South Slave Divisional Education Council Annual Report for 2017-2018 School Year

September 28, 2018

Creating Futures

South Slave Divisional Education Council

Government of
Northwest Territories

Table of Contents

Purpose of the Annual Report 3
South Slave Divisional Education Council Operating Environment 3
South Slave Divisional Education Council Governance 11
Language, Culture and Identity 15
Health, Wellness and Student Support 21
Teaching and Learning 26
Student Outcomes and Success 33
Human Resources Management 42
Appendix A: Audited Financial Statements 51

Purpose of the Annual Report

The South Slave Divisional Education Council 2017-2018 Annual Report was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Annual Report is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Annual Report is to ensure that Education Bodies remain accountable to their Operating Plans.

The current Annual Report is based on the South Slave Divisional Education Council 2017-2018 Operating Plan.

South Slave Divisional Education Council Operating Environment

School Profiles and Student Enrolment

South Slave Divisional Education Council consists of eight (8) schools that housed approximately 1300 students in the 2017-2018 school year.

Table 1 below provides an overview of the school profiles, while Table 2 provides information on student enrolment in each school in the completed school year.

Table 1: South Slave Divisional Education Council School Profiles 2017-2018.

School	Grades	Languages Offered	Alt Learning Modes	Alt High School Programs
Paul W. Kaeser High School	7-12	Core French, Chipewyan, Cree, French Immersion		Phoenix School
Joseph B. Tyrell Elementary School	JK-6	Core French, Chipewyan, Cree, French Immersion		
Diamond Jenness Secondary School	8-12	South Slavey, Core French		Storefront Centre
Princess Alexandra School	4-7	South Slavey, Core French, Intensive French		
Harry Camsell School	JK-3	South Slavey, Core French		
Deninu School	JK-12	Chipewyan	Northern Distance Learning	
Łutsel K'e Dene School	JK-12	Chipewyan		
Chief Sunrise Education Centre	JK-12	South Slavey		

Table 2: South Slave Divisional Education Council School Profiles 2017-2018.

School	Community	Grades Offered	Student Enrolment (FTE)[1]	Teaching Staff (PY)[2]
Chief Sunrise Education Center [CSEC]	K'atlodeeche First Nation (Hay River Reserve)	JK-12	41.0	6.6
Diamond Jenness Secondary School [DJSS]	Hay River	8-12	213.0	17.3
Deninu School [DN]	Fort Resolution	JK-12	95.0	10.7
Harry Camsell School [HC]	Hay River	JK-3	171.5	12.6
Joseph Burr Tyrell Elementary School [JBT]	Fort Smith	JK-6	283.5	20.5
Lutsel K'e Dene School [LKDS]	Lutsel K'e	JK-12	62.5	7.9
Princess Alexandra School [PA]	Hay River	4-7	161.0	10.3
Paul William Kaeser High School [PWK]	Fort Smith	7-12	257.75	21.2
DEC Total			**1285.25**	**107.2**

[1] FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2017.
[2] PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

Table 3: Student enrolment (FTE) by school and by grade as of September 30, 2017.

	Grades													
School	**JK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CSEC	0.5	2.0	4.0	3.0	2.0	5.0	2.0	5.0	4.0	4.0	4.0	3.5	2.0	0.0
DJSS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.0	33.5	64.0	34.0	37.5
DN	3.5	9.0	7.0	4.0	2.0	11.0	5.0	11.0	6.0	8.0	6.0	10.0	7.5	5.0
HC	14.0	36.0	38.0	46.0	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
JBT	13.0	43.0	43.0	46.0	26.0	28.0	40.5	44.0	n/a	n/a	n/a	n/a	n/a	n/a
LKDS	0.0	5.0	2.0	6.0	0.0	5.0	2.0	5.0	7.0	6.0	2.0	11.0	8.25	3.25
PA	n/a	n/a	n/a	n/a	n/a	38.0	44.0	46.5	32.5	n/a	n/a	n/a	n/a	n/a
PWK	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41.5	30.0	34.0	42.0	66.5	44.75
DEC Total	31.0	95.0	94.0	105.0	67.5	87.0	93.5	111.5	91.0	92.0	79.5	130.5	117.25	90.5

Student and Teacher Population

The SSDEC serves the educational needs of approximately 1300 Junior Kindergarten (age 4) to Grade 12 students in five communities and eight schools geographically located in the southeast portion of Canada's Northwest Territories (NWT):

Community (population)	**School (Grades Served)**	**Indigenous Enrolment**
Fort Resolution (pop. 474)	Deninu School (JK-12)	97%
Fort Smith (pop. 2496)	Joseph Burr Tyrrell Elementary School (JK-6) Paul William Kaeser High School (7-12)	81%
Hay River (pop. 3606)	Harry Camsell School (JK-3) Princess Alexandra School (4-7) Diamond Jenness Secondary School (8-12)	63%
K'atlodeeche (pop. 292)	Chief Sunrise Education Centre (JK-12)	100%
Lutsel K'e (pop. 395)*	Lutsel K'e Dene School (JK-12)	98%

* Lutsel K'e is only accessible by air or by boat in the summer, while the other communities are also accessible by road

The South Slave is particularly unique with five official languages; South Slavey, Cree, Chipewyan, French and English, and approximately 78% of the student enrollment are of Indigenous descent (the NWT population is 64% Indigenous).

Students in the South Slave have a diverse set of needs with approximately 18% of our students on *Individualized Education Plans (IEP)* or *Student Support Plans (SSP).* Inconsistent attendance is a significant factor that typically prevents a number of students from benefiting from day-to-day instruction and learning at a consistently high rate.

A relatively large percentage of students are also transient, with Fort Smith and Hay River serving as magnet communities for those being temporarily served by Aurora College and secure facilities

to name a few. In the smaller communities, the retention of quality teachers is also a particular challenge and can provide inconsistency in program offerings.

Multi-graded classrooms are prevalent with as many as four grades being served in some classrooms. The inclusive schooling directive of the NWT requires that the majority of students are moved along with their age-appropriate peers regardless of their academic level, resulting in most South Slave classrooms containing a wide spread of student ability levels.

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 Oxford Center of Child Studies at McMaster University, it is used across Canada. EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose children, but instead provides a snapshot of the learning readiness of groups of four and give 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 & general knowledge; social competence; and language and cognitive development.

The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage that are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered 'vulnerable' and children scoring in the lower 10% to 25% are considered 'at risk'. Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada. 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 the EDI 2016-17 results (see Figure 1) 51.8% and 25.3% of kindergarten students were reported as being vulnerable on at least one, and two or more domains respectively. For students in the South Slave Region, the vulnerability rate on at least one domain was above the NWT average, whereas the vulnerability rate on at least two domains was below the NWT average.

Figure 1: Early Development Instrument Results for South Slave DEC & NWT Percentage of Children Vulnerable at least ONE or TWO domains

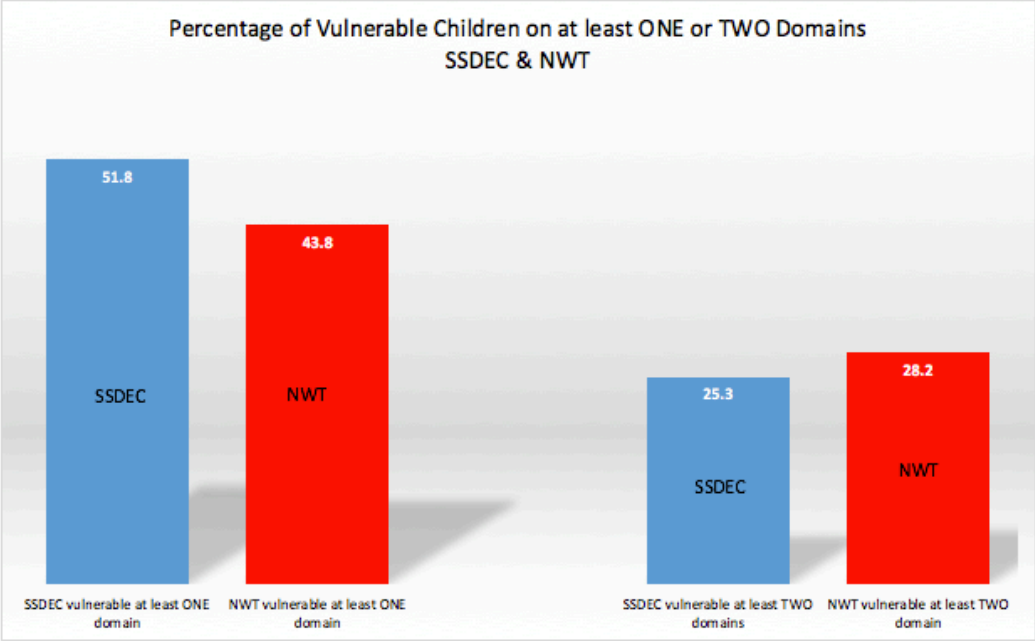
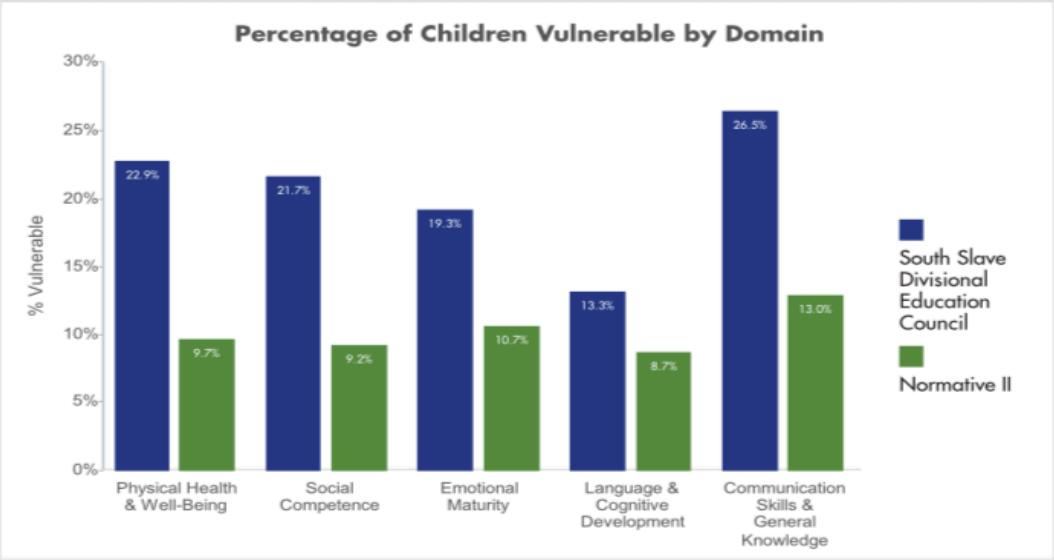


Figure 2: Early Development Instrument Results for South Slave DEC & Normative II population.



The graph below illustrates South Slave Divisional Education Council 2016/2017 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.

Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report survey to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and in the community. Researchers at the Human Early Learning Partnership (HELP) at the University of British Columbia (UBC) manage the work. MDI includes questions that are linked to 3 areas of students' development: Well Being; health; and academic achievement. The Well-Being Index focuses on critical areas of students' development: Optimism, happiness, self-esteem, absence of sadness and general health. Scores from these areas are combined to correspond to 3 categories of Well-Being: 'Thriving' (Green), 'Medium to High' (Yellow), and 'Low Well-Being' (Red).

According to the MDI in 2016-17 results (see figure 3), 43% of students in Grade 4 and 32% of students in Grade 7 in the South Slave Region are considered "thriving" on the Well-Being Index. In Grade 4 we are above the average in the NWT and in Grade 7 we are one percent below the NWT average.

Figure 3: The Well-Being Index Results for Grade 4 Students in South Slave DEC and NWT

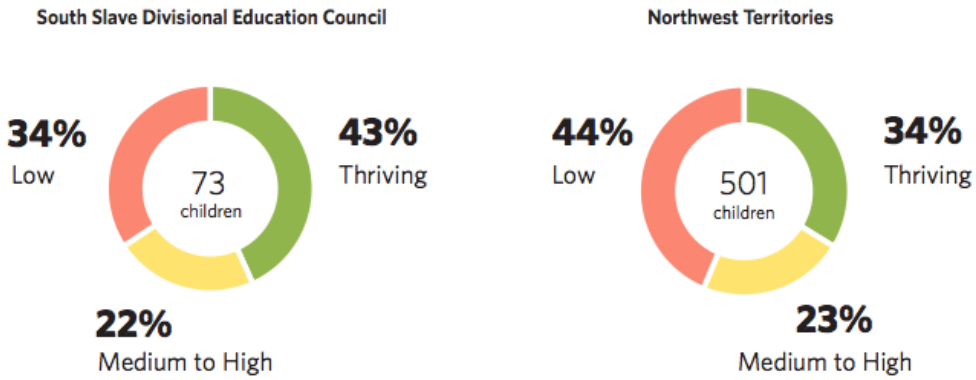
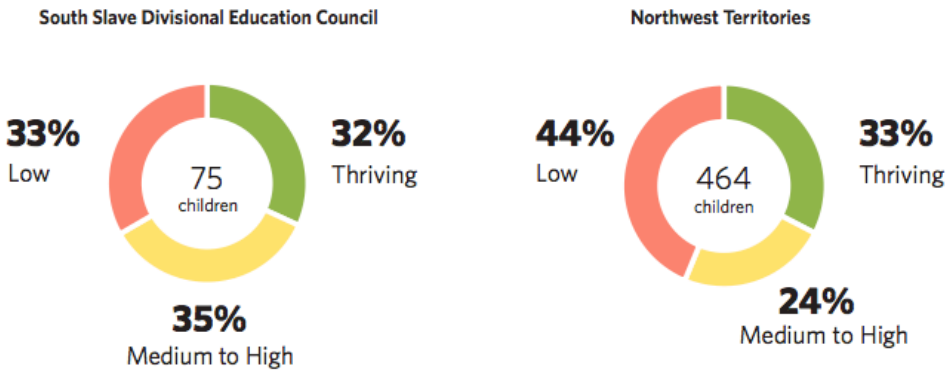


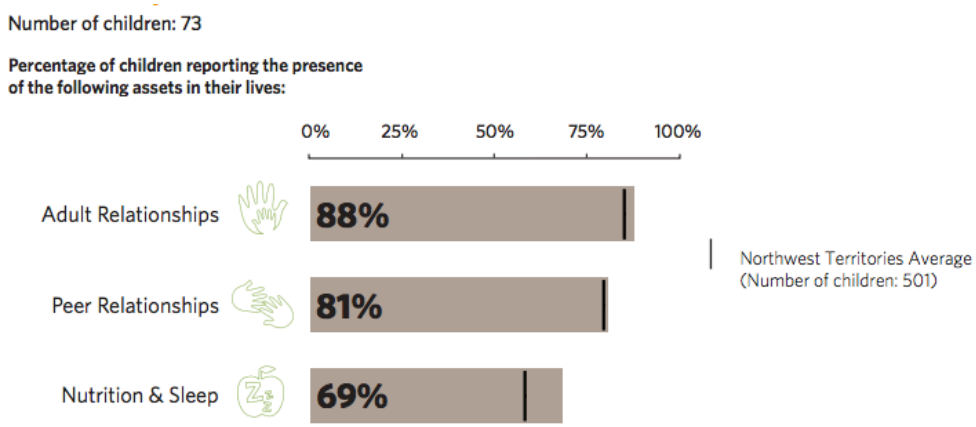
Figure 4: The Well-Being Index Results for Grade 7 Students in South Slave DEC and NWT



The MDI also included questions on the Assets Index. The Assets Index combines measures that highlight 4 key assets that help to promote children's positive development. Assets are positive experiences; relationships or behaviours present in children's lives.

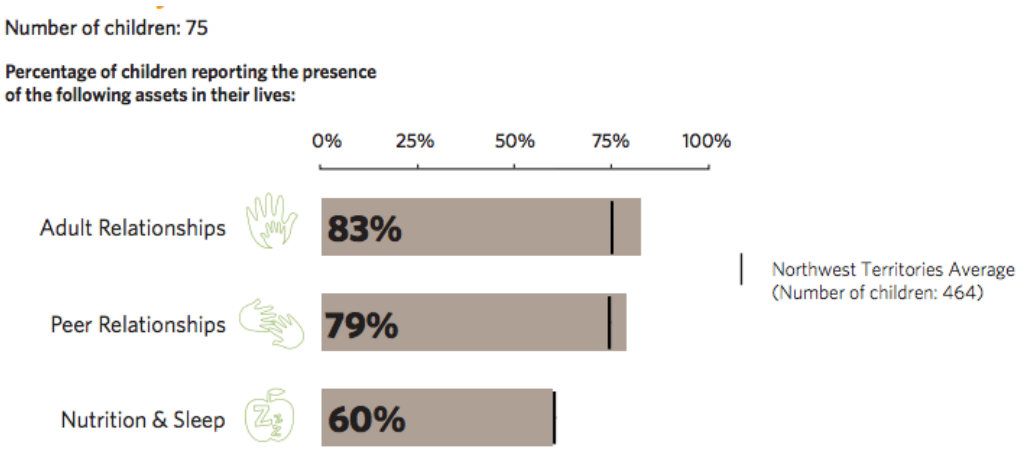
According to the Assets Index results in the MDI 2016-17, the percentage of Grade 4 students in the South Slave Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition & Sleep were 88%, 81% and 69% (see figure 5). All categories were increases from 2015-16 with Nutrition and Sleep increasing significantly from 53% in 2015-16 to 69% in 2016-17 however still slightly below the NWT average of 72%. Adult Relationships at 88% was above the NWT average of 86% and Peer Relationships equalled the NWT average at 81%.

Figure 5: The Assets Index Results for Grade 4 Students in South Slave DEC and NWT



The percentages of Grade 7 students in the South Slave Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition & Sleep were 83%, 79% and 60% (see figure 6). The percentages of Grade 7 students that reported a presence of Adult Relationships and Peer Relationships are above the NWT averages while 60% of Grade 7 students reported receiving adequate Nutrition & Sleep, which equalled the NWT average.

Figure 6: The Assets Index Results for Grade 7 Students in South Slave DEC and NWT



Teacher Population:

The SSDEC is facing a staffing turnover (teachers) of almost 20% (18.7%) next year. This will have an impact on the amount of training/support required from the Regional Office. This will continue to be an issue for the next 3-5 years as the number of teachers reaching retirement age is significant.

South Slave Divisional Education Council Governance

The SSDEC was established in 1991 with a mandate to provide a quality JK-12 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 2017-18 representatives were as follows:

Fort Smith	Ann Pischinger (Chairperson)	3-year term
Fort Resolution	Bess Ann McKay (Vice-Chairperson)	2-year term
Hay River	Kandis Jameson	3-year term
K'atlodeeche	Atanda Norn	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 education bodies must and may do.

