma in Interpreting/Translating in the Slavey Language at Aurora College in Fort Smith in 1998. I've been a Member of the Hay River DEA for the past year. I was with the Youth Justice Committee in Fort Smith for two years before moving to Hay River in 1998. My wife and I are foster parents and have fostered several children who were/are in the Hay River education system. We have five grown children, one of whom is presently in the senior high school system.

MELVIN LAROQUE - MEMBER

I was born in Fort Resolution and raised in Hay River since 1975. I have worked at the Nat'sejee K'eh Treatment Centre on the Hay River Reserve for the past 7 years and as the Executive Director of the non-profit organization for the past 4 years. Educated in the Hay River education system, I went on to take my Teacher Training at Aurora College and did 2 practicums under long term Hay River teachers before moving on to the University of Saskatchewan. I moved from the Education system to the Social Services system 7 years ago to help residents of the NWT overcome their addictions. I am past president of the Hay River Lions Club, past Board Member of Growing Together and am on the Executive of the Hay River Swim Club Team. I also volunteer with the Parent Action Committees with the three schools in Hay River. I am married to a Human Resource Officer from the Hay River Health and Social Services Authority and have a 13 year old daughter in Junior High and 6 year old in Elementary School.

KEN LATOUR - MEMBER

I have served on the Hay River DEA since February, 2004. I have lived in Hay River off and on for the past 33 years, spending my childhood here and returning in between bouts of school, university and work in other places. Holding a degree in Anthropology, I have worked as an Adult Educator in the North and overseas for ten years. I have been back in Hay River since 2004, and am currently a small business owner/operator, but remain active in the education and literacy field.