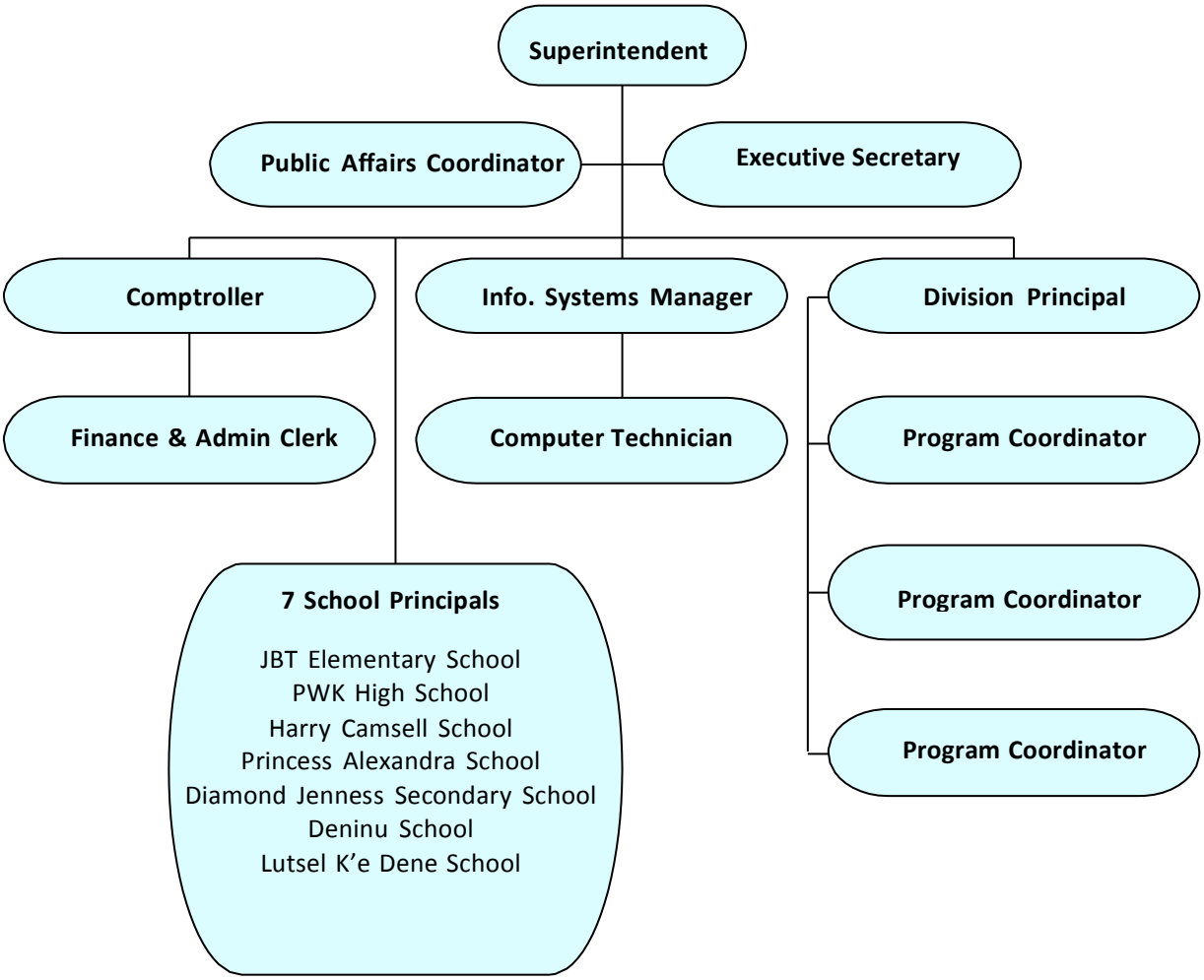
The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.

Key senior management positions are:

Superintendent – Dr. Curtis Brown
Division Principals (0.5 FTE) – Dorie Hanson, Al Karasiuk
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.

SSDEC Functional Organizational Chart



Governance Training

As per SSDEC Policy BHA – DEA Development, in recognition of the commitment of Council to lifelong learning and continuous improvement, it is expected that all District Education Authority (DEA) representatives take opportunity for training and development activities to enhance their ability to effectively fulfill their governance responsibilities consistent with the foundational and philosophical commitments of the South Slave Divisional Education Council (SSDEC).

The SSDEC identifies potential DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEA members are expected to review the local DEA policies, SSDEC policies, and the workshops available to DEAs as listed in the SSDEC's *DEA Development Workshops* document, along with any other relevant documents pertinent to the operation of the DEA.

The *Formula Funding* and *Staffing* workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: *Policy Development, Leadership for Literacy, Community Education Planning, Implications of the* Education Act, *Harassment Awareness Workshop, Fundraising, Partnerships, Providing Support for Teachers, Finance for Trustees (Finance for Non-Financial Managers), Successful Meetings, Lobbying, School Calendars, Public Relations and Communication, Inclusive Schooling, Graduation Requirements, Planning Local Programs,* and *Codes of Conduct*.

SSDEC staff provides these workshops at the DEAs' request (free of cost), and will refer DEAs to Department staff or contractors (at a cost) when their identified needs are beyond the scope of the SSDEC staffs' expertise. Where possible, the SSDEC will tailor or develop workshops to meet the DEAs' current needs.

A '*New Member Orientation'* workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. In 2017-18, there was only one new member elected in the Fort Resolution DEA election.

The SSDEC invited Dr. Leroy Sloan (former Alberta Deputy Minister) to their June 15, 2017 council meeting to provide in-servicing. Dr. Sloan presented to four (4) Council members on *Maintaining Momentum When Downsizing.* The presentation focused on the importance of staff development, and how to do more with less during a time of plateauing results.

Divisional Education Council Meetings

According to section 109 of the Education Act, the "Divisional Education Council shall meet at least three times a year and at any other times that it may decide". Table below describes the status of DEC meetings that were planned for the completed school year.

Meeting Number	Planned Date	Planned Location	Did the meeting take place as planned? (Yes/No)	If no, explain why.
1	September 30, 2017	K'atlodeeche First Nation	Yes	
2	November 25, 2017	Hay River	No	Held as a conference call instead (same day) after bison were hit on the way to the meeting.
3	February 10, 2018	Fort Smith	Yes	
4	April 21, 2018	Fort Resolution	Yes	
5	June 15, 2018	Łutsel K'e	No	Held as a conference call instead (same day) after plane was weathered out.

Table 4: SSDEC Meetings Schedule.

Honoraria and travel allowances are disbursed on a per meeting basis. We are not aware of any concerns surrounding honoraria and travel allowances within the SSDEC or by any of the South Slave DEAs.

Language, Culture and Identity

Outlined below are achievements on programs and activities implemented to support the development of language, culture and sense of identity.

First Nations Storybook Apps	
Priorities in the 2017-2018 school year:	The First Nations Storybook Project is intended to support individuals who are intent on learning and speaking their ancestral language. This collection, with spoken-word and text, provides the tools by which users may rediscover and practice their language. Designed to look like a bookshelf, the educational apps are available through the App Store and Google Play, and each house about 50 books from the SSDEC's collection, most of which are written in both the local Indigenous languages and in English. The books, which tell of stories that reflect the traditions, values and experiences of northern Canadians, are read by local fluent speakers so that readers can hear, follow along, and learn the language.
Achieved results:	• The First Nations Storybooks apps, available in Bush Cree, Chipewyan, and South Slavey, are now all available for users to download for free on both iOS and Android devices. A quick search for "First Nations Storybook" should find the apps. • All students in Indigenous language classrooms have access to iPads which have the First Nations Storybook apps preloaded. Approximately 275 iPads are distributed across our eight schools (for various uses). • The Cree version has a 5-star review in the App Store. A reviewer wrote: "They are bilingual so a listener/reader can follow along in English. As a teacher in a big city, my students may never speak Cree but this is a wonderful way for them to hear the language spoken through an engaging story. Thank you!"
SSDEC Regional Literacy Target: Learning Local Languages	
Priorities in the 2017-2018 school year:	At the June 2017 Council meeting DEC representatives set regional targets for 2017-18. One of these targets was : • 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 Indigenous language(s) (6 phrases to engage/respond without reminder) Each staff member was provided with the words and accompanying sound files (spoken by Elders) to assist their pronunciation. As well, at the in-service, fluent Slavey, Chipewyan and Cree speakers led the educators through the words. These tactics were key in helping teachers learn and pass on the

	language to their students. Teachers were responsible for monitoring their students' knowledge, while principals were required to assess their staff. These results were then handed into the regional office (where all staff were also participating).
Achieved results:	• 85% of students, and 92% of staff, are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Indigenous language (target 80%). This information is tracked at the school level (by student, and staff member) and is submitted to the Regional Office at the end of the year. • For many schools, the target was a catalyst to continue to learn language throughout the year as a whole school activity. Some schools had weekly or monthly words that everyone was expected to learn on top of the six prescribed by the regional office.
School and store signage with Quick Response (QR) codes	
Priorities in the 2017-2018 school year:	SSDEC schools received new signage holders for all doors, and as translations and sound files come in we are designing the signage to be printed and installed in each school (with help from Department of Infrastructure). The signs state the room number and room name in all of the languages of the community. Each sign also features a room symbol to assist those who cannot read, and a QR barcode that users can scan with their phone to hear pronunciation of the Indigenous language name of the room. Many of the independently owned stores in our communities have also put up Indigenous language food labels in their stores (either for Indigenous Languages Month or permanently) as part of our Shopping in Two Worlds program. These labels also feature QR barcodes that can be scanned with any cell phone that has a QR app downloaded. The phone then directs the user to a page where they can press 'play' and hear the proper pronunciation of the words.
Achieved results:	• Signage has already been installed in 7/8 schools, with the remaining 1 school to be completed 2018-19. • The North West Company approached SSDEC to request assistance in rolling out a similar signage program in most Northern and NorthMart locations. They have translated ~ 80 words into approximately 30 dialects. The story was covered on CBC, following the previous year's 2016-17 coverage, which garnered international interest.
2nd Annual Children's Storybook Contest	
Priorities in the 2017-2018 school year:	The SSDEC launched their 2nd *Annual Children's Storytelling Contest* in March 2017. The contest, open to all, looked for stories that appeal to younger children and that follow a Northern theme and incorporate a cultural perspective. Stories that lent themselves to translation and were already illustrated/photographed were given preference.

	The grand prize winner received $500 and the honour of having a hard copy of their story published in Chipewyan (Dëne Sųłiné Yatıé), South Slavey (Dene Zhatıé), or Cree (Nēhiyawēwin); and an eBook version published on each of the three First Nations Storybook apps. The contest closed at the end of June, and then following that winners were selected and their work edited, illustrated, and laid out as a book and sent to print.
Achieved results:	The *2nd Annual Children's Storybook Contest* received around two dozen entries from across the NWT in June 2017. From these entries, one grand prize winner was chosen. • The winner was Rachel Vander Veen of Yellowknife with her story *A Journey Down the River***.** The children's story was illustrated by Nevia Mateus. • The book is being published as a full-colour dual-language children's book in English, Chipewyan (Dëne Sųłiné Yatıé), South Slavey (Dene Zhatıé), and Cree (Nēhiyawēwin). Five hundred copies of each book will be released in Fall 2018. The book will also be available on all three First Nations Storybook apps. The contest was a great way to engage the NWT in language and culture – SSDEC was very impressed to receive entries from Indigenous language classes in the NWT. • SSDEC has now published over 300 books.
Three Feathers – The Movie	
Priorities in the 2017-2018 school year:	*Three Feathers – The Movie*'s final shoot wrapped up in January 2017, and the footage has been sent to post-production. The majority of the cast and crew are Northerners in this ground-breaking film, which was filmed in four languages over four seasons. In total, five movies are being produced – versions in Chipewyan, Cree, Slavey, and English (lengths to be determined), and a 45 minutes English version which will be entered into the short film category in film festivals. The story follows three young men – Flinch, Bryce and Rupert – who have vandalized their 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? In 2017-18, additional voice recordings were completed, and post-production work took place. The film will premiere in Fort Smith, NT, and Yellowknife, NT in fall 2018. People are proud of the work that is being produced, and SSDEC is confident that the movie was going to be just as great an educational resource, as the

	language revitalization project. The SSDEC supported the project both financially and through in-kind contributions (staff time, equipment etc.).
Achieved results:	• The movie has already received significant media coverage, with stories being published on CBC and CKLB radio, and in the Northern Journal, News/North, The Edge YK, and My Yellowknife Now. The *Three Feathers – The Movie* website, Twitter and Facebook accounts are also consistently reaching hundreds to thousands of people. • Total fundraised – approximately $400,000 • Cast and crew #s – Over 60 people were involved in the project, many of them Indigenous Northerners.
Key Cultural Experiences	
Priorities in the 2017-2018 school year:	All schools in the SSDEC will integrate key cultural experiences both within the Indigenous Language classroom and out on the land. Every teacher in the SSDEC is required to incorporate cultural experiences and teachings into their classroom practices (Dene Kede). Through the support of inquiry-based learning teachers are encourage to make learning authentic for students by inviting Elders into their classrooms, taking learning beyond the school into their communities and designing relevant academic activities that are culturally relevant to the context and students in the school. All South Slave schools host culture camps on school property, visit neighbouring camps (such as at a museum), or take students on on-the-land trips, such as to the Sweet Grass Station in Wood Buffalo National Park.
Achieved results:	• **Deninu School (JK-12):** Cultural trips, on-the-land, hand games tournaments, Dene games tournaments, feeding of the fire ceremonies, drumming, preparing traditional foods, trapping and snaring activities occur at least once/month. Now that the on-site camp has been established students are experiencing daily on-going cultural activities. • **Joseph Burr Tyrrell Elementary School (JK-6):** In-school cultural activities, participation in Dene Games: Weekly-Tuesday afternoons; Seasonal Culture Camps (3 times/year). • **Paul William Kaeser High School (7-12):** Sweet Grass Camp (Gr 7&8), Spring Canoe Trip (Gr 9), Winter Camp (Gr 10-12), weekly drumming/hand games, Feasts (3 times/ year), Fire ceremony (2 times/ year). Daily/weekly activities are included in classroom instruction and practices, such as: food preparation, drum construction, arts and crafts, and Elders and community member visits. • **Harry Camsell School (JK-3):** Cultural trips on-the-land, learning traditional skills, participation in cultural activities, playing traditional games, traditional food: at least once/week • **Princess Alexandra School (4-7):** Cultural trips on-the-land, learning traditional skills, participation in cultural activities, playing traditional

	games, traditional food: at least once/week. • **Diamond Jenness Secondary School (8-12):** Traditional food gathering and preparation, traditional arts, participation in cultural activities, and games. These activities occur weekly within the Slavey class and once a month (or more) for the whole school population. • **Chief Sunrise Education Centre (JK-12):** Weekly culture camp, school opening camp, Winter Trap Camp, Spring Camp, Beaver Camp, Phys. Ed units on traditional games, storytelling, daily Dene Language classes (units focused on traditional ways of Dene Culture), Traditional Games Championships. • **Lutsel K'e Dene School (JK-12):** On the land trips (3 times/year – 1 week); Traditional games, traditional skills: once/week.
Indigenous Language Instruction/Speak Your Language campaign	
Priorities in the 2017-2018 school year:	All SSDEC schools offer core programming in the local Indigenous languages (Cree, Chipewyan and Slavey). All staff and students are required to learn at least 6 traditional greetings in the language(s) of their community. Culturally relevant texts and resources are used frequently in the classrooms for instruction and guided reading experiences. To help encourage and facilitate these programs, through the Speak Your Languages campaign, the SSDEC aimed to promote use of local Indigenous languages in the home and community. Although the SSDEC won't have direct influence over which language parents choose to use at home, SSDEC can, through a well-conceived Public Relations campaign, extol the benefits and make the case for using one's ancestral language. The campaign directly supports those that are keen to use their language more at home, and also motivates others to begin the process of relearning their language; anything the SSDEC can do, will bring benefits to the in-school Indigenous Language programs. The SSDEC has data to support our claim that our focus on Indigenous languages is having an impact. Recent Canada Census Data (2016) shows growth in two critical indices - Mother Tongue and Home Language Usage - in several of our South Slave communities. We are but a handful of NWT communities where these two indicators representing the health of our languages has grown rather than declined. In most communities the decline has been significant. Our goal continues to be to improve upon the positive trend of home language usage - all to the benefit of our school programs. This fits well with our goal of pushing the languages out of the school and into the community and homes of our students. In other words - helping make our communities ripe for a resurgence of the languages.
Achieved results:	• All K- Grade 9 schools provide a minimum of 90 hours a year in the local language(s). • Grades 10-12 schools that offered 5-credit Indigenous language courses provided a minimum of 125 hours of instruction in each. These courses included:

	○ Cree 15, ○ Cree 25, ○ Cree 35, ○ Chipewyan 15, ○ Chipewyan 25, ○ Chipewyan 35, ○ South Slavey 15, ○ South Slavey 25, and ○ South Slavey 35. • We have ordered and are distributing swag that says "Speak Your Language" in the three languages spoken in our region. ○ 1000 bags, 1000 mugs, 50 hoodies, 967 t-shirts ○ Students are very excited about their new clothing and can be seen wearing it in the schools and communities every day. • We filmed and produced 1 commercial (60 seconds) of students using their language in the classroom. This commercial played in the Hay River and Yellowknife movie theatres throughout the month of March. • We are working on producing two more commercials.
Our Languages: Indigenous Languages Curriculum	
Priorities in the 2017-2018 school year:	Given the high percentage of Indigenous students in the region (78%) a focus on language revitalization and integration of culture within our classrooms is essential for providing our students with a sense of belonging and positive self-image. Three SSDEC schools were chosen to pilot the new Our Languages Curriculum in 2017-18. The SSDEC has been a strong advocate for promoting and encouraging the use of Indigenous languages beyond the classroom. Over 300 books have been published to support student, staff, and community in revitalizing their language usage. Multiple SSDEC staff were contracted by the Department of Education, Culture, and Employment to support and develop the *Our Languages Curriculum (OLC).*
Achieved results:	• 3 Indigenous language teachers attended 2 in-person territorial training sessions, along with 4 telephone conferences. • 3/3 Indigenous language teachers were observed (on-site visits) and received written feedback. • Brent Kaulback assisted in writing and advising the curriculum. • Devin Roberts supported Indigenous language teachers, Paul Boucher, Justin Heron, and Shirley Lamalice, to pilot the curriculum and develop activities to support the curriculum. These activities were included in the curriculum and will be used territorially when the curriculum is rolled out NWT-wide in the 2018-19 school year. • Sarah Pruys designed supporting documents (i.e. flashcards, posters) for the *OLC.*

Health, Wellness and Student Support

Outlined below are achievements on programs and activities implemented to support health and wellness of our students and teachers, meet diverse needs of our learners, and create an inclusive learning environment.

4-6 health and Wellness Curriculum	
Priorities in the 2017-2018 school year:	Health and Wellness correlates closely to the SSDEC's priorities under Socially Responsible Behaviour as well as Social and Emotional Wellness.
Achieved results:	• A total of four teachers representing, three of the five schools offering Grades 4-6, participated in the training offered by ECE, and piloted the new curriculum.

Win the Day Wellness Challenge	
Priorities in the 2017-2018 school year:	The *Win the Day Wellness Challenge* entered 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 was 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, a new law was featured, along with three challenge prompts (although staff were also invited to create their own challenge and share it with the *Win the Day* group if they would like). The challenges themselves were diverse enough to enable all to participate and are designed to raise staffs' level of awareness and commitment to their physical and emotional health. Each month one person who completed the challenge was selected at random to receive a wellness-related prize worth $25. At our upcoming 2018-19 annual regional in-service and cultural orientation days, one grand prizewinner will be selected to win a $500 flight voucher (every completed challenge earns staff one entry in the contest).
Achieved results:	• Approximately a dozen staff participated in the monthly challenges and feedback was quite positive. When staff was confirming their participation in the previous month's challenges, they often commented on the positive

	changes brought about by the task they completed. The challenges asked people to share, help, be polite, and so forth – things that encourage positivity and gratitude, which in turn change people's outlook on life for the better.
SSDEC Regional Social Responsibility Target: Social Responsibility	
Priorities in the 2017-2018 school year:	The SSDEC sets yearly targets that all regional schools aim to meet. One of the social responsibility targets requires that at minimum 80% of K-10 students participate in at least 10 lessons of a social responsibility 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).* Research has shown that the long-term benefits exceed the initial costs of social responsibility programming by an average ration of 11:1. For example, the *Fourth R* program costs $68,000 for 100 students and produces economic benefits of $832,000 (ASCD Educational Leadership, 2015). We know that the wellness of the learner is foundational to the ability for them to learn. In addition, Social Emotional Learning is a process for learning life skills that includes character education, restorative justice, peer mediation, bullying prevention, anger management, drug/alcohol prevention, violence prevention, school climate, ethical-decision making, relationship education and, positive behaviour supports. SEL teaches mental skills that lead to understanding and managing emotion, building long-lasting relationships, show empathy for others, and problem-solve constructively and ethically.

Achieved results:	• 80% of K-10 students participated in at least 15 lessons (10 or more hours) of a social responsibility program by the end of May (target 80% by end of June) such as:
	  ○ Incredible Flexible You (ages 4-7)
	  ○ Zones of Regulation (K-3)
	  ○ Mind Up (JK-8)
	  ○ Second Step (K-9)
	  ○ Mindful Schools (K-adolescent)
	  ○ Superflex (3)
	  ○ Fourth R (7-9)
	  ○ Healthy Relationships Plus (7-11)
	  ○ Leadership and Resiliency Program – LRP (7-12)
	• 2 of our schools were involved in the ECE self-regulation pilot to explore further the 5 domains of self-regulation Currently CSEC has been working with Susan Hopkins (funded through ECE) to identify their next steps in self-regulation practices.
	• All 8 of our schools have been supported with the implementation of self-regulation practices with the support of our RISC.
	• Under the SSDEC Social Responsibility umbrella, providing a safe and

	caring school environment ensures wellness and safety for all, which in turn promotes student inclusion, engagement and performance. Only 1 school (PWK) has an active Gay Straight Alliance (GSA) at this time; they are hosting a GSA Conference in the fall and all schools have been invited with the aim of helping other schools begin the process of establishing their own GSAs.
Strengthening Teacher Instructional Practices (STIP)	
Priorities in the 2017-2018 school year:	STIP (Strengthening Teacher Instructional Practices), which reallocates up to 100 existing student contact hours towards collaborative planning and teacher professional duties in order to improve student outcomes and address issues of teacher workload and wellness. All South Slave schools have applied for the maximum number of hours they are eligible for, and are considering how to best allocate their additional time. The SSDEC is highly supportive of this initiative, and like ECE has concluded that instructional quality (effective teaching and learning) is more important to results than instructional quantity (hours of instruction). The NWTTA conducted a member survey between January 23 and 30 2018, seeking feedback on STIP implementation.
Achieved results:	• South Slave survey results – 82% were very satisfied, satisfied and/or okay with the implementation of STIP • Fort Smith survey results – 100% were very satisfied, satisfied and/or okay with the implementation of STIP
Trauma-sensitive Schools	
Priorities in the 2017-2018 school year:	It is our intent every morning that when students and staff walk through the front doors of our schools they are entering safe, trauma-sensitive spaces. 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. Students may need to be taught how to foster positive friendships, be empathetic, and manage conflict through social skills classes and lessons built into daily interactions. Strategies such as mindfulness, 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. 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. Trauma is particularly prevalent in northern Canada, where statistics tell us that people are three times more likely to be the victim of a sexual assault, robbery, or physical assault than their provincial counterparts (Stats Can, 2012). In the Northwest Territories, 40% of people in the Territories (15 years and older) were victimized at least once in the past 12 months (Stats Can, 2012).
Achieved results:	• 6 Trauma-sensitive Schools/Communities workshops, facilitated by Heidi Yardley of Northern Counseling, were held. • 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. • Teachers are also organizing their classrooms with the goal of creating a safe and inclusive space in mind. Soft lighting, natural elements, and covered cupboards, and a variety of seating options are just a few of the ways our classrooms are calming, welcoming spaces. • We have partnered with Hay River Metis to provide counselling services and training for trauma sensitive schools. Integral to this is support to families. • We have 3 school-based counsellors engaging in training and providing support to students. • All of our PST's have participated in ASIST suicide prevention training. • On-going training and support is also provided by our RISC.
Parent and Student Workshops	
Priorities in the 2017-2018 school year:	Regional Coordinators are developing and piloting workshops and presentations that will available to the community and schools upon request. The ever-growing list includes sessions on *Family Literacy*, *Numeracy*, *Drugs and the Teenage Brain, Choices - Drinking and Driving, Mindfulness*, and *Trauma Education.* In some cases, the SSDEC joins community partners to deliver presentations, including the RCMP and the Department of Health and Social Services.
Achieved results:	• Regional Coordinators gave over 30 presentations at school/community request in 2017-18. • SSDEC coordinators are also called on as experts to provide advice on issues related to their presentations and areas of expertise.
Healthy Foods for Learning	
Priorities in the 2017-2018 school year:	The SSDEC recognizes that nutrition plays an integral role in supporting student learning. Our schools offer a combination of programs (see individual school details below) that offer sugar-free, unprocessed food most of the time. On a routine basis the food offered is sugar-free and unprocessed but schools also offer one-off/special activities where this may not always be the case, like

	hot dog days and other celebratory activities. It also depends on the availability of food in the community that meet these criteria. Snack programs tend to be universal (available to all students), while breakfast and lunch programs are smaller in nature (open to all but offered outside of school hours so there is less participation).
Achieved results:	• 8/8 schools (100%) offer programming 5 days/week; 7/8 schools (87.5%) offered programming 10 months of the year, 1/8 schools (12.5%) offered programming for 8 months. • 8/8 schools (100%) indicated that they offered sugar-free, unprocessed food most of the time. • 7/8 schools (87.5%) offered a breakfast program, 8/8 schools (100%) offered a snack program, and 4/8 schools (50%) offered a lunch program.

Teaching and Learning

Outlined below are achievements on programs and activities implemented to support excellence in teaching and professional development of our educators.

Annual regional in-service

Priorities in the 2017-2018 school year:	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 theme of our 2017-18 in-service was In Focus (Elevating the Essentials). Over the past ten years of the Leadership for Literacy initiative, we have added many research-based practices that have benefited our students and staff in their learning. However, this has also slowly shifted our focus away from what we determined ten years ago as most important: literacy, followed by numeracy and social responsibility. We are endeavouring to refocus on deeper implementation of the cornerstones of our initiative, and make sure that we are not "a mile wide and an inch deep". In light of funding reductions and plateauing results, Schmoker (2017) and Sloan (2017) both tell to do less but do it better. Given the extra time we have been given through STIP, schools will be going deeper with PLCs to ensure teachers really hone in on ELOs and know how to assess and analyze results to inform instruction and interventions collaboratively to improve results. We are also reinvigorating strategies that brought forth the greatest impact on results earlier on in the award-winning L4L initiative, such as SmartLearning (evidence-based instructional process that works in all grade levels). We are reminded of four key questions to help us all focus individually and in collaboration: 1) What do we want students to learn? 2) How will we know if students have learned it? 3) What will we do if students haven't learned it? 4) What will we do if they have learned it? Expanding on the inquiry project assigned at the past two in-services, we are asking each teacher to again develop or repurpose at least two inquiry lessons, SmartLearning sequences, or Balanced Literacy sequences and share one of those (Making Our Work Public) with their colleagues in the upcoming year. We have also asked staff to focus on *cultural inclusion* (Dene Kede) and involving students in their own *assessment*.
Achieved results:	• 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 in-service provides staff with the best researched-based best practices, ensures everyone is unified in working to achieve regional goals,

	and understands our important vision and mission. • This year, the in-service took on a different format where instead of bringing all staff from across the South Slave together, smaller in-services were held in Fort Smith (August 25 & August 28), Fort Resolution (August 28-29), Hay River (August 29-30), and Lutsel K'e (September 8 & September 25). • The first half-day was used to report on the SSDEC's progress as a region and explain what our goals are for the year ahead. Staff worked together to brainstorm how they are currently *Elevating the Essentials,* and identified their own areas for improvement that they will work on throughout the year with their school leadership teams. Staff also discussed how they will use their new STIP time effectively and the importance of generating positive PR about the newfound time. This was followed by our celebrations slideshow and presentation of the *Excellence in Education Awards*. • For the second day and a half of the in-service, presentations were tailored to what the leadership teams had determined as the most important areas to be addressed in their schools. We were very fortunate to enjoy fantastic presentations led by regional coordinators and leadership teams, which included a range of topics: how to effectively use Google Classrooms, classroom management strategies, interventions and trauma-informed teaching, social responsibility and positive behavioural interventions and support, identifying the essential learning outcomes, etc. • This in-service was also a wonderful opportunity to celebrate the great work of our teachers and communities through the *SSDEC Excellence in Education Awards*, NWTTA *Thank You for Making a Difference* draw, SSDEC's *Win the Day Wellness Challenge* draw, the *Princess Alexandra School Vignette*, a staff accomplishments slideshow, a teacher thank-you video, and a Leadership for Literacy celebration video.
Literacy Coaches	
Priorities in the 2017-2018 school year:	As part of the *Leadership for Literacy* initiative, every school has a literacy 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 are expected to spend at least 60% of their time working collaboratively with teachers, going through *coaching cycles* (assess, co-plan, co-teach, 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 are aware of what they should be observing in classrooms and what their Coaches should be doing. The goal is to increase the percentage of students meeting or exceeding the acceptable standard in reading, currently 62% are meeting and our 2017-18 target was 65%. With this in mind, our coaches provide training and support to staff for a combination of research-based Tier-1 Gradual Release of Responsibility methods: • Balanced Literacy (Big 5): Word Work, Read Aloud, Shared Reading, Guided Reading, Independent Reading • SmartLearning: Word Work, Connect, Process, Transform, Reflect • Fisher & Frey: Focussed Lesson, Guided Instruction, Collaborative Work, Independent Work • Inquiry-Based Learning: Acquire, Apply, Transfer • Reading Apprenticeship[1]: personal, cognitive, knowledge-building and social dimensions [1] We sent teaching staff from 3 schools for the Reading Apprenticeship training offered by ECE. Our Regional Coordinators and Literacy Coaches have been providing in-services to other staff on the RA approach. The Reading Apprenticeship approach will primarily be used by our two High Schools (DJSS and PWK). It provides a common structure and language that specialist teachers across the disciplines can implement in support of increasing reading comprehension.
Achieved results:	• Regional Team (Literacy Coaches) met 5 times during the year (11 days in total). • Literacy coaches are an invaluable resource to teachers, providing support and ensuring that research-based best practices are being used throughout the school. • Looking at the improvements the SSDEC has seen in literacy over the last ten years since the Leadership for Literacy initiative began and literacy coaches were hired, the data is clear that they have made a significant impact on student achievement results. • In 2006, only half of our students were performing at or above the standards for reading and mathematics. Now, 62% of students are reading at or above the Canadian average and 71% of students at or above the Canadian average in math (Canadian Achievement Test [CAT-4]). • 32% of students gaining at least one stanine increase in reading on the CAT-4 (SSDEC target 20%) • 36% of students gaining at least one stanine increase in math on the CAT-4 (SSDEC target 20%)

NWTTA Conference	
Priorities in the 2017-2018 school year:	SSDEC teachers attended the 2018 Territorial Teacher's Conference over February 19-21, 2018. The conference brought together teachers from across the NWT to attend professional development sessions.
Achieved results:	A number of SSDEC teachers presented at the conference, including: • Angie Fabian & Brent Kaulback: Languages and Culture with Students • Paul Boucher & Devin Roberts: Music in 2nd Language Teaching • Brent Kaulback: Whole School Approach to 2nd Languages • Sheila Kindred: Autism: Examining the Hidden Curriculum • Erin MacDonald, Allie McDonald, Marnie Villeneuve: *There is no "I" in Camp*: tradition and team building at the annual Sweet Grass Station trip • Kate Powell: Northern Distance Learning • Devin Roberts & Paul Boucher: Orality in the NWT • Gail Sajo: Everyone Can be a Mathematician
Regional Professional Development	
Priorities in the 2017-2018 school year:	Regional PD focussed on the following areas: • Collaborative Learning Teams, o This will be initially addressed during our Regional In-Service in August and then supported at the school level by Leadership Teams. Our last Regional In-Service on this topic was in 2011, since that time there has been a significant staff turnover and with the inclusion of STIP time we wish to ensure that this time is focussed and productive. Evidence for the need to revisit this topic was observed during our semi-annual classroom visits. While we have made significant progress in the area of identifying ELO's (What we want students to learn) we wish to begin the process of regional alignment (vertically and horizontally). This regional focus will also provide an opportunity for wider sharing of promising practices regarding assessment, tracking of student strengths and stretches and effective interventions. • Literacy, o Improving Literacy (reading) has been a Council target since 2007. As indicated earlier our current year results of 62% meeting acceptable standards fell short of our target of 65%. Each school will have one Literacy Coaches and they plan to meet regionally 4 times. We also plan to continue in-servicing our Literacy Coaches in Student Centered Coaching and Gradual Release models of instruction used regionally (including Literacy in the Disciplines) • Numeracy, o Improving Numeracy has also been a Council target since 2007. Our current year results indicate 71% of students at or above the Canadian average in math; our target was 69%. We

	plan to continue work on our regional K-9 math project. The emphasis being on developing Grade 9 next year (ELO's, common year plan, pre– and post-assessments, tracking structures, and program differentiation based on student options in Grade 10). Each school has identified a Numeracy Lead and they met regionally 2 times last year. There are also 3 rounds of school visits scheduled with our regional Coordinator and a contracted math consultant.
	• Indigenous Languages & Indigenizing Education,
	  ○ With the expansion of the new pilot into all classes we will need to ensure all of our Indigenous Language teachers are supported in its implementation. We are also anticipating new staff as well as 3 Indigenous Language trainee/interns. All instructors and interns will meet regionally for 4 days.
	  ○ We will also be in-servicing all staff (with ECE's help) in the topics of Indigenizing Education, Truth & Reconciliation, and the OLC. This will take place at our Regional In-Service in August.
	• Program Support/Inclusive Schooling,
	  ○ Our PST's have 4 days of Regional meetings along with ECE target training to build their capacity in supporting students with identified need and those requiring differentiation in the classroom environment. They are also being trained on the Student Centered Coaching model and relevant strategies for directly supporting teachers.
	• STEM (Science/Technology/Engineering/Math), and
	  ○ Through a partnership with Aurora College we have received 3rd party funding that has allowed the College to hire a part-time teacher who will travel to schools in the region to promote and demonstrate how to incorporate STEM into existing curricula.
	• Leadership
	  ○ The SSDEC coordinates 4 meetings (11 days in total) of the Regional Leadership Team (Principals and Coordinators). One meeting is held in conjunction with PST's and one with Literacy Coaches. These meetings provide training in the areas of Literacy, Numeracy, Inclusive Schooling, OH&S, Personnel (staffing and evaluation) as well as technology. It also serves as a Collaborative Learning Team; we are excited to pilot a new Teacher evaluation model and part of these meetings will serve to refine our practice in this regard.

Achieved results:	• Collaborative Learning Teams (all teachers – 2-day regional in-service)
	  ○ Purpose of a Professional Leaning Community
	  ▪ What do we want students to learn?
	  ▪ How will we know if they have learned it?
	  ▪ What will we do if students haven't learned it? Have learned it?

	○ Establishment of Regional working groups to share resources, ideas and to horizontally align ELO's and assessments • Literacy (all Literacy Coaches – 11 days of regional meetings) • Numeracy (all Numeracy Leads – 1 day of regional meetings, all K-9 Math teachers – 4 rounds of embedded math training @1 day/school) • Indigenous Languages (all Indigenous Language Instructors – 7 days of regional meetings) • PST/Inclusive Schooling (all PST's – 5 days of regional meetings) • Leadership (all principals/coordinators – 11 days of regional meetings)
Teacher Induction & Mentorship Program	
Priorities in the 2017-2018 school year:	The Teacher Induction & Mentorship program involves those practices used to help new and beginning teachers become competent and effective professionals in the classroom. Induction programs also help develop an understanding of the local school, community and cultures. Mentorship, a key component of teacher induction, is the pairing of an experienced teacher with a first year teacher for support and guidance in the areas agreed to by the pair.
Achieved results:	• 6 new teachers were paired with 6 Mentors • 50% of the teachers remain on strength next year
Collaborative Professional Learning Teams	
Priorities in the 2017-2018 school year:	As the SSDEC schools continue their journey with Professional Learning Communities we have established a regional focus *Elevating the Essentials* for the next 3-5 years. This focus is based on the fundamental questions of a PLC: • What do we want students to learn? ○ Determining Essential Learning Outcomes (ELO's) ○ Aligning ELO's vertically & horizontally ○ Writing ELO's in student friendly language (i.e. I can … statements) • How will we know if they have learned it? ○ Developing collaborative/common formative and summative assessments ○ Developing common rubrics for assessments ○ Developing methods to track student strengths and stretches in relation to the ELO's ○ Collaborative data analysis • What will we do if students haven't learned it? Have learned it? ○ Establishing Tier 1, Tier 2 and Tier 3 interventions as part of Response to Intervention (RTI) ○ Developing class, small group, or individual student goals ○ Curricular extensions and/or enrichment School based Collaborative Learning Teams will focus on these as well as individual school based topics (noted by school below) In addition to identified STIP time schools also utilize coaching cycle time

	incorporated into the school schedule.

Achieved results:	• The SSDEC Leadership team (comprised of principals, superintendent and coordinators) met 4 times per year (15 hours/meeting).
	  ○ Twice with Literacy Coaches (additional 15 hours)
	  ○ Once with PST's (additional 7.5 hours)

Teacher Cultural Orientation Days	
Priorities in the 2017-2018 school year:	Each school/community will still be responsible for planning two Cultural Orientation Day for their staff (in consultation with local DEA's).
Achieved results:	• 8/8 schools (100%) planned and delivered two Cultural Orientation days. • 100% of staff participated
Student Success Initiative/Action Research	
Priorities in the 2017-2018 school year:	Schools take advantage of Student Success Initiative action-research and developing school-based PD plans in conjunction with this. Teachers are being supported in learning about effective pedagogical practices (Numeracy & Literacy) as well as tiered intervention supports, differentiation of classroom instruction, self-regulation, wellness and trauma informed practices through on-going school-based in-services by PST's and Instructional (Literacy) Coaches. Specific topics are based on the needs of teachers addressing core instructional practices and topics specific to supporting students with SSP's and IEP's. For example: • Differentiation and tiered level of support (RTI) • Assistive technology • Assessment strategies • Strategies identified through student SSP's
Achieved results:	• **Harry Camsell School:** Intervention Program Support ($15,000) • **Princess Alexandra School:** Intervention Program Support ($15,000) • **Diamond Jenness Secondary School:** Powerful Guided Instruction ($20,000) • **Chief Sunrise Education Centre:** Supporting Student Engagement ($10,000) • **Lutsel K'e Dene School:** Improving Reading ($10,000) • **Joseph Burr Tyrrell Elementary School:** Improving Numeracy Instruction in Large, Multi-Grade Classrooms ($20,000) • **Paul William Kaeser High School:** Encouraging Passionate Readers ($20,000) • **Deninu School:** Improving Numeracy Instruction in Multi-Grade Classrooms (K-9) ($10,000) • 100% of teachers were involved in their respective school SSI projects and PD plans • 100% of Support Assistants met with their PST's at least once a month.

Student Outcomes and Success

Outlined below are results on programs and activities implemented to support academic achievement and to improve student attendance.

Leadership for Literacy

Priorities in the 2017-2018 school year:	In 2007, dissatisfied with student achievement results in the region, the SSDEC determined dramatic change was needed. Just over half of South Slave students were reading at the Canadian standard, and so Council decided to focus on literacy, closely followed by numeracy and social responsibility. The SSDEC 's Leadership for Literacy initiative has a core mission of increasing the percentage of students meeting or exceeding expectations for literacy proficiency. 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. Leadership for Literacy is also concerned with professional development. In each South Slave school, there is a Literacy or Instructional Coach, and/or a Numeracy Lead, and staff are also assigned to learning teams which seek out the best ways to improve student learning, classroom management, and instruction and train their peers in what they find. The SSDEC continues to have ambitious targets and is working towards 80% of students achieving at or above the standard, which would be surpassing the Canadian norm in literacy and numeracy.
Achieved results:	Of the 13 targets Council set for 2017-18, 9 were achieved, 1 other improved but did not meet the target, 1 missed by just 1%, and we are awaiting results of 2 more. Below are the results for 2017-18 as of May: • 32% of students gaining at least one stanine increase in reading on the CAT-4 (target 20%) • 62% of students reading at or above the Canadian average (target 65%) • 85% of students, and 92% of staff, are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Indigenous language (target 80%). • 93% of parents (82% response rate) have discussed with their teacher and understand their child's *reading* strengths and stretches (target 90% of parents with 75% response rate) • 90% of parents say they are satisfied with their child's growth as a

	reader (target 90% of parents with 75% response rate) • 36% of students gaining at least one stanine increase in math on the CAT-4 (target 20%) • 71% of students at or above the Canadian average in math (target 69%) • 91% of parents (82% response rate) have discussed with their teacher and understand their child's *math* strengths and stretches (target 90% of parents with 75% response rate) • 89% of parents say they are satisfied with their child's growth in *math* (target 90% of parents with 75% response rate) • 80% of K-10 students participated in at least 15 lessons of a social responsibility program by the end of May (target80% by end of June) • 88% of parents participating in at least one CEP day, 3-way conference or parent workshop (target 80%) While pleased that the majority of the targets have been met, most concerning is our attendance. Reading continues to be the weaker academic area. This year we saw a 7% increase in math, and a 0% increase in reading (in comparison to the multi-year average). Participation rates went up by 3% as well. Five of 8 schools increased the percentage of students performing at or above average in reading; and 6 of 8 schools increased the percentage of students performing at or above average in math.
Let's Read	
Priorities in the 2017-2018 school year:	The intent of *Let's Read* was to engage all members of the community – students, parents, elders, community groups, etc. – in a reading activity that will invite and encourage everyone to participate. As Nickse (1990) notes, "Parents are a child's first teacher," it is hoped that by getting community members to participate in this reading opportunity, it might help to build a culture of reading at home – where parents, siblings, elders and community members are all encouraged and continue to participate. The *Let's Read initiative will:* • encourage and engage parents, elders, and all interested community members in participating in reading for enjoyment. • encourage parents to interact daily through reading with their children. • encourage community members to engage with each other through discussions about reading, exchanging books with each other, and promoting the use of the school and/or public library. • build and support positive reading opportunities for all generations by promoting the reading of culturally relevant stories and using materials that promotes the local Indigenous language. Objectives: **1. Improve the literacy levels of people of all ages in the NWT**

	This initiative will provide an opportunity for all community members to participate in reading for pleasure. Eyes-on-text builds reading comprehension, fluency, and vocabulary for all levels or readers regardless of their current reading ability. By promoting daily reading through engaging "fun" activities, intrinsic motivation for reading will be strengthened. Participants will be encouraged to read a wide variety of materials based on their age and interests – initial resources provided, newspapers, graphic novels, magazines, non-fiction materials, repair manuals, college prep materials, etc. – *whatever is of interest to the participant.* **2. Support literacy in the official language in the NWT** The SSDEC has created numerous books in the official languages of Cree, Chipewyan, and Slavey. By providing each student with a book to take home and read with their family, the SSDEC is hoping to bring awareness to these resources and, at the same time, an opportunity for family members to read in the official language with elders or others. During the initiative, promotional materials will encourage participants to further expand their opportunity to read in the official language, through the SSDEC First Nations Storybook Apps on their cell phone, tablet or computer, which houses the 220+ texts and sound clips already available. **3. Build integrated partnerships across the NWT to address literacy priorities** The initiative will involve a partnership between the South Slave Divisional Education Council and interested community partners (Senior Residences, Public Libraries, Band and Town Councils, Aurora College and Community Businesses, etc.) through the participation of staff and residents in this community reading project. Partnerships will be promoted and encouraged throughout this project. **4. Build community capacity to meet literacy needs.** As noted above, the involvement of families and community members in heightening the awareness of the importance of reading through ongoing participation will serve to support the academic growth of students currently in the public system, for students moving into the higher education institutes (colleges, trades, and Universities), and for preschool children's readiness as they begin their educational journey, any and all of whom might be better prepared to be contributing members of the community. Importantly, reading further builds a community of adults who are empathetic, compassionate and informed of the day-to-day events as they occur in their lives.
Achieved results:	• *Let's Read* began on February 15, 2018 with students in each of the eight schools in the South Slave communities of Fort Smith, Fort Resolution, Hay River, Lutsel K'e, and Katlodeeche, bringing home two books, one age appropriate reading material and the other community language specific. The first book will highlight authors and themes relevant to our northern cultures; residential schooling, cultural activities, and/or social responsibility themes.

	• Hours read were logged in half hour per day increments and recorded on a reading log that was submitted to a local school or to the SSDEC office (nine venues). Community members were encouraged to participate by tracking their reading time and submitting their reading logs to the school in their community or SSDEC office in Fort Smith. • Hours were tracked through the schools, and with the help of the senior students and the Instructional Coach, on a visual display. These hours were then be recorded and updated regularly on the SSDEC Facebook page. After the first two books are read, participants were encouraged to borrow books from other members of the community, schools and/or public libraries, or to access the SSDEC's First Nations Storybook Apps. • Instructional coaches designed community/school specific events to encourage reading in their schools and communities. • Prizes for participation were drawn over the course of the project (March 7, April 9, and April 27) for gift cards focused towards the purchase of reading materials (iTunes, Chapters, local store). Twenty-seven gift cards were handed out as prizes in total. • Participation certificates were provided to each family and community organization that participated in this project. • Approximately 3000 books were given to students and community members. • Over 2700 hours of reading were collectively logged.
SSDEC Regional Social Responsibility Target: Social Responsibility	
Priorities in the 2017-2018 school year:	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 the percentage of trustees, parents, staff and students demonstrating responsible behaviour. **Targets:** 1. At least 80% of K-10 students participate in at least 10 lessons 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)
Achieved results:	• 80% of K-10 students participated in at least 15 lessons of a social responsibility program by the end of May (80% target by end of June)
SSDEC Regional Social Responsibility Target: Increasing Attendance	
Priorities in the 2017-2018 school year:	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.

	This target has motivated schools to come up with a variety of incentives to increase attendance in their schools based on what their students would be most responsive to, with some initiatives including: monthly assemblies that celebrate attenders and classes with the highest attendance, attendance requirements for students wanting to remain on athletic teams, early morning computer clubs, recognizing parents whose children have good attendance, calling home when students do not have excused absences, creating culturally responsive schools, inviting the community to play an active role in the school, and welcoming students regardless of the time they arrive at school. The SSDEC also understands that on the land trips, sporting events, and other excused absences impact the attendance of students who would otherwise be in class, and that these absences provide alternative valuable learning opportunities for students.

Achieved results:	• Regional data: Average attendance - 78%; percent attending 90% of the time – 37%
	  ○ CSEC: Average attendance - 72%; percent attending 90% of the time – 26%
	  ○ DJSS: Average attendance - 78%; percent attending 90% of the time – 39%
	  ○ DN: Average attendance - 74%; percent attending 90% of the time – 23%
	  ○ HC: Average attendance - 88%; percent attending 90% of the time – 55%
	  ○ JBT: Average attendance - 79%; percent attending 90% of the time – 37%
	  ○ LKDS: Average attendance - 80%; percent attending 90% of the time – 21%
	  ○ PA: Average attendance - 90%; percent attending 90% of the time – 63%
	  ○ PWK: Average attendance - 67%; percent attending 90% of the time – 25%

Inquiry, Balanced Literacy & SmartLearning Sequences	
Priorities in the 2017-2018 school year:	Evidence has shown that students are disconnecting from school world-wide, and that there is need for change. 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 21st century skills (researching, collaborating, problem solving, etc.). At our annual staff in-service in August, the superintendent tasked each South Slave teacher with designing and implementing at least two inquiry lessons, SmartLearning sequences, or Balanced Literacy sequences and share one of

	those (Making Our Work Public) with their colleagues in the upcoming year. We have also asked staff to focus on *cultural inclusion* (Dene Kede) and involving students in their own *assessment*.
Achieved results:	• 83 teachers completed and reported on an inquiry unit, SmartLearning sequences, or Balanced Literacy sequences. • For many staff, this was their third year designing an inquiry unit, and they approached the task confidently and came up with innovative ways for their students to ask questions and engage in the subject matter. Teachers have remarked how much more their students enjoyed school, and how much more they learned, when they were focused on a question that they had come up with themselves or that they were invested in because it had meaning in their personal life.
Numeracy Initiative [SSDEC Math Project]	
Priorities in the 2017-2018 school year:	In consultation with senior administration and a Math consultant from Saskatchewan, South Slave embarked on a numeracy initiative intended to support teachers in instructing, differentiating, and tracking student growth using curricular-focused tools. A common year plan at each grade level, with pre- and post-assessments, helps to focus instruction and intervention efforts. Although time consuming to assess and track results, math teachers agree that it is helping to focus their teaching and improve results. 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 teachers identified for their expertise to assist others. Classroom teachers and Numeracy Leads agree that this more open-ended approach to mathematics learning has made them stronger classroom instructional leaders, more agile in differentiating instruction for their students, and more confident in using the assessment tools to plan for students' success in math.
Achieved results:	• Our Regional Coordinator and math specialist (contracted) visited each school four times this year to provide job-embedded training in our Math Project. The Numeracy Leads also meet at a Regional level twice. • Currently, in year three of the implementation, we have added Grade 8 into the mix, and expect to add Grade 9 in 2018-19. • As our Math Project has grown and shown results, other school boards from across the NWT have heard of its success and are asking to meet with our staff, learn more about it, and even buy into its further development so that they can receive the entire package and introduce it to their regions. • Pilot teachers' comments include: "The pre and post assessments help me to plan my instruction and to also differentiate for students. The post assessment is also valuable to help set up my instruction through centres

	for students. It does take a little bit of time to conduct the pre and post assessments but the outcome is beneficial." • 36% of students gaining at least one stanine increase in math on the CAT-4 (target 20%) • 71% of students at or above the Canadian average in math (target 69%) • 91% of parents (82% response rate) have discussed with their teacher and understand their child's *math* strengths and stretches (target 90% of parents with 75% response rate) • 89% of parents say they are satisfied with their child's growth in *math* (target 90% of parents with 75% response rate) • This year we saw a 7% increase in math in comparison to the multi-year average.
Positive Behavioural Interventions & Supports	
Priorities in the 2017-2018 school year:	Positive Behavioural Interventions & Supports is a school-wide approach, which schools adopt as a preventative intervention that provides behavioural education and support for their students, including students who exhibit chronic behaviour problems. PBIS focuses on prevention, instruction, and setting expectations for students' behavior that have been defined by a building-based team with all staff input. Staff consistently and school-wide implement PBIS, which includes teaching and modelling appropriate behaviours, publically acknowledging positive behaviours, and identifying clear consequences of problem behaviours. Our schools have taken different approaches to implementing PBIS.
Achieved results:	• **Lutsel K'e Dene School: *PBIS Eagle Feathers Program*** o Students are rewarded with paper eagle feathers for positive behaviours, such as asking permission to leave the classroom. They also receive feathers for socially responsible actions, like helping their peers clean up if they drop something. o To further facilitate the *PBIS Eagle Feather Program*, students are held accountable to each other through a four-team house challenge system. The four teams compete to accumulate the most feathers, with the winning team each month receiving an after school pizza or ice cream party. The school also holds monthly challenges based around the school's goals as a way for teams to earn additional feathers. Students are determined not to let their team down, and in turn are more engaged as they strive to be kind to one another, show up to class, and in turn succeed in school. o Teams and students are also acknowledged publically for their good deeds over the school PA system or at school assemblies. As staff focus on the positives, students have realized that they can evoke positive responses and rewards from staff – rather than breaking the rules in an attempt to

	gain attention.
	• **Deninu School: *Dene Laws***
	  ○ Deninu students, who were involved in the development of creating a school-wide code of conduct, selected the nine Dene Laws as a set of rules for the entire school to adhere to.
	  ○ To positively reinforce the Dene Laws, the school developed a reward system centered around monthly draws of tickets handed out to students throughout the month. The students also created four House Leagues, which gave students an opportunity to not only build comradery through team activities but also additional chances to win a monthly pizza party. House Leagues reinforce the importance of supporting classmates and the impact their behaviour has on their peers, which has improved student motivation to demonstrate positive behaviours. Students want their House to do well, and so they strive to win each month.
	  ○ The entire school community has responded very positively to the change in structure of how rules are created and enforced. Parents respect that their culture is being encouraged and taught in the classrooms through the Dene Laws, while students know that their voices are being heard when it comes to changes they would like to see within their school. Because the rules are similar to those that they follow at home, students have increased stability and consistency in their lives which makes it easier for them to understand and follow what is expected of them.

Northern Distance Learning	
Priorities in the 2017-2018 school year:	The SSDEC had 1 school (DN) participate in Northern Distance Learning for the 2017-18 school year; the current year was successful with full participation both semesters - DN plans to expand its NDL offerings next year with 2 end-points. Given the difficulty staffing specialist positions such as Sr. Math and Sciences, and the relatively low numbers of students indicating an interest in taking courses like MAT 31 and PHY 30 we are exploring ways to share resources/expertise within the region.
Achieved results:	• 1 class per semester • 8 students (4 per semester)
School-based Support Team (SBST)	
Priorities in the 2017-2018 school year:	As per feedback from ECE, all SSDEC schools are establishing SBSTs, all continuing teachers know how to access for support, and all new teachers will be provided an orientation on how to refer a student.

Achieved results:	• 6/8 schools (75%) have SBST's with established regular scheduled meeting days/times; 2/8 indicated they hold meetings as needed. 8/8 schools have indicated that they will have an established meeting time schedule for next year; • 8/8 schools (100%) have a structure in place to record and keep notes; • 3/8 schools (37.5%) have established and referral forms (paper and/or electronic), 6/8 schools (75%) will have referral forms in place for next year. 2/8 schools are small enough that verbal referrals meet their needs.
IEPs and SSPs	
Priorities in the 2017-2018 school year:	IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.
Achieved results:	• 100% of SSPs/IEPs are reviewed each year. Minimum number of reviews is based on the number of reporting periods in the year. In general, the number of students involved in the updating/review of their SSPs/IEPs increases with the age of the student.

Human Resources Management

School Staff Recruitment and Retention

South Slave Divisional Education Council is responsible for ensuring that schools are resourced to meet the priorities and needs of students. Tables below provide details on budgeted and actual General School, Inclusive Schooling, and Indigenous Language staff for the 2017-18 school year.

Table 5: Budgeted and Actual Person Years for General School Staff.

	General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	School Counsellors	Bus Drivers	Cooks	School Administration	**Total**
Budgeted	Regional Office	8.5		2.75							11.25
	Paul W. Kaeser High School		18		0.79	2.70	0.79				22.38
	Joseph B. Tyrell Elementary School		17.44		0.79	2.69	0.91				21.83
	Diamond Jenness Secondary School		16		0.54	1.82	0.69				19.05
	Princess Alexandra School		8.5		0.53	1.82	0.52				11.37
	Harry Camsell School		12.5		0.53	1.82	0.5				15.35
	Deninu School		9.62		0.41	1.12	0.35				11.5
	Łutsel K'e Dene School		6.42		0.27	0.6	0.19				7.48
	Chief Sunrise Education Centre		5.66		0.25	0.54	0.17				6.62
	TOTAL	**8.5**	**94.14**	**2.75**	**4.11**	**13.11**	**4.11**				**126.72**
Actual	Regional Office	8.1		3.0							11.0
	Paul W. Kaeser High School		22.0		1.0	1.75	1.0				25.75
	Joseph B. Tyrell Elementary School		21.0		1.0	2.0					24.0
	Diamond Jenness Secondary School		15.5		1.0	2.0					18.5

Princess Alexandra School		8.5		0.9	1.1		10.5
Harry Camsell School		11		0.9	1.0		12.9
Deninu School		9.5		0.8	1.0	0.5	11.8
Łutsel K'e Dene School		5.5		0.6	0.6		6.7
Chief Sunrise Education Centre		5			0.5		5.5
TOTAL	**8.1**	**98**	**3.0**	**6.2**	**9.95**	**1.5**	**126.75**

Note: **Teachers include NWTTA members who are classroom teachers, principals, assistant principals, librarians, guidance counsellors, etc.*

Table 6: Budgeted and Actual Person Years for Inclusive Schooling and Indigenous Language Staff.

School	Inclusive Schooling (IS) Staff												Indigenous Language (ILE) Educators	
	Regional IS Coordinator		Program Support Teachers[3]		Support Assistants		Wellness Counsellors		Magnet Facilities		**Total IS Staff**		**Total ILE Staff**	
	B‡	*A***	*B*	*A*	*B*	*A*	*B*	*A*	*B*	*A*	***B***	***A***	***B***	***A***
Regional Office	1.0	1.0									**1.0**	**1.0**	**1.0**	**1.0**
Paul W. Kaeser High School			2.22	2.5	4.2	3.9	0.13	0.5	1.0	1.0	**7.55**	**7.9**	**2.34**	**2.5**
Joseph B. Tyrell Elementary School			2.22	2.0	4.19	4.5	0.13				**6.54**	**6.5**	**2.33**	**2.0**
Diamond Jenness Secondary School			1.5	2.0	2.84	3.0	0.08				**4.42**	**5.0**	**1.35**	**1.3**
Princess Alexandra School			1.5	1.1	2.83	2.9	0.08				**4.41**	**4.0**	**1.35**	**1.0**
Harry Camsell School			1.5	0.9	2.83	3.1	0.08				**4.41**	**4.0**	**1.34**	**1.0**
Deninu School			1.0	1.7	1.75	1.3	0.25	0.5			**3.00**	**3.5**	**1.77**	**1.4**
Łutsel K'e Dene School			1.0	1.5	0.94	2.15	0.25				**2.19**	**3.65**	**1.50**	**1.45**
Chief Sunrise Education Centre			1.0	1.0	0.83	1.9	0.25				**2.08**	**2.9**	**1.50**	**1.2**
TOTAL	**1.0**	**1.0**	**11.94**	**12.7**	**20.41**	**22.75**	**1.25**	**1.0**	**1.0**	**1.0**	**35.6**	**38.45**	**14.48**	**12.85**

Note: B‡ - budgeted; A**- actual.

As can be seen by the totals of each column in Table 6 above, the SSDEC is in compliance with the Ministerial Directive on Inclusive Schooling, employing more PSTs and SAs than funded. As explained in Table 7 below, ECE's funding methodology that does not meet the actual costs of allocated positions and contractual obligations. Therefore, the SSDEC's compliance is achieved by short funding other programs and leaving other allocated positions unfilled.

[3] 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/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Table 7: Compliance of Program Support Teachers and Support Assistants staffing with the *Ministerial Directive on Inclusive Schooling*.

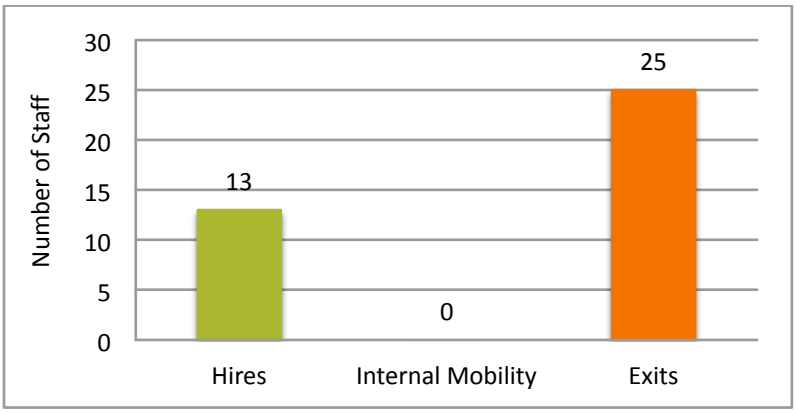
	Program Support Teachers	Support Assistants	Where not in compliance:	
			Reason(s) for noncompliance	Strategies used to mitigate effects of noncompliance
Paul W. Kaeser High School	☐ Compliant		- difficult to fill 0.2 SA PY - underfunding due to ECE mid-point allocation of UNW position funding - staff leave provisions and related substitute teacher costs outstripping ECE allocations	- understaffed partial SA funded PY in order to overstaff partial PST funded PYs - hired part time instead of full time SAs where possible - hired fewer teachers than funded - advocated for ECE to allocate funding for actual cost of funded positions and contractual obligations
Joseph B. Tyrell Elementary School		☐ Compliant	- difficult to fill 0.22 PST PY - underfunding due to ECE mid-point allocation of UNW position funding - staff leave provisions and related substitute teacher costs outstripping ECE allocations	- understaffed partial PST funded PY in order to overstaff partial SA funded PYs - hired part time instead of full time SAs where possible - hired no SCC and fewer teachers than funded - advocated for ECE to allocate funding for actual cost of funded positions and contractual obligations
Diamond Jenness Secondary School	☐ Compliant	☐ Compliant		
Princess Alexandra School		☐ Compliant	- ECE teacher allocation scale challenging for this size school - underfunding due to ECE mid-point allocation of UNW position funding - staff leave provisions and related substitute teacher costs outstripping ECE allocations	- sharing PST with other school - understaffed partial PST funded PY in order to overstaff partial SA funded PYs - hired part time instead of full time SAs where possible - hired no SCC and fewer teachers than funded - advocated for ECE to allocate funding for actual cost of funded positions and contractual obligations
Harry Camsell School		☐ Compliant	- ECE teacher allocation scale challenging for this size school - underfunding due to ECE mid-point allocation of UNW position funding - staff leave provisions and related substitute teacher costs outstripping ECE allocations	- sharing PST with other school - understaffed partial PST funded PY in order to overstaff partial SA funded PYs - hired part time instead of full time SAs where possible - hired no SCC and fewer teachers than funded - advocated for ECE to allocate funding for actual cost of funded positions and contractual obligations

Deninu School	☐ Compliant		- underfunding due to ECE mid-point allocation of UNW position funding - staff leave provisions and related substitute teacher costs outstripping ECE allocations	- understaffed partial SA funded PY in order to overstaff PSTs - hired part time instead of full time SAs where possible - advocated for ECE to allocate funding for actual cost of funded positions and contractual obligations
Łutsel K'e Dene School	☐ Compliant	☐ Compliant		
Chief Sunrise Education Centre	☐ Compliant	☐ Compliant		

Staffing Actions

Figure below illustrates staffing actions for all education staff in the South Slave Divisional Education Council for the 2017-18 school year. Hires include all staffing actions that result in education staff entering the SSDEC. Internal mobility includes all transfers that occur between DEAs within SSDEC. Exits include all staffing actions that result in education staff leaving the SSDEC.

Figure 1 : Education Staffing Actions.



Note: *Education staff refers to principals, teachers, support assistants and program support teachers.*

2017-18 Attrition

There was a significant turnover during the 2017-18 school year. The primary reasons for the high number of exits were:

- retirements,
- end of term positions (replacing those on leave) and,
- moving out of the jurisdiction for personal reasons.

We anticipate this trend to continue for the next 3-5 years as more of the South Slave Education staff reach retirement age.

Hiring Strategies

The SSDEC has the most decentralized budgeting process in the NWT (according to a GNWT report 2001). 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 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: The Department of

Human Resources is currently working on this solution that is anticipated for the fall of 2017.

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 GCD – Professional Staff Hiring*, a policy 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, and* the *GNWT Human Resources Manual.*

Training Strategies

The SSDEC supports a staff development strategy that is based on current research, and is 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.

Aboriginal Language and Culture Instructor Program (ALCIP)

In conjunction with Aurora College, the SSDEC continues to offer ALCIP courses for existing and potential Indigenous Language Instructors. This is intended to build confidence that helps to retain instructors and potentially builds a pool of other interested candidates for when turnover occurs.

Mentorship Program

New staff members were invited to participate in the mentorship program. 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 members were 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 a principal and/or consultant position. 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.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In the 2017-2018 school year 85 education staff in South Slave Divisional Education Council underwent performance reviews. Table 8 shows details on the number of planned and actual evaluations of education staff who were in their evaluation year in 2017-2018.

Table 8: Education staff that underwent evaluations in the 2017-2018 school year.

Number of education staff in their evaluation year	Actual (accounts for any change post-June 30 submission of final Operating Plan)	Number of education staff in their evaluation year that underwent performance reviews	Completion Rate
96	90	85	94%

Note: *Education staff refers to principals, teachers, support assistants and program support teachers.*

According to Department of Finance reporting, the SSDEC had the 2nd highest rate of completion of UNW staff performance evaluations of all GNWT Departments, Boards and Agencies in the 2017-18 school year – 96%. Only a few evaluations were not completed primarily due to staff long-term illness and/or staff in their final year of employment.

Appendix A: Audited Financial Statements

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL

FORT SMITH, NT.

CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2018

TABLE OF CONTENTS

Management Discussion and Analysis

Responsibility for Financial Reporting

Auditors' Report

Statement I - Consolidated Statement of Financial Position

Statement II - Consolidated Statement of Changes in Net Debt

Statement III - Consolidated Statement of Operations

Statement IV - Consolidated Statement of Cash Flow

Notes to the Consolidated Financial Statements

Schedule 1 - Schedule of Consolidated Expenses

Schedule 2 - Statement of Financial Position - Fort Smith DEA

Schedule 3 - Statement of Operations - Fort Smith DEA

Schedule 4 - Schedule of Expenses - Fort Smith DEA

Schedule 5 - Statement of Financial Position - Hay River DEA

Schedule 6 - Statement of Operations - Hay River DEA

Schedule 7 - Schedule of Expenses - Hay River DEA

Schedule 8 - Statement of Financial Position – K'atlodeeche First Nations DEA

Schedule 9 - Statement of Operations – K'atlodeeche First Nations DEA

Schedule 10 - Schedule of Expenses – K'atlodeeche First Nations DEA

Schedule 11 - Statement of Financial Position - Fort Resolution DEA

Schedule 12 - Statement of Operations - Fort Resolution DEA

Schedule 13 - Schedule of Expenses - Fort Resolution DEA

Schedule 14 - Statement of Financial Position - Lutsel K'e DEA

Schedule 15 - Statement of Operations - Lutsel K'e DEA

Schedule 16 - Schedule of Expenses - Lutsel K'e DEA

Schedule 17 - SSDEC Non-Consolidated Statement of Financial Position

Schedule 18 - SSDEC Non-Consolidated Statement of Changes in Net Debt

Schedule 19 - SSDEC Non-Consolidated Statement of Operations

Schedule 20 - SSDEC Non-Consolidated Schedule of Expenses

Schedule 21 – Inclusive Schooling Expenses

Schedule 22 – Indigenous Languages Education Expenses

Schedule 23 – French Language Expenses

Schedule 24 – Indigenous Languages Education Expenses (Federal Contribution)

Schedule 25 – Student Success Initiative Professional Development

Schedule 26 – Northern Distance Learning

Schedule 27 – 2017/18 Fund Balances (unaudited)

Management Discussion and Analysis
For the year ended June 30, 2018

Introduction

This management discussion and analysis is prepared as part of the responsibility of management and the *South Slave Divisional Education Council* (SSDEC) to promote transparency and accountability in its financial reporting.

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, K'atlodeeche, Fort Resolution 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 2017/18 representatives were as follows:

Fort Smith – Ann Pischinger (Chairperson)
Fort Resolution – Bess Ann McKay (Vice-Chairperson)
Hay River – Kandis Jameson
K'atlodeeche – Atanda Norn
Lutsel K'e – Prairie Desjarlais

Key senior management positions were as follows:

Superintendent – Dr. Curtis Brown
Assistant Superintendent – Alan Karasiuk/Dorie Hanson
Comptroller – James Watts, CPA, CMA

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

VISION
All individuals reach their educational potential
MISSION
The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.

The SSDEC is committed to improving student *literacy*, *numeracy* and *social responsibility* as the key priorities for student success in school and in life.

Operating Environment

The SSDEC receives the financial resources for the entire division on an annual basis, largely through a funding formula established by the *GNWT Department of Education, Culture and Employment (ECE).* Unfortunately, there are a number of unfunded and underfunded areas in the formula. For example:

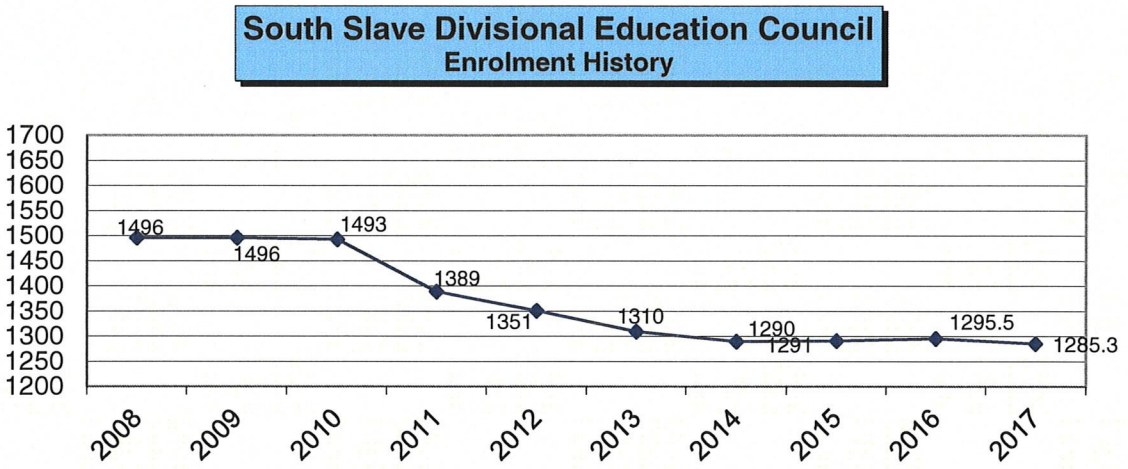
- school boards are funded based on prior year teacher salaries yet collective agreement provisions provide annual salary increments to staff which school boards must pay. ECE also underfunds school boards for salaries of long term UNW, Excluded, and Managers.
- ECE confirms that they are underfunding school boards more than $1 million per year for the hiring of casuals resulting from staff leave provisions in the collective agreements
- several of the funding formula line items are not indexed to keep up with inflation and have not increased in over 15 years (bussing contracts and repairs, for example, have probably more than doubled in that same timeframe)

ECE allocations have decreased over the past several years as well.

There were continuing challenges with the implementation of Junior Kindergarten this year mostly centered around renovations to schools to accommodate the younger students. Prior to these decisions, the NWT had the third worst student-educator ratio of all the provinces and territories in Canada (see http://www.statcan.gc.ca/pub/81-582-x/2013001/tbl/tblc2.3-eng.htm) and the second highest percentage of students with special needs.

This past year also saw a late but significant increase in Federal funding for Indigenous Language and Education (ILE) (formerly Aboriginal Languages). Increased funding was a pleasant surprise but did cause some difficulties in seeing it all spent effectively by the required deadline.

Shrinking enrolment has also brought significant challenges over the last several years. South Slave student enrolment is now almost two thirds what it was fifteen years ago (approx. 1300 now vs. over 1800 previously).



Fewer students means less funding and less flexibility for the Council to allocate the resources necessary to continue to fund its priorities and a diversity of program offerings. We seem to have plateaued at around 1300 students for the last few years. Whether this stability continues into the future is an uncertainty that we deal with by allowing schools to maintain staffing surpluses. These surpluses allow them to smooth out any potential wrinkles caused by sudden drops in enrolment and make for an easier transition to having fewer students going forward.

Finalization of the GNWT's policy on school board surpluses now provides clarity on what Boards are allowed to retain where none existed before. It also creates a requirement for Boards to justify any surplus in excess of what they are allowed to retain. The GNWT policy indicates that a maximum surplus of up to 7% of the last audited figure for overall revenue can be retained. This is inclusive of any school and DEA surpluses. The results from 2017/18 financial audit leave the SSDEC slightly above our maximum allowable surplus and at risk of GNWT clawback. A planned deficit for 2018/19 will address that overage.

The SSDEC continues to address the funding challenges by annually reviewing and applying their budget assumptions and priorities:

1. Approve a regional budget each year that prioritizes funding for the Council priorities.
2. Approve a budget each year that maintains an accumulated fund balance of at least $500,000 after taking into account school staffing surpluses.
3. Ensure fair and equitable distribution of funds to schools and DEAs and minimize conflict between Council reps/DEAs.
4. Provide for significant community-based priority setting and related budgeting.
5. Provide transparency in budget process and allocations, and
6. Consider expenditures against a Council surplus over $500,000, after taking into account school staffing surpluses, each year.

Each year the SSDEC determines the key priorities as well as the unfunded and underfunded

areas that simply can't be overlooked, and budgets for those costs first. Upon notification of resulting allocations, staffing plans are developed by school principals for approval of their respective DEAs and the superintendent (prior to March 15th) so that the majority of teacher staffing for the next year can occur while quality applicants are still available. The SSDEC and schools have also been very successful in identifying, applying for and obtaining third party funding in order to supplement program offerings.

Another challenge for the Council is the low levels of readiness of many young children entering the school system, poor attendance by many students, and disengaged parents, probably related to the intergenerational effects of residential schooling. These varying levels and engagement can make it difficult to catch up and retain these students so that they progress and reach their potential.

In an effort to improve the life chances of more and more children, since 2007 the SSDEC has focused on a few key priorities, with carefully chosen research based strategies, and a long term and relentless commitment to results:

To improve student success in *literacy*	To increase the percentage of students meeting or exceeding expectations for literacy proficiency
To improve student success in *numeracy*	To increase the percentage of students meeting or exceeding expectations for numeracy proficiency
To increase understanding and practice of *socially responsible behaviour* by all members of the school community	To increase the percentage of trustees, staff and students demonstrating responsible behaviour

Accordingly, Council has remained committed to funding the *Leadership for Literacy* initiative that places and trains experienced teachers in instructional coach roles in their respective schools. These coaches provide training and in-classroom support to other teachers and support staff so that more students will achieve success in literacy and math, the essential skills required for success in school and in life.

Much has been accomplished as evidenced by improving student achievement results over the past several years. Further indicative of the SSDEC's success are the various awards received including the three *Ministerial Literacy Awards* for the *SSDEC Literacy Project*, the *Premier's Award of Excellence* for the *Trades Awareness Program* partnership, and then the *Premier's Award for Collaboration* (with Aurora College, South Slave Career Centres, Fort Smith and Hay River Health Authorities) for the *South Slave Healthy Communities Partnership* in 2009.

Further, the SSDEC's Leadership for Literacy initiative has been recognized nationally as well, being awarded *Indspire's (aka National Aboriginal Achievement Awards) Indigenous Education Organization Award* in 2016, the *Canadian Education Association* (CEA) *and Reader's Digest Canadian Innovators in Education Award* 2015, and runner up for the CEA's *"Innovation that Sticks" Award and Case Study Program.* This is on the heals of the SSDEC becoming the first school board in Canada to win Gold in the education category of the *Public Sector Leadership*

Awards, as selected by the *Institute of Public Administration of Canada* (IPAC) and Deloitte in 2014.

South Slave staff and students are excelling and benefitting accordingly as well. Aside from the recognition of the Council and the impressive recipients of the *SSDEC Excellence in Education Awards*, five of the South Slave school principals have now been selected to the exclusive National Academy of *Canada's Outstanding Principals* (*The Learning Partnership*), and the SSDEC Superintendent and former Assistant Superintendent were the first and only northern recipients of the *Canadian Superintendent of the Year* award (*Canadian Association of School System Administrators (CASSA) & American Association of School Administrators (AASA).* Two of the five SSDEC trustees also received the *Queen's Diamond Jubilee* medals for exemplary service to their communities. The South Slave DEC also has 6 inductees into the NWT Education Hall of Fame

Two of the South Slave's educators have also received *Indspire Indigenous Educator Awards* and another Aboriginal teacher received the *Prime Minister's Award for Teaching Excellence.* These awards are examples of how effective literacy efforts are being encouraged and supported in our Aboriginal language programs in Cree, Slavey and Chipewyan; in addition to English and French.

Council understands that the more engaged students and parents are, the more likely children are to achieve. This is why Council has five targets for improvement that involve parents. Below are the targets and the results for 2017/18:

- 93% of parents (82% response rate) have discussed with their teacher and understand their child's *reading* strengths and stretches (target 90% of parents with 75% response rate)
- 90% of parents say they are satisfied with their child's growth as a *reader* (target 90%)
- 91% of parents (82% response rate) have discussed with their teacher and understand their child's *math* strengths and stretches (target 90% of parents with 75% response rate)
- 89% of parents say they are satisfied with their child's growth in *math* (target 90%)

Still, only about half of South Slave students attend at least 90% of the time, meaning that half of our students have missed a full year of schooling by the time they reach grade 10. There has also been an increase in staff use of long-term leave requests due to mental health issues. As we are unsure when staff will be able to return to their classrooms, we increasingly find ourselves hiring unqualified substitutes for repeated one and two month periods. This is not only disruptive to classroom routine, but compromises the quality of students' education and is costly for the SSDEC.

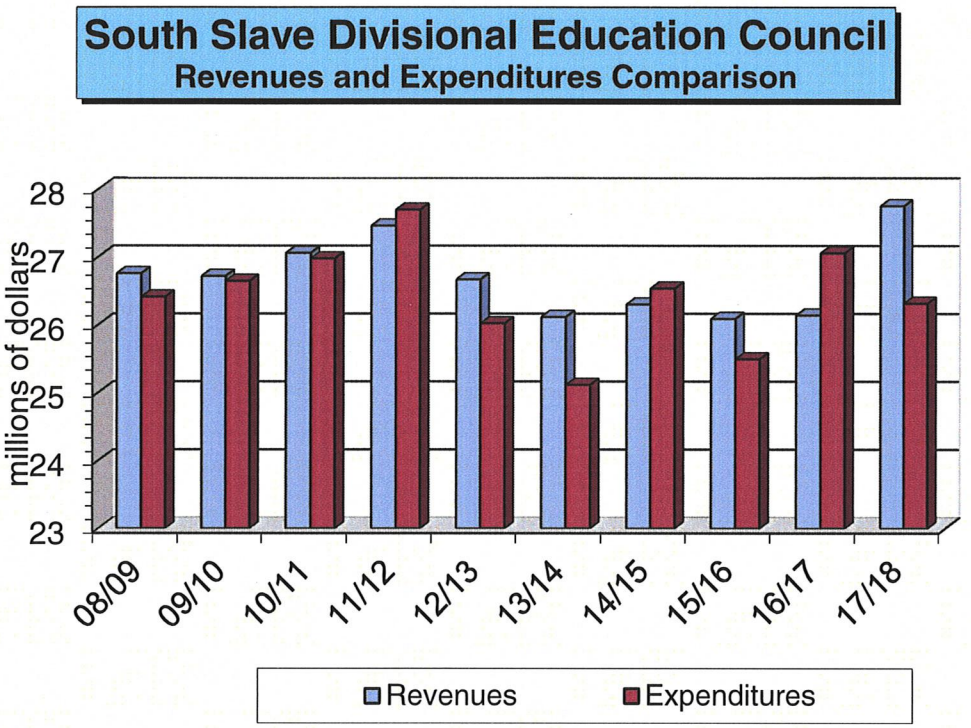
Results from the GNWT's *2016 Employee Engagement and Satisfaction Survey Report* indicate the SSDEC is performing above the GNWT average in 7 of 9 agreement scores by index and 27 of 37 agreement scores by statement. Our scores were also above or equal to our historic average (2011-2014) in all 8 categories and in 28 of 32 statements.

The "SSDEC's highest Index score was for the *Leadership* Index at 78.6% which was 13.5 above the 2016 GNWT score." "72.3% of SSDEC respondents agreed that essential information flows effectively from senior leadership to staff. This score was 23.8% above the 2016 GNWT results and the top agreement score of all GNWT departments, boards and agencies in 2016." "The SSDEC *Excellence & Innovation* Index score was its second highest at 78.3% in 2016 (an increase of +3.6 over the earlier average). This was +11.3 above the 2016 GNWT Index score."

ECE's new *Education Renewal and Innovation* initiative also includes aspects that look to help educate and provide support for mental health and wellness of both staff and students. Recent SSDEC strategies and targets are also intended to improve student attendance, ownership for their learning (inquiry-based, 21st century learning), pride and resiliency as part of its academic and social responsibility priorities.

Financial Condition

The bar chart below provides a historical comparison of revenues and expenditures over the past ten years.



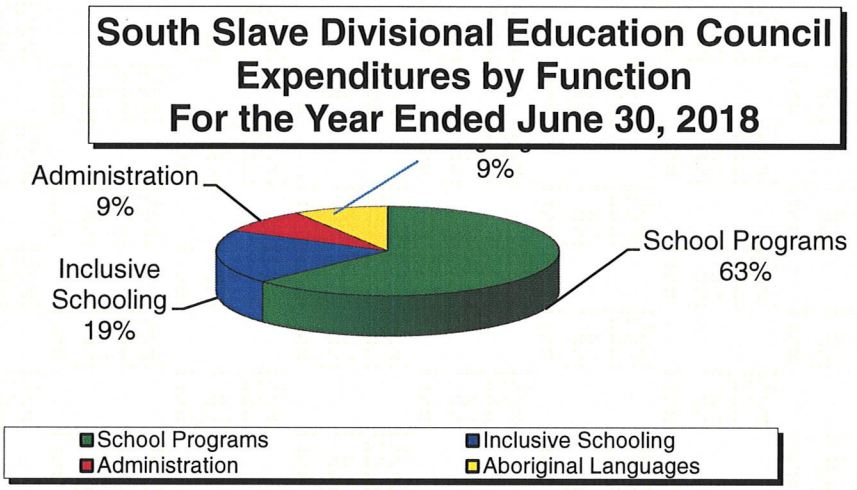
For the year ended June 30, 2018 the Council had an operating surplus of $1,436,624 inclusive of DEA surpluses and deficits. This was higher than the projected surplus of $80,020 due to a higher than normal adjustment to the Council's employee future benefits liability amount (+$400,000). Other reasons for the surplus include but are not limited to: slightly higher (approx. $150,000) revenue than projected in June, savings resulting from an unexpected influx of Federal funding for Aboriginal Languages ($100,000), and other expenditures were approx. $450,000 less than projected in June.

The accumulated uncommitted fund balance for the Council now sits at $2,188,811 (see chart below) which is $292,542 above the Council's maximum fund balance of $1,896,269 spelled out in policy DFAA – Financial Surplus. The Council's budget for 2018/19 is a deficit budget of $452,714 that, if realized, would bring the Council's accumulated fund balance down to $1,736,097.

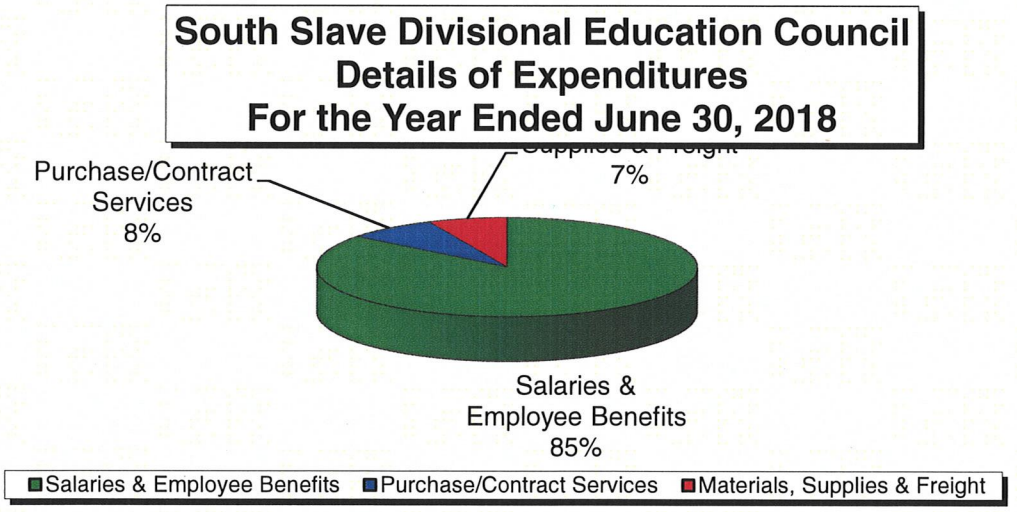
	2018	2017
Accumulated Fund Balance at beginning of year	$1,907,706	$2,824,274
Operating Surplus/(Deficit) for year	1,436,624	(916,568)
Accumulated Fund Balance at end of year	$3,344,330	$1,907,706
Commitments against Fund Balance	(1,155,519)	(1,240,776)
Uncommitted Fund Balance at end of year	$2,188,811	$ 666,930

Currently the Council's liquidity position is good but, given the back-end loading of allocations to school boards by ECE, there is still the concern that funds could be short around the end of March. Given that about 88% (see second chart below) of the SSDEC's expenditures are for staffing payroll and benefits, any unanticipated reductions in allocations from ECE, or unexpected expenditures, would be difficult to adjust for until the following school year.

The chart below breaks down the Council's expenditures according to the functions identified. ECE mandates that 15% of the Council's expenditures be in Inclusive Schooling. Inclusive Schooling made up 19% of the Council's expenditures in 2017/18. Funding spent on Indigenous Languages Education is also above what was funded by ECE. As indicated below, the Council's percentage for Administration includes the recent merging of the Personnel Infrastructure and Distance Learning funding into this category.



The chart below breaks down the Council's expenditures into three main categories: Salaries and Employee Benefits, Materials/Supplies and Freight and Purchased/Contracted Services.



Summary and Outlook

In summary, the SSDEC is currently in a positive financial position although, due to the inclusion of school and DEA surpluses in the calculation, we are currently above the maximum surplus allowed under the new GNWT policy as detailed earlier. Our deficit budget for 2018/19 has been planned to address that excess.

The Council will continue to struggle with issues around student attendance and mental health and wellness of both its students and staff. It is hoped that initiatives like a partnership with the Jordan's Principle Centre for funding for an increased level of psychological testing for students will help address some of the causes of mental health issues in students and also behavioural problems that may affect attendance.

GNWT initiatives concerning Shared Services for Boards and the Transportation Review have recently been completed but it is not known what affect, if any, the recommendations from these two reports will have on the funding and operations of the SSDEC.

Teacher shortages elsewhere in Canada have made it difficult to hire teaching staff currently. This phenomenon affects not only the SSDEC but all Boards across the NWT, and many southern jurisdictions.

The community of Enterprise is exploring the possibility of forming a DEA. If successful in their petition to the Minister they have indicated their preference would be to join the South Slave Divisional Education Council.

Council is concerned that the significant progress that has been made in the South Slave in the past several years could be undone with any further efforts to reduce local input and centralize, combined with any further reductions in allocations, compounded by existing unfunded and underfunded expenses (salary increments, casual costs, etc.) and cost increases (several formula funding lines not indexed to keep up with inflation), resulting in a decrease in the quality and quantity of education programs and services that can be offered.

Creating Futures

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The Minister of Education, Culture and Employment
Government of the Northwest Territories

The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of South Slave Divisional Education Council have been conducted within the statutory powers of the South Slave Divisional Education Council. The operations and administration of the South Slave Divisional Education Council as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the South Slave Divisional Education Council Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors, Avery, Cooper & Co. Ltd., Chartered Professional Accountants, annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture and Employment of the Government of the Northwest Territories.

Approved and confirmed on behalf of the South Slave Divisional Education Council

Dr. Curtis Brown
Superintendent

Jamie Watts CPA, CMA
Comptroller

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Chartered Professional Accountants

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INDEPENDENT AUDITORS' REPORT

To the Minister of Education, Culture and Employment
Government of the Northwest Territories

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of South Slave Divisional Education Council which comprise the Consolidated Statement of Financial Position as at June 30, 2018 and the Consolidated Statements of Changes in Net Financial Assets (Debt), Statement of Operations and Statement of Cash Flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Basis for Qualified Opinion

Salaries and related benefits paid to employees of the South Slave Divisional Education Council are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories audit. Our audit scope was limited as we did not audit the components of compensation and benefits expenditures and related balances. Accordingly we are not able to determine whether any adjustments might be necessary to compensation and benefits expenditures, payroll liabilities, employee future benefits, net financial resources and accumulated surplus/deficit as well as note disclosures associated with transactions and year-end balances relating to compensation and benefits.

INDEPENDENT AUDITORS' REPORT - cont'd.

Qualified Opinion

In our opinion, except for the matter described in the Basis for Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the South Slave Divisional Education Council as at June 30, 2018 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Education Act's requirement for the Education Authority to comply with the Financial Administration Act, in our opinion, proper books of account have been kept by the South Slave Divisional Education Council, the consolidated financial statements are in agreement therewith and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Council.

Other Matter

Our audit was conducted for the purposes of forming an opinion on the consolidated financial statements of South Slave Divisional Education Council taken as a whole. The supplementary information included on Schedules 2 through 34 is presented for purposes of additional information and is not a required part of the consolidated financial statements. Such supplementary information has been subjected to the auditing procedures applied, only to the extent necessary to express an opinion in the audit of consolidated financial statements taken as a whole.

Avery Cooper & Co. Ltd.

AVERY COOPER & CO. LTD.
Chartered Professional Accountants
Yellowknife, NT

July 30, 2018

Statement I

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
as at June 30, 2018

	2018	2017
Financial Assets		
Cash and Cash Equivalents (Note 4)	$7,815,425	$6,781,784
Trust Assets (Note 18)	80,030	80,030
Due from the GNWT (Note 8)	101,157	98,376
Due from the Government of Canada (Note 13)	0	1,574
Other Accounts Receivable (Note 8)	120,362	203,066
Total Financial Assets	**$8,116,974**	**$7,164,829**
Liabilities		
Bank Indebtedness	$0	$0
Accounts Payable and Accrued Liabilities (Note 10)	89,132	52,642
Trust Liabilites (Note 18)	80,030	80,030
Due to the GNWT (Note 10)	24,313	13,848
Payroll Liabilities (Note 10)	989,548	1,139,673
Deferred Revenue (Note 11)	28,550	7,067
Post-Employment Benefits (Note 17)	3,561,071	3,963,864
Total Liabilities	**$4,772,644**	**$5,257,123**
Net Financial Resources	**$3,344,330**	**$1,907,706**
Non-Financial Assets		
Prepaid Expenses (Note 20)	$0	$0
Accumulated Fund Balance	**$3,344,330**	**$1,907,706**
Represented By:		
Operating Fund Balance	$1,724,226	$540,399
DEA Fund Balances	$464,585	$481,015
School Staffing Surpluses (Note 35)	$1,155,519	$886,292
Accumulated Fund Balance	**$3,344,330**	**$1,907,706**

Approved:

Chairperson

Comptroller

See attached notes and schedules.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
For the Year Ended June 30, 2018

	Unaudited 2018 Budget	2018	2017
Operating Surplus/(Deficit) (Statement III)	($22,822)	$1,436,624	($916,568)
Prior Year Adjustments		0	0
Increase/(Decrease) in Net Financial Resources	**($22,822)**	**$1,436,624**	**($916,568)**
Opening Net Financial Resouorces	1,907,706	1,907,706	2,824,274
Closing Net Financial Resources	$1,884,884	$3,344,330	$1,907,706

See attached notes and schedules.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended June 30, 2018

	(Note 25) (unaudited) 2018 Budget	2018 Actual	2017 Actual
REVENUES			
ECE Contributions			
ECE Regular Contributions	$24,886,380	$25,654,495	$24,210,617
Other ECE Contributions (Note 31)	208,000	1,260,954	790,236
Total ECE Contributions	**$25,094,380**	**$26,915,449**	**$25,000,853**
Other GNWT Contributions (Note 32)	$1,028,002	$294,152	$450,055
Total GNWT Contributions	**$26,122,382**	**$27,209,601**	**$25,450,907**
Other Education Bodies	**$0**	**$0**	**$0**
Government of Canada Contributions	**$0**	**$0**	**$0**
Generated Funds			
Investment Income	$80,400	$101,338	$58,847
Non-GNWT Contributions	0	123,314	251,883
Donations	0	81,343	152,441
Other	71,500	232,820	221,770
Total Generated Funds	**$151,900**	**$538,816**	**$684,941**
Total Revenues	**$26,274,282**	**$27,748,416**	**$26,135,848**
EXPENSES (Schedule 1)			
Administration	$2,216,429	$2,289,524	$1,603,287
School Programs	17,025,737	16,539,072	18,499,068
Inclusive Schooling	5,013,176	5,140,291	4,771,459
Aboriginal Language/Cultural Programs	2,041,762	2,342,905	2,178,602
Total Expenses	**$26,297,104**	**$26,311,792**	**$27,052,416**
OPERATING SURPLUS/(DEFICIT)	**($22,822)**	**$1,436,624**	**($916,568)**
Opening Fund Balance		**1,907,706**	**2,824,274**
Closing Fund Balance		**$3,344,330**	**$1,907,706**

See attached notes and schedules.

Statement IV

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF CASH FLOW
For the Year Ended June 30, 2018

	2018	2017
Cash Provided By (Used In):		
Operating Surplus/(Deficit)	$1,436,624	($916,568)
Changes in Non-cash Assets and Liabilities		
Decrease (increase) due from Government of Canada	$1,574	($1,574)
Decrease (increase) in accounts receivable	79,923	(75,193)
Increase (decrease) in acc. payroll/emp.deductions	(150,125)	(763,042)
Increase (decrease) in accounts payable	46,955	(191,107)
Increase (decrease) in trust liability	(0)	($221)
Increase (decrease) in deferred revenue	21,483	($120,132)
Increase (decrease) in post-employment benefits	-402,793	1,200,435
Decrease (increase) in prepaid expenses	0	0
Cash Provided by (Used In) Operating Transactions	$1,033,641	($867,402)
Increase/(Decrease) in Cash and Cash Equivalents	$1,033,641	($867,402)
Cash and Cash Equivalents at Beginning of Year	$6,861,814	$7,729,216
Cash and Cash Equivalents at End of Year *	$7,895,455	$6,861,814

* Cash and cash equivalents are represented by cash and short-term investments.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2018

Note 1. Nature of the Organization

The Council was formerly known as the South Slave Divisional Board of Education. With the adoption of the new Education Act, its legal name is now the South Slave Divisional Education Council (Council).

The Council was established under the Education Act of the Government of the Northwest Territories by order of the Minister of Education dated July 1, 1991. Its purpose is to administer and maintain standards of educational programs defined under the Act in the member communities of the South Slave region.

Consequently, the Council is economically dependent upon funding from the Department of Education, Culture and Employment of the GNWT. Member communities have formed local District Education Authorities (DEA) which have assumed the responsibility of providing sufficient educational programs within their respective communities.

Note 2. Significant Accounting Policies

a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expenditure items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques, and short term highly liquid investments that are readily convertible to cash and usually with a maturity date of 90 days or less from the date of acquisition.

c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized costs include cash, accountable funds, due from the GNWT and other accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, accrued salaries, deferred revenue, post-employment benefits and accountable funds.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication or impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Council because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Council.

e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The Minister grants to the Education Authority the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Capital assets with a value in excess of $50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than $50,000 are recorded as a current expenditure.

f) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occur that give rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation in impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met and reasonable estimates of the amounts can be determined.

GNWT – Regular Contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The council retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided for by the formula, must first be approved by the GNWT.

Other Contributions:

The Council follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Deferred Revenue:

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenses are incurred.

Investment income:

Investment income is recognized when received or receivable, if the amount can be reasonable estimated.

Special Purpose Funds:

School activity funds which are fully controlled by the Council with respect to when and how the funds available can be disbursed are included in these financial statements. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising and/or contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Council are not included in these financial statements even if custody of the funds is held by the Council. Examples might include student clubs or associations for which the Council has no on-going responsibility or liability for losses.

g) Budget Data

The *Education Act* of the NWT requires that the Council prepare an annual budget, as outlined in Sections 128 and 129.

The priorities and funding allocations are determined by the Council and the budget is then legally adopted by a motion of the Council in accordance with Section 135(3) of the *Education Act*.

Council approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by sections 117(2)(k), (l) and (m) of the *Education Act*.

The annual budget includes estimates of revenues, expenditures and the net operating surplus/(deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Council.

The budget may be amended within a given fiscal year in accordance with Council policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

h) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Council are treated as expenditures during the year of acquisition and are not being recorded on the statement of financial position.

j) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th of each year which provides for continued payment during the summer. GNWT payroll for NWTTA staff starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31 (usually 26). The pay periods that fall within the month of July therefore have to be accrued.

The duties and compensation base for UNW school year employees are scheduled to align with the academic year although the actual start dates and durations vary by specific location and job function. Accordingly, the Council determines the start dates of their UNW employees and accrues the related payroll liability as necessary

All other staff salaries are accrued to include earnings to June 30th.

k) Post-Employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, Council employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences

include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave is recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except parental and maternity leave) has been prepared using data provided by the GNWT and assumptions based on management's best estimates.

l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

Note 3. Future Accounting Changes

a) Restructuring transactions (PS3430 – April 1, 2018)
b) Foreign Currency Translation (PS 2601 – April 1, 2019)
c) Financial instruments (PS3450 – April 1, 2019)
d) Student Activity/Fiduciary funds policy under review for possible inclusion in Special Purpose Funds.

Note 4. Cash and Cash Equivalents

	2018	2017
Cash	$7,815,425	$6,781,784
Trust Assets	80,030	80,030
Bank Indebtedness	0	0
Total	$7,895,455	$6,861,814

Note 5. Special Purpose Funds

Nothing to report.

Note 6. Restricted Assets

Nothing to report.

Note 7. Portfolio Investments

Nothing to report.

Note 8. Accounts Receivable

	2018 Net	2017 Net
GNWT – Finance	$ 11,950	$ 6,570
GNWT – HSS	0	250

Aurora College	4,410	0
GNWT – ECE	84,797	91,556
Total due from GNWT	$101,157	$ 98,376
Due from Government of Canada	0	1,574
Other	120,362	203,066
Total Receivables	$221,519	$303,016

Note 9. Inventories

Not applicable.

Note 10. Accounts Payable and Accrued Liabilities

	2018	2017
WSCC	$ 0	$ 0
GNWT – Dept. of Finance (payroll)	989,548	1,139,673
Princess Alexandra	0	345
GNWT – Dept of Finance	972	0
GNWT – Dept. of Education, Culture & Employment	23,341	13,503
Total Due to GNWT	$1,013,861	1,153,521
Other	89,132	52,642
Total Accounts Payable	$1,102,993	$1,206,163

Note 11. Deferred Revenue

	2018	2017
Self-Regulation resources (from ECE)	$ 1,278	$ 1,615
Child/Youth Resiliency – Chief Sunrise (MACA)	13,636	0
Child/Youth Resiliency - Deninu (MACA)	13,636	0
Regional Youth Sports – Deninu (MACA)	0	5,000
Total GNWT	$ 28,550	$ 6,615
Autism Speaks	0	452
Total Deferred Revenue	$ 28,550	$ 7,067

Note 12. Contribution Repayable

Nothing to report.

Note 13. Due To/From the Government of Canada

Nothing to report.

14. Capital Lease Obligations

Nothing to report.

15. Pensions

Nothing to report.

16. Long-term Debt

Nothing to report

17. Post-Employment Benefits, Compensated Absences and Termination Benefits

In addition to pension benefits the Council provides severance (resignation and retirement), removal and compensated absences (sick, special, parental and maternity leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to Council employees based on the type of termination (resignation vs. retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to, employee or dependant illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation result
The actuarial valuation was completed as at March 31, 2018. The effective date of the next actuarial valuation is March 31, 2019. The liabilities are actuarially determined as the present value of the accrued benefits at February 17, 2018 and the results extrapolated the June 30, 2018. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and Removal $	Compensated Absences $	2018 $	2017 $
Changes in Obligation				
Accrued benefit obligations	$1,928,888	$528,354	$2,457,242	$2,376,438

at beginning of year				
Current period benefit cost	$89,310	$30,626	$119,936	$113,050
Interest accrued	$60,291	$17,015	$77,305	$72,712
Benefits payments	($152,213)	($246,585)	($398,797)	($539,890)
Plan amendments	$0	$0	$0	$0
Actuarial (gains)/losses	($268,925)	$147,218	($121,707)	$434,932
Accrued benefit obligations at end of year	**$1,657,351**	**$476,628**	**$2,133,979**	**$2,457,242**
Surplus/(deficit) at end of year	($1,928,888)	($528,354)	($2,457,242)	($2,457,242)
Unamortized net actuarial (gain)/loss	($1,365,891)	($140,730)	($1,506,621)	($1,506,621)
Net future obligation	**($3,294,779)**	**($669,084)**	**($3,963,864)**	**($3,963,864)**
Other employee future benefits	$0	$0	$0	$0
Other compensated absences	$0	$0	$0	$0
Total employee future benefits and compensated absences	**($3,110,968)**	**($450,102)**	**($3,561,071)**	**($3,963,864)**
Benefits Expense				
Current period benefit cost	$89,310	$30,626	$119,936	$113,050
Interest accrued	$60,291	$17,015	$77,305	$72,712
Plan amendments	$0	$0	$0	$0
Amortization of actuarial gains	($181,199)	($20,038)	($201,237)	($255,468)
Total Expense	**($31,598)**	**$27,603**	**($3,996)**	**($69,706)**

The discount rate used to determine the accrued benefit obligation is an average of 3.80%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance & Removal $	**Compensated Absences $**	**Total $**
2019	$326,440	$83,323	$409,763
2020	$286,782	$78,300	$365,082
2021	$271,431	$71,593	$343,024
2022	$217,017	$59,883	$276,900
2023	$167,262	$48,552	$215,814
	$1,268,932	**$341,651**	**$1,610,583**

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2018

18. Trust Assets Under Administration

	2018	2017
Andrew John Piche Scholarship Fund	$80,030	$80,030

19. Tangible Capital Assets

Nothing to report.

20. Prepaid Expenses

Nothing to report.

21. GNWT Assests Provided at no Cost.

	Cost	Acc. Amort.	2018 NBV	2017 NBV
Joseph Burr Tyrrell School	$9,505,610	$5,106,439	$4,399,171	$4,551,939
Paul William Kaeser School	$7,635,685	$5,123,105	$2,512,580	$2,727,032
Deninu School	$4,991,454	$4,991,454	$0	$0
Lutsel K'e Dene School	$2,117,192	$1,733,279	$383,913	$440,789
Princess Alexandra School	$7,672,236	$5,233,029	$2,439,207	$2,716,496
Diamond Jenness School	$34,298,324	$11,557,308	$22,741,016	$24,014,147
Harry Camsell School	$6,615,080	$4,162,691	$2,452,389	$2,468,264
Chief Sunrise Education Ctr.	$2,444,710	$1,102,321	$1,342,389	$1,415,163
DJSS Trades Building	$2,423,804	$466,358	$1,957,446	$2,017,985
Hay River Central Seacan	$832,998	$402,616	$430.382	$485,916
PWK High School Seacan	$687,229	$332,160	$355,069	$400,884
PWK Welding Shop	$389,368	$35,692	$353,676	$363,411
	$79,613,690	$40,246,452	$39,367,238	$41,602,025

22. Contractual Obligations

	Expired in 2018	2019	2020 Onward	Total
Commercial/Residential Leases	$158,650	$ 52,884	$ 0	$211,534
Equipment Leases	9,575	693	0	10,268
Totals	$168,225	$ 53,577	$ 0	$221,802

23. Contingencies

Nothing to report.

24. Related Parties and Inter-Entity Transactions

The Council is related, in terms of common ownership, to all GNWT created departments, agencies and corporations. The Council enters into transactions with these entities in the normal course of business. The Council is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note.

Accounts Payable

	2018	2017
Dept. of Finance	$ 989 548	$1,139,673
Dept. of Education, Culture and Employment	23,341	13,503
Dept. of Finance	972	0
Princess Alexandra School	0	345

Accounts Receivable

Lutsel K'e DEA	$ 0	2,034
Diamond Jenness School	0	260
Paul William Kaeser School	0	1,643
Joseph Burr Tyrrell School	0	1,544
Dept. of Finance	11,950	6,570
Dept. of Health and Social Services	0	250
Dept. of Education, Culture and Employment	84,797	91,556
Aurora College	4,410	0

25. Budget Data

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget as outlined in Section 117, Duties of Education Body. The budget is legally adopted by a motion of the Council which may or may not include the

establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation of the Education Act.

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Council.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on August 8, 2016 and have not been audited.

26. Economic Dependence

The South Slave Divisional Education Council receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the South Slave Divisional Education Council's operations would be significantly affected.

27. Financial Instruments

The Council's carrying value of cash, accounts receivable, due from the GNWT, accounts payable and accrued liabilities, due to the GNWT, accrued salaries and the trust liability approximate fair value due to the immediate and short-term maturity of these instruments.

The Council's carrying value of the accrued leave and termination benefits approximates fair value due to the information readily available in the NWTTA, UNW and Senior Manager's Handbook.

It is management's opinion that the Council is not exposed to significant interest rate, currency, market, credit, liquidity or cash flow risks arising from these financial instruments and that there are no significant concentrations of such risks.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2018

28. Expenses by Object

	2018 Budget	2018 Actual	2017 Actual
Compensation	$22,223,104	$22,494,778	$23,744,651
Other	4,043,697	3,817,015	3,307,764
Total	$26,266,801	$26,311,792	$27,052,415

29. Subsequent Events

Nothing to report.

30. Comparative Figures

Nothing to report.

31. ECE Other Contributions

Self-Regulations Resources	$ 4,837
Career Coordinator	144,593
Northern Distance Learning	64,673
TLC Funding	338,000
Three Feathers	25,000
French (FSL) Funding	288,000
First Nations Storybook App	30,000
K'atlodeeche Dictionary Project	30,220
Let's Read	27,250
Trades Awareness	36,500
Labour Market Assessment for Persons with Disabilities	50,065
Post-Intensive French	58,800
Culture Camp – Lutsel K'e	34,857
Lunch meeting re:school reno in Lutsel K'e	4,900
Intensive French	10,370
Additional Funding from SSDEC to HRDEA	72,589
Career Forum	5,300
Library Funding	35,000
Total	$ 1,260,954

32. GNWT Other Contributions

Health & Social Services	
Drop the Pop	$ 15,726
Energy & Natural Resources	
Take a Kid Trapping	40,000
Municipal & Community Affairs	

Youth Corps	45,000
Child/Youth Resiliency	39,003
Active After School	116,888
Regional Youth Sports	14,200
Industry, Tourism & Investment	
Forestry Program	8,335
Career Forum	15,000
Total	$294,152

33. Contingent Assets

Nothing to report.

34. Contractual Rights

Nothing to report.

35. Commitments Against Surplus

The Council currently has approved commitments against its surplus of $1,155,519 consisting mainly of school staffing surpluses as detailed in Schedule 27 to the financial statements.

Schedule 1

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED SCHEDULE OF EXPENSES
For the Year Ended June 30, 2018

	School Programs	Inclusive Schooling	Admin.	Aboriginal Languages	Fiscal & Transfers	Total
Salaries						
Teachers	$12,701,313	$2,293,842	$0	$1,478,401	$0	$16,473,556
Instruction Assistants	$87,887	$1,984,880	$0	$29,221	$0	$2,101,988
Non-Instructional Staff	$1,553,834	$197,327	$1,528,867	$0	$0	$3,280,028
Board/Trustee Honoraria	$10,235	$0	$35,543	$23,721	$0	$69,499
Employee Benefits						
Employee Benefits/Allowances	($26,556)	$77,612	$4,709	$24,836	$0	$80,601
Leave & Termination Benefits	$253,640	$174,331	$5,350	$55,786	$0	$489,107
Services Purchased/Contracted						
Professional/Technical Services	$156,756	$64,487	$40,266	$93,841	$0	$355,350
Postage/Communication	$74,992	$0	$45,720	$216	$0	$120,928
Utilities	$1,900	$0	$0	$0	$0	$1,900
Travel	$151,500	$116,230	$89,235	$63,740	$0	$420,705
Student Travel	$32,631	$0	$0	$2,700	$0	$35,331
Advertising/Printing/Publishing	$3,619	$353	$10,307	$58,516	$0	$72,795
Maintenance/Repair	$14,704	$0	$110,519	$78	$0	$125,302
Rentals/Leases	$47,585	$1,645	$181,365	$9,445	$0	$240,041
Contracted Services	$371,311	$53,879	$14,886	$213,745	$0	$653,820
Materials/Supplies/Freight						
Materials	$1,087,550	$174,747	$209,244	$281,609	$0	$1,753,150
Freight	$16,171	$959	$13,513	$7,050	$0	$37,693
Total	**$16,539,072**	**$5,140,291**	**$2,289,524**	**$2,342,905**	**$0**	**$26,311,792**

Schedule 2

FORT SMITH DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2018

	2018	2017
Financial Assets		
Cash and Cash Equivalents	$86,187	$166,020
Cash Held in Trust	80,030	80,030
Other Accounts Receivable (net)	24,020	1,033
Total Financial Assets	**$190,237**	**$247,083**
Liabilities		
Accounts Payable & Accrued Liabilities	($152)	($3)
Trust Liability	80,030	80,030
Total Liabilities	**$79,878**	**$80,027**
Net Financial Resources	**$110,359**	**$167,057**
Fund Balance	**$110,359**	**$167,057**

Schedule 3

FORT SMITH DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2018

	2018 Budget (unaudited)	2018	2017
REVENUES			
ECE Contributions			
ECE Regular Contributions	$581,931	$581,931	$456,529
Other ECE Contributions	0	139,679	15,602
Total ECE Contributions	**$581,931**	**$721,610**	**$472,131**
Other GNWT Contributions	$0	$25,722	$22,400
Total GNWT Contributions	**$581,931**	**$747,332**	**$494,531**
Generated Funds			
Investment Income	$400	$548	$547
Other	52,000	106,141	67,515
Total Generated Funds	**$52,400**	**$106,690**	**$68,062**
Total Revenues	**$634,331**	**$854,022**	**$562,593**
EXPENSES (Schedule 4)			
Administration	$69,600	$116,730	$92,035
School Programs	454,538	623,211	380,912
Inclusive Schooling	32,985	52,197	13,210
Aboriginal Language/Cultural Programs	65,585	118,582	85,646
Total Expenses	**$622,708**	**$910,720**	**$571,803**
Operating Surplsu/(Deficit)	**$11,623**	**($56,698)**	**($9,209)**
Fund Balance at beginning of year		**167,057**	**176,266**
Prior Period Adjustment		**$0**	**0**
Fund Balance at end of year		**$110,359**	**$167,057**

Schedule 4

FORT SMITH DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2018

	School Programs	Inclusive Schooling	Admin.	Aboriginal Languages	Fiscal & Transfers	Total
Salaries						
Teachers	$2,654					$2,654
Instruction Assistants						$0
Non-Instructional Staff			$73,065			$73,065
Board/Trustee Honoraria						$0
Employee Benefits						
Employee Benefits/Allowances						$0
Leave & Termination Benefits						$0
Services Purchased/Contracted						
Professional/Technical Services						$0
Postage/Communication	$29,028		$3,225			$32,253
Utilities						$0
Travel						$0
Student Travel						$0
Advertising/Printing/Publishing						$0
Maintenance/Repair	$12,250					$12,250
Rentals/Leases	$13,680		$1,520			$15,200
Contracted Services	$75,638					$75,638
Materials/Supplies/Freight						
Materials	$489,962	$52,197	$38,919	$118,582		$699,660
Freight						$0
Total	**$623,211**	**$52,197**	**$116,730**	**$118,582**	**$0**	**$910,720**

Schedule 5

HAY RIVER DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2018

	2018	2017
Financial Assets		
Cash and Cash Equivalents	$135,605	$176,910
Due from the GNWT	0	0
Other Accounts Receivable (net)	6,331	23,481
Total Financial Assets	**$141,936**	**$200,391**
Liabilities		
Accounts Payable & Accrued Liabilities	$2,459	$1,019
Total Liabilities	**$2,459**	**$1,019**
Net Financial Resources	**$139,477**	**$199,372**
Fund Balance	**$139,477**	**$199,372**

Schedule 6

HAY RIVER DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2018

	2018 Budget (unaudited)	2018 Actual	2017 Actual
REVENUES			
ECE Contributions			
ECE Regular Contributions	$615,915	$615,915	$552,864
Other ECE Contributions	0	134,215	140,341
Total ECE Contributions	**$615,915**	**$750,130**	**$693,205**
Other GNWT Contributions	$0	$92,501	$31,200
Total GNWT Contributions	**$615,915**	**$842,631**	**$724,405**
Generated Funds			
Investment Income	$0	$502	$599
Other	19,500	29,450	97,262
Total Generated Funds	**$19,500**	**$29,952**	**$97,861**
Total Revenues	**$635,415**	**$872,583**	**$822,266**
EXPENSES (Schedule 7)			
Administration	$120,476	$149,061	$150,849
School Programs	514,939	703,449	583,468
Inclusive Schooling	0	0	0
Aboriginal Language/Cultural Programs	0	79,968	52,568
Total Expenses	**$635,415**	**$932,478**	**$786,885**
Operating Surplus/(Deficit)	**$0**	**($59,895)**	**$35,381**
Fund Balance at beginning of year		**199,372**	**163,991**
Fund Balance at end of year		**$139,477**	**$199,372**

Schedule 7

HAY RIVER DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2018

	School Programs	Inclusive Schooling	Admin.	Aboriginal Languages	Fiscal & Transfers	Total
Salaries						
Teachers						$0
Instruction Assistants	$87,887			$29,221		$117,108
Non-Instructional Staff			$106,758			$106,758
Board/Trustee Honoraria			$6,360			$6,360
Employee Benefits						
Employee Benefits/Allowances						$0
Leave & Termination Benefits						$0
Services Purchased/Contracted						
Professional/Technical Services	$105,040					$105,040
Postage/Communication	$24,033		$2,696			$26,729
Utilities						$0
Travel						$0
Student Travel	$700					$700
Advertising/Printing/Publishing						$0
Maintenance/Repair						$0
Rentals/Leases	$32,260					$32,260
Contracted Services	$149,788					$149,788
Materials/Supplies/Freight						
Materials	$303,741		$24,542	$50,747		$379,030
Freight			$8,705			$8,705
Total	**$703,449**	**$0**	**$149,061**	**$79,968**	**$0**	**$932,478**

Schedule 8

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2018

	2018	2017
Financial Assets		
Cash and Cash Equivalents	$50,145	$14,661
Other Accounts Receivable (net)	6,900	3,274
Total Financial Assets	**$57,045**	**$17,935**
Liabilities		
Accounts Payable & Accrued Liabilities	$5,141	$3,262
Deferred Revenue	$1,278	$0
Total Liabilities	**$6,419**	**$3,262**
Net Financial Resources	**$50,626**	**$14,673**
Fund Balance	**$50,626**	**$14,673**

Schedule 9

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2018

	2018 Budget (unaudited)	2018 Actual	2017 Actual
REVENUES			
ECE Contributions			
Regular ECE Contributions	$81,079	$81,079	$56,091
Other ECE Contributions	0	26,342	52,498
Total ECE Contributions	**$81,079**	**$107,421**	**$108,589**
Other GNWT Contributions	$0	$39,278	$9,000
Total GNWT Contributions	**$81,079**	**$146,700**	**$117,589**
Generated Funds			
Investment Income	$0	$3	$3
Donations	$0	$21,550	$0
Other	0	26,151	10,737
Total Generated Funds	**$0**	**$47,704**	**$10,740**
Total Revenues	**$81,079**	**$194,404**	**$128,329**
EXPENSES (Schedule 7)			
Administration	$43,180	$49,101	$33,820
School Programs	29,499	66,498	44,976
Inclusive Schooling	0	3,463	17,000
Aboriginal Language/Cultural Programs	8,400	39,389	11,783
Total Expenses	**$81,079**	**$158,451**	**$107,580**
Operating Surplus/(Deficit)	**$0**	**$35,953**	**$20,749**
Fund Balance at beginning of year		**$14,673**	**($6,076)**
Fund Balance at end of year		**$50,626**	**$14,673**

Schedule 10

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2018

	School Programs	Inclusive Schooling	Admin.	Aboriginal Languages	Fiscal & Transfers	Total
Salaries						
Teachers	$700			$7,200		$7,900
Instruction Assistants						$0
Non-Instructional Staff			$14,398			$14,398
Board/Trustee Honoraria	$10,235		$8,855	$12,021		$31,111
Employee Benefits						
Employee Benefits/Allowances						$0
Leave & Termination Benefits						$0
Services Purchased/Contracted						
Professional/Technical Services						$0
Postage/Communication			$3,177			$3,177
Utilities						$0
Travel	$5,786	$2,421	$68	$404		$8,678
Student Travel						$0
Advertising/Printing/Publishing						$0
Maintenance/Repair	$3,014		$762			$3,777
Rentals/Leases			$3,669			$3,669
Contracted Services			$5,861	$3,839		$9,700
Materials/Supplies/Freight						
Materials	$46,763	$1,042	$12,312	$15,926		$76,042
Freight						$0
Total	**$66,498**	**$3,463**	**$49,101**	**$39,389**	**$0**	**$158,451**

Schedule 11

FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2018

	2018	2017
Financial Assets		
Cash and Cash Equivalents	$151,624	$92,608
Due from GNWT	0	0
Other Accounts Receivable (net)	0	0
Total Financial Assets	**$151,624**	**$92,608**
Liabilities		
Payroll Liabilities	$960	$552
Total Liabilities	**$960**	**$552**
Net Financial Resources	**$150,664**	**$92,056**
Fund Balance	**$150,664**	**$92,056**

Schedule 12

FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2018

	2018 Budget (unaudited)	2018 Actual	2017 Actual
REVENUES			
ECE Contributions			
Regular ECE Contributions	$86,688	$116,356	$82,286
Other ECE Contributions	0	122,971	85,534
Total ECE Contributions	**$86,688**	**$239,327**	**$167,820**
Other GNWT Contributions	$0	$59,357	$88,016
Total GNWT Contributions	**$86,688**	**$298,684**	**$255,836**
Generated Funds			
Investment Income	$0	$126	$34
Other	0	35,000	25,000
Total Generated Funds	**$0**	**$35,126**	**$25,034**
Total Revenues	**$86,688**	**$333,810**	**$280,869**
EXPENSES (Schedule 7)			
Administration	$33,500	$41,101	$37,127
School Programs	24,188	151,959	260,373
Inclusive Schooling	0	31,935	38,342
Aboriginal Language/Cultural Programs	29,000	50,208	35,210
Total Expenses	**$86,688**	**$275,202**	**$371,053**
Operating Surplus/(Deficit)	**$0**	**$58,608**	**($90,183)**
Fund Balance at beginning of year		**92,056**	**182,239**
Fund Balance at end of year		**$150,664**	**$92,056**

Schedule 13

FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2018

	School Programs	Inclusive Schooling	Admin.	Aboriginal Languages	Fiscal & Transfers	Total
Salaries						
Teachers						$0
Instruction Assistants						$0
Non-Instructional Staff	$39	$25,187	$4,479			$29,704
Board/Trustee Honoraria			$9,050			$9,050
Employee Benefits						
Employee Benefits/Allowances						$0
Leave & Termination Benefits						$0
Services Purchased/Contracted						
Professional/Technical Services						$0
Postage/Communication			$5,101			$5,101
Utilities	$1,900					$1,900
Travel	$16,076			$5,600		$21,676
Student Travel	$4,735			$250		$4,985
Advertising/Printing/Publishing	$1,219		$2,046			$3,265
Maintenance/Repair			$489	$78		$567
Rentals/Leases			$3,786			$3,786
Contracted Services	$34,990	$1,463		$18,980		$55,433
Materials/Supplies/Freight						
Materials	$90,393	$5,199	$16,152	$24,233		$135,977
Freight	$2,607	$87		$1,066		$3,759
Total	**$151,959**	**$31,935**	**$41,101**	**$50,208**	**$0**	**$275,202**

Schedule 14

LUTSEL K'E DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2018

	2018	2017
Financial Assets		
Cash and Cash Equivalents	$8,906	$7,952
Other Accounts Receivable (net)	4,800	0
Total Financial Assets	**$13,706**	**$7,952**
Liabilities		
Bank Indebtedness	$0	$0
Accounts Payable & Accrued Liabilities	245	95
Total Liabilities	**$245**	**$95**
Net Financial Resources	**$13,460**	**$7,857**
Fund Balance	**$13,460**	**$7,857**

Schedule 15

LUTSEL K'E DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2018

	2018 Budget (unaudited)	2018 Actual	2017 Actual
REVENUES			
ECE Contributions			
Regular ECE Contributions	$100,806	$100,806	$74,829
Other ECE Contributions	0	62,807	36,863
Total ECE Contributions	**$100,806**	**$163,613**	**$111,692**
Other GNWT Contributions	$0	$21,636	$33,936
Total GNWT Contributions	**$100,806**	**$185,249**	**$145,628**
Generated Funds			
Investment Income	$0	$0	$0
Donations	0	59,790	61,849
Other	0	17,050	10,399
Total Generated Funds	**$0**	**$76,840**	**$72,248**
Total Revenues	**$100,806**	**$262,089**	**$217,876**
EXPENSES (Schedule 7)			
Administration	$42,500	$31,263	$32,691
School Programs	40,000	139,221	124,955
Inclusive Schooling	0	3,889	2,105
Aboriginal Language/Cultural Programs	18,000	82,114	32,081
Total Expenses	**$100,500**	**$256,486**	**$191,833**
Operating Surplus/(Deficit)	**$306**	**$5,603**	**$26,043**
Fund Balance at beginning of year		**7,857**	**(18,186)**
Fund Balance at end of year		**$13,460**	**$7,857**

Schedule 16

LUTSEL K'E DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2018

	School Programs	Inclusive Schooling	Admin.	Aboriginal Languages	Fiscal & Transfers	Total
Salaries						
Teachers	$4,491			$7,950		$12,440
Instruction Assistants						$0
Non-Instructional Staff						$0
Board/Trustee Honoraria			$7,478			$7,478
Employee Benefits						
Employee Benefits/Allowances						$0
Leave & Termination Benefits						$0
Services Purchased/Contracted						
Professional/Technical Services						$0
Postage/Communication	$1,019		$4,112			$5,131
Utilities						$0
Travel	$480	$2,185	$100	$5,965		$8,731
Student Travel	$27,196			$2,450		$29,646
Advertising/Printing/Publishing	$2,400					$2,400
Maintenance/Repair	($560)					-$560
Rentals/Leases	$1,645	$1,645	$1,770	$9,445		$14,505
Contracted Services	$12,525		$8,850	$41,575		$62,950
Materials/Supplies/Freight						
Materials	$76,705		$8,094	$13,918		$98,717
Freight	$13,320	$59	$859	$810		$15,048
Total	**$139,221**	**$3,889**	**$31,263**	**$82,114**	**$0**	**$256,486**

Schedule 17

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF FINANCIAL POSITION
as at June 30, 2018

	2018	2017
Financial Assets		
Cash and Cash Equivalents	$7,382,960	$6,323,632
Due from the GNWT	101,157	98,376
Other Accounts Receivable	99,712	182,335
Total Financial Assets	**$7,583,829**	**$6,604,343**
Liabilities		
Current		
Accounts Payable and Accrued Liabilities	$86,748	$53,846
Due to the GNWT	39,446	13,848
Payroll Liabilities	989,548	1,139,026
Deferred Revenue	27,272	7,067
Post-Employment Benefits	3,561,071	3,963,864
Total Liabilities	**$4,704,084**	**$5,177,651**
Net Financial Resources	**$2,879,745**	**$1,426,692**
Non-Financial Assets		
Prepaid Expenses (Note 20)	$0	$0
Accumulated Fund Balance	**$2,879,745**	**$1,426,692**

Schedule 18

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
For the Year Ended June 30, 2018

	2018	2017
Annual Surplus/(Deficit) (Schedule 19)	$1,453,053	($899,348)
Prior Year Adjustments	0	0
Increase/(Decrease) in Net Financial Resources	**$1,453,053**	**($899,348)**
Opening net Financial Resources	1,426,692	2,326,040
Closing Net Financial Resources	$2,879,745	$1,426,692

Schedule 19

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended June 30, 2018

	2018 Budget (unaudited)	2018 Actual	2017 Actual
REVENUES			
ECE Contributions			
Regular ECE Contributions	$24,916,048	$25,671,174	$24,210,619
Other ECE Contributions	208,000	1,094,716	822,968
Total ECE Contributions	**$25,124,048**	**$26,765,890**	**$25,033,587**
Other GNWT Contributions	$789,508	$55,658	$326,000
Total GNWT Contributions	**$25,913,556**	**$26,821,548**	**$25,359,587**
Federal Government	**$0**	**$0**	**$0**
Other Education Bodies	**$60,000**	**$0**	**$0**
Generated Funds			
Investment Income	$80,000	$100,159	$57,664
Non-GNWT Contributions	0	123,314	251,883
Donations	0	3	90,592
Other	0	44,529	31,857
Total Generated Funds	**$80,000**	**$268,004**	**$431,995**
Total Revenues	**$26,053,556**	**$27,089,552**	**$25,791,582**
EXPENSES			
Administration	$1,907,173	$1,902,266	$1,796,119
School Programs	15,962,573	14,986,170	16,904,483
Inclusive Schooling	4,980,191	5,048,807	4,700,802
Aboriginal Language/Cultural Programs	1,920,777	2,135,186	2,001,924
Transfers to DEAs	1,496,087	1,564,070	1,287,602
Total Expenses	**$26,266,801**	**$25,636,499**	**$26,690,930**
Operating Surplus/(Deficit)	**($213,245)**	**$1,453,053**	**($899,348)**
Fund Balance at beginning of year		**1,426,692**	**2,326,040**
Fund Balance at end of year		**$2,879,745**	**$1,426,692**

Schedule 20

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF EXPENSES
(Non-Consolidated)
For the Year Ended June 30, 2018

	School Programs	Inclusive Schooling	Admin.	Aboriginal Languages	Fiscal & Transfers	Total
Salaries						
Teachers	$12,693,469	$2,293,842		$1,463,251		$16,450,562
Instruction Assistants		$1,984,880				$1,984,880
Non-Instructional Staff	$1,553,795	$172,140	$1,330,168			$3,056,103
Board/Trustee Honoraria			$3,800	$11,700		$15,500
Employee Benefits						
Employee Benefits/Allowances	($26,556)	$77,612	$4,709	$24,836		$80,601
Leave & Termination Benefits	$253,640	$174,331	$5,350	$55,786		$489,107
Services Purchased/Contracted						
Professional/Technical Services	$51,716	$64,487	$40,266	$93,841		$250,310
Postage/Communication	$20,912		$27,409	$216		$48,537
Utilities						$0
Travel	$129,158	$111,623	$89,067	$51,771		$381,618
Student Travel						$0
Advertising/Printing/Publishing		$353	$8,261	$58,516		$67,130
Maintenance/Repair			$109,268			$109,268
Rentals/Leases			$170,621			$170,621
Contracted Services	$98,370	$52,416	$175	$149,351		$300,313
Materials/Supplies/Freight						
Materials	$116,421	$116,309	$109,225	$63,743		$405,698
Freight	$244	$814	$3,949	$5,174		$10,180
Transfers to DEA's	$95,000			$157,000	$1,564,070	$1,816,070
Total	$14,986,170	$5,048,807	$1,902,266	$2,135,186	$1,564,070	$25,636,499

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENSES
INCLUSIVE SCHOOLING
For the Year Ended June 30, 2018

	General Expenditures	Staff Development	Assistive Technology	Magnet Facilities	Total
Salaries					
Regional Coordinator	$169,069				$169,069
Program Support Teachers	$1,884,751			$242,149	$2,126,900
Support Assistants	$2,180,079				$2,180,079
Employee Benefits					
Employee Benefits/Allowances *	$251,943				$251,943
Services Purchased/Contracted					
Professional/Technical Services	$64,487				$64,487
Travel	$4,606	$111,623			$116,229
Student Transportation (Bussing)	$2,223				$2,223
Advertising/Printing/Publishing	$353				$353
Maintenance/Repair					$0
Rentals/Leases	$1,645				$1,645
Contracted Services	$51,656				$51,656
Materials/Supplies/Freight					
Materials	$131,322	$9,800	$33,625		$174,747
Freight	$146		$814		$960
Total	$4,742,280	$121,423	$34,439	$242,149	$5,140,290

Schedule 22

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDSES
INDIGENOUS LANGUAGE AND EDUCATION
For the Year Ended June 30, 2018

	Student Instruction	Teaching Resources	Professional Development	School ** Activities	Total
Salaries					
ALCBE Teachers	$1,111,710			$15,150	$1,126,860
Language Consultants	$87,114			$29,221	$116,335
Instruction Assistants	$312,711				$312,711
Non-Instructional Staff					$0
Honoraria		$11,700		$12,021	$23,721
Employee Benefits					
Employee Benefits/Allowances *	$80,622				$80,622
Services Purchased/Contracted					
Professional/Technical Services		$93,841			$93,841
Travel		$51,771		$11,969	$63,740
Student Transportation (Bussing)				$2,700	$2,700
Advertising/Printing/Publishing		$58,516			$58,516
Maintenance/Repair				$78	$78
Rentals/Leases			$100	$9,445	$9,545
Contracted Services		$101,067		$64,394	$165,461
Materials/Supplies/Freight					
Materials		$63,774	$85	$223,407	$287,266
Freight		$5,174		$1,876	$7,050
Total	$1,592,157	$385,843	$185	$370,261	$2,348,447

* from Schedule 20
** from respective DEA schedules

Schedule 23

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
FRENCH LANGUAGE
For the Year Ended June 30, 2018

	Contributions July 1, 2017 to June 30, 2018	SSDEC Commitment July 1, 2017 to June 30, 2018	Total Expenses July 1, 2017 to June 30, 2018	Under/(Over) Funding
Bilateral Agreement Funding				
Core French 1-12 (salary)	$193,000	$234,000	$444,999	($17,999)
Immersion Pioneer Class (salary)	70,000	$50,000	$522,517	($402,517)
Resources	10,000	$5,000	$38,784	($23,784)
Partnership with YK1	15,000		$15,000	$0
French Monitor		$6,000	$52,330	($46,330)
Professional Development		$5,000	$24,839	($19,839)
French Language Communications	5,000			
Intensive French: Salary	45,000	$30,000	$248,222	($173,222)
Intensive French: Camp				$0
Intensive French: Resources	6,000	$4,000	$16,370	($6,370)
Intensive French: Training/Visits	7,800	$5,200	$7,965	$5,035
Totals	$351,800	$339,200	$1,371,027	($685,027)

Schedule 24

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
INDIGENOUS LANGUAGES EDUCATION (Federal Contribution)
For the Year Ended June 30, 2018

	July 1, 2017 to March 31, 2018	April 1, 2018 to June 30, 2018	Total 2017/18
Revenues			
Funding Received	$338,000		$338,000
Total Funding	$338,000	$0	$338,000
Expenditures			
Materials & Supplies	$223,235	$76,606	$299,841
Wages & Benefit	$17,912	$20,918	$38,829
Total Expenditures	$241,147	$97,523	$338,670
Surplus/(Deficit)	**$96,853**	**($97,523)**	**($670)**

Schedule 25

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
NWT STUDENT SUCCESS INITIATIVE - PROFESSIONAL DEVELOPMENT
For the Period July 1, 2017 to June 30, 2018

Revenue	
Education, Culture and Employment	$55,000
NWTTA	58,095
Total Revenue	$113,095
Expenditures	
Salaries/Wages	
Salaries	$685,389
Facilitator's Fees	$178,068
Substitute Teachers Wages	$9,039
Travel	
Facilitator Travel	$29,909
Staff Travel	$31,622
Accommodation	$17,112
Per Diems	$13,624
Workshop Expenses	
Room Rental	
Tuition	
Refreshments	$1,453
Resources	$16,231
Miscellaneous	$2,750
Total Expenses	$985,196
Net Surplus/(Deficit)	**($872,102)**

Schedule 26

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
NORTHERN DISTANCE LEARNING
For the Year Ended June 30, 2018

	Budget 2017/18	July 1, 2017 to March 31, 2018	April 1, 2018 to June 30, 2018	Total 2017/18
Revenues				
Education, Culture & Employment	$64,673	$64,673		$64,673
Other				$0
Total Funding	$64,673	$64,673	$0	$64,673
Expenditures				
Support Persons	$50,000	$50,000		$50,000
Network Charges	$14,673		$20,912	$20,912
Total Expenditures	$64,673	$50,000	$20,912	$70,912
Surplus/(Deficit)	$0	**$14,673**	**($20,912)**	**($6,239)**

The SSDEC has only one community (Fort Resolution) participating

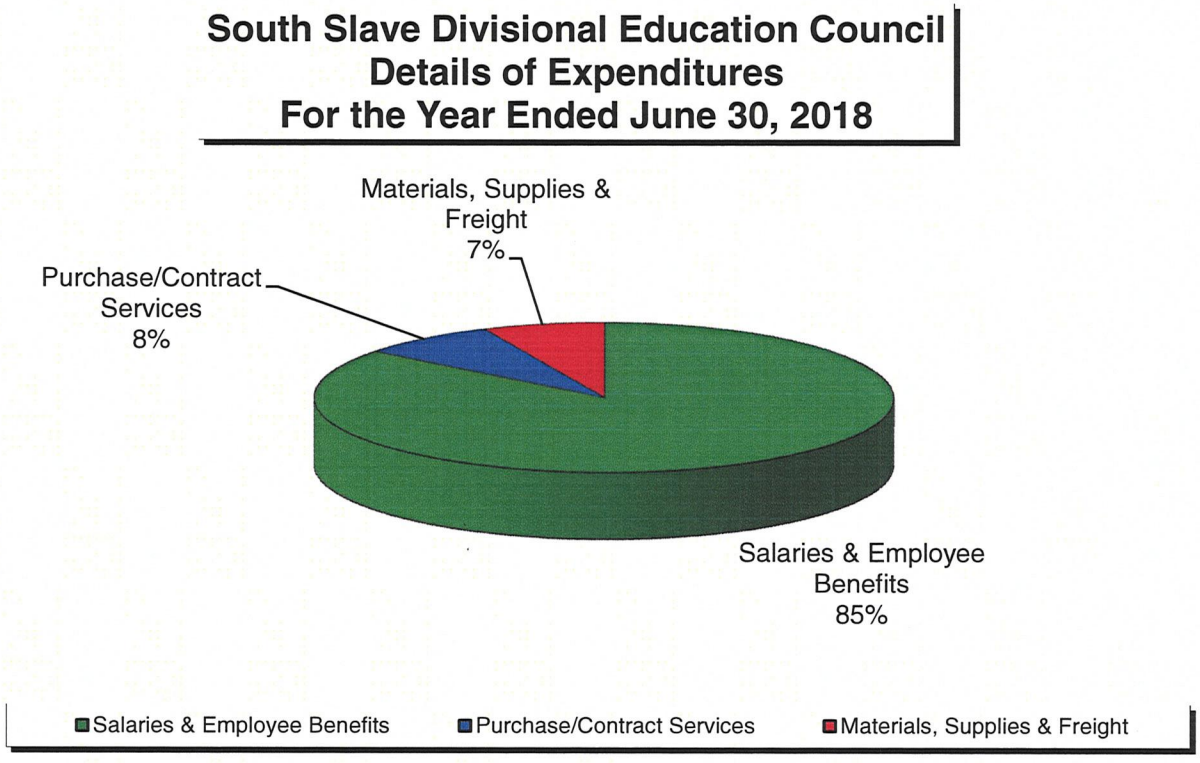
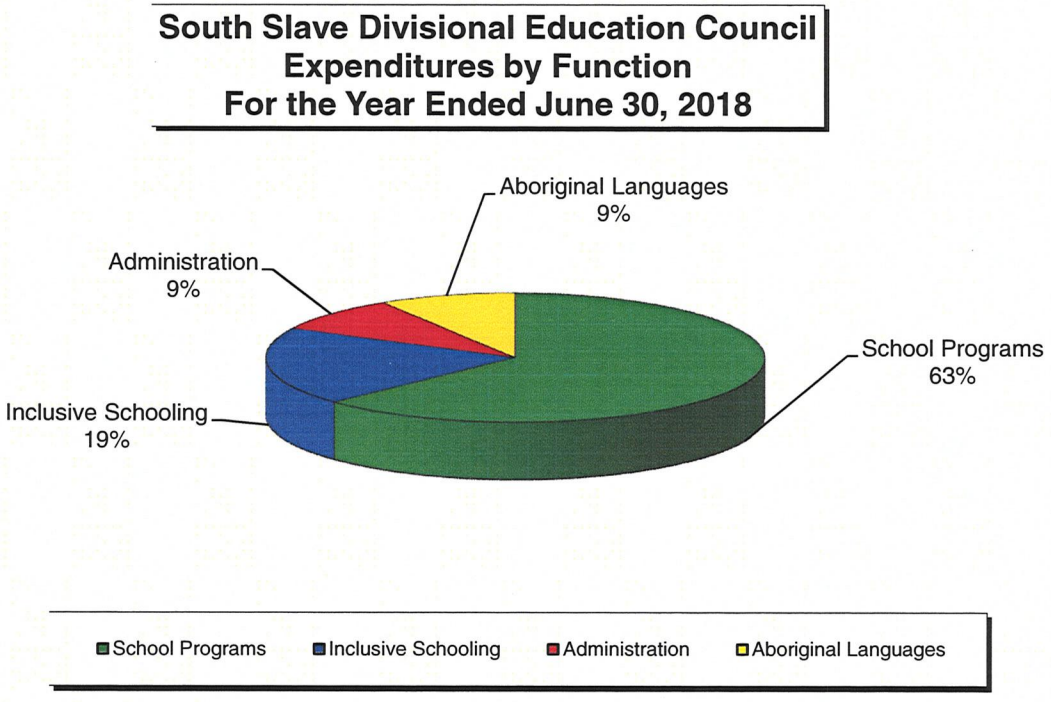
Schedule 27

South Slave Divisional Education Council
2017/18 Fund Balances
(Unaudited)

		SSDEC	Fort Smith	Hay River	K'atlodeeche	Fort Resolution	Lutsel K'e
Fund Balances as per audited Financial Statements		$2,879,745	$110,359	$139,477	$50,626	$150,664	$13,460
less: Staffing Surpluses							
- Lutsel K'e Dene School	$58,954						
- Paul William Kaeser	$258,070						
- Harry Camsell	$57,356						
- Joseph Burr Tyrrell	$160,982						
- Chief Sunrise	$100,593						
- Princess Alexandra	$85,469						
- Diamond Jenness Secondary School	$220,000						
- Deninu School	$214,095	($1,155,519)					
Commitments against surpluses							
- Council Office							
- Fort Resolution DEA plan						($146,559)	
- Lutsel K'e DEA plan							($6,939)
- K'atlodeeche plan					($46,427)		
- Hay River DEA plan				($94,280)			
- Fort Smith plan			($72,295)				
Uncommitted Fund Balance		$1,724,226	$38,064	$45,197	$4,199	$4,105	$6,521
2018/19 contributions from SSDEC			$543,776	$645,673	$59,990	$58,636	$93,153
Fund Balance percentage *			7.00%	7.00%	7.00%	7.00%	7.00%

* Calculated as per SSDEC policy DFAA - Financial Surplus
maximum SSDEC fund balance as per policy DFAA - Financial Surplus **$1,942,389**

Salaries & Employee Benefits	$22,494,778
Purchase/Contract Services	$2,026,171
Materials, Supplies & Freight	$1,790,843
Total	$26,311,792



School Programs	$16,539,072
Inclusive Schooling	$5,140,291
Administration	$2,289,524
Aboriginal Languages	$2,342,905
Total	$26,311,792