South Slave Divisional Education Council Operating Plan for 2018-2019 School Year
June 30, 2018

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
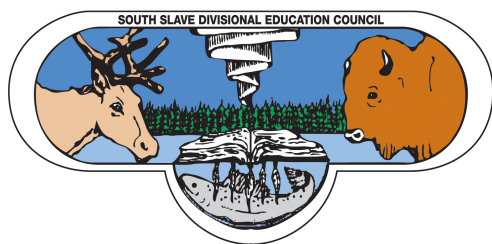
Creating Futures

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Purpose of the Operating Plan

The South Slave District Education Council (SSDEC) Operating Plan for the 2018-2019 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and 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 Operating Plan 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 Operating Plan is to:

- Ensure that Education Bodies set realistic and measurable goals that adequately meet educational needs of NWT students;
- Ensure that the goals set by Education Bodies are in line with the strategic and mandated priorities of the Department of Education, Culture, and Employment;
- Ensure that Education Bodies are accountable for their performance and use of public funds.

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SSDEC Operating Environment

School Profiles and Student Enrolment

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

Table 1: SSDEC School Profiles 2017-2018.

School	Community	Grades Offered	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**

The SSDEC consists of 8 schools with a projected 2018-19 enrolment of approximately 1300 students.

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[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.

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Table 2: Enrolment (FTE) by school and by grade as of September 30, 2017.

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										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									
JBT	13.0	43.0	43.0	46.0	26.0	28.0	40.5	44.0						
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						38.0	44.0	46.5	32.5					
PWK									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**

Table 3 shows the core and immersion language instruction in each of our schools in addition to English.

Table 3: Language instruction by school and by grade.

School	Chipewyan	Cree	Slavey	Core French	Intensive French	Post-Intensive French	French Immersion
CSEC			JK-12				
DJSS			8-12			8-10	
DN	JK-12						
HC			JK-3	JK-3			
JBT	JK-6	JK-6		JK-6			1-6
LKDS	JK-12						
PA			4-7	4-7	6	7	
PWK	7-12	7-12		7-12			7-9

Two of our schools will also be offering alternative educational programming. Deninu (DN) will continue to offer Distance Learning (Grades 10-12) and PWK's Phoenix School Program will offer courses from 10-12. As well, PWK plans to experiment with asynchronous distance learning making MAT 31 and PHYS 30 available to other SSDEC High Schools in Semester II.

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Student and Teacher Population

Teachers

The SSDEC is facing a staffing turnover (teachers) of almost 20% 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 high.

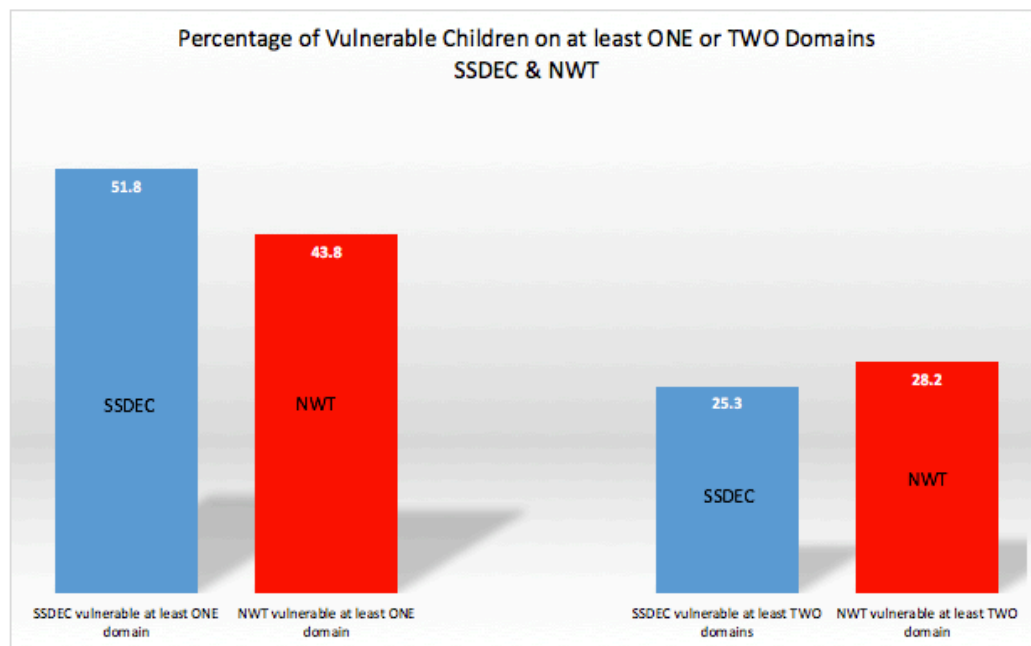### Students: Early Development Instrument

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 five-year-olds as they get ready to enter senior kindergarten and/or Grade 1. 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 1 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, who, 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.

The most recent EDI results received to date are the 2016-17 results. According to the results (see Figure 1) 51.8% and 25.3% of kindergarten students were reported as being vulnerable on at least one and two domains respectively. For students in the South Slave Region, the vulnerability rate on at least one domain was above the NWT average, whereas the vulnerability rate on at least two domains was below the NWT average.

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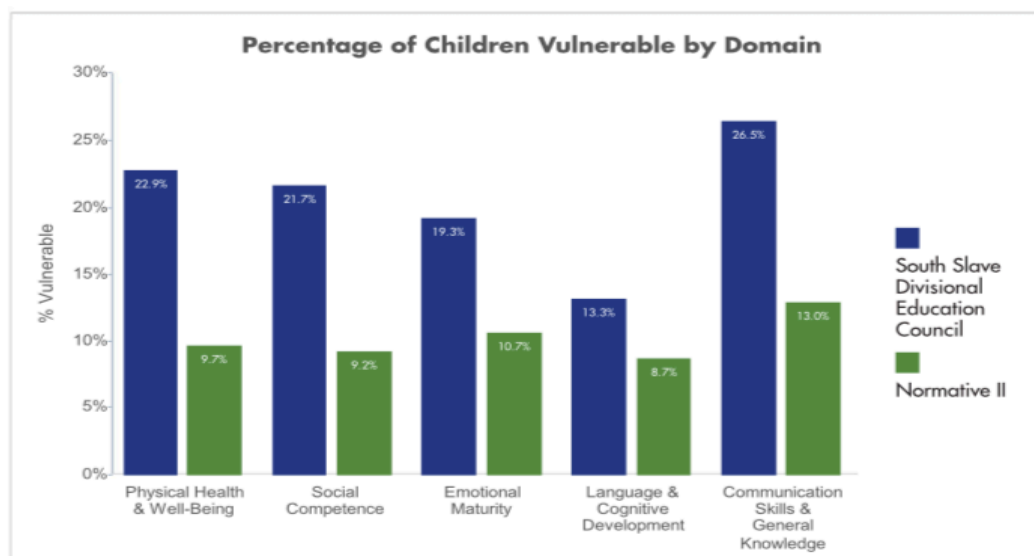
The graph below illustrates South Slave Divisional Education Council 2016/2017 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.

Students: 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. The work is managed by researchers at the Human Early Learning Partnership (HELP) at UBC. 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 2017-18 MDI results (see figure 3), 32% of students in Grade 4 and 27% 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 below the NWT average.

Figure 3: The Well-Being Index Results for Grade 4 Students in South Slave DEC and NWT
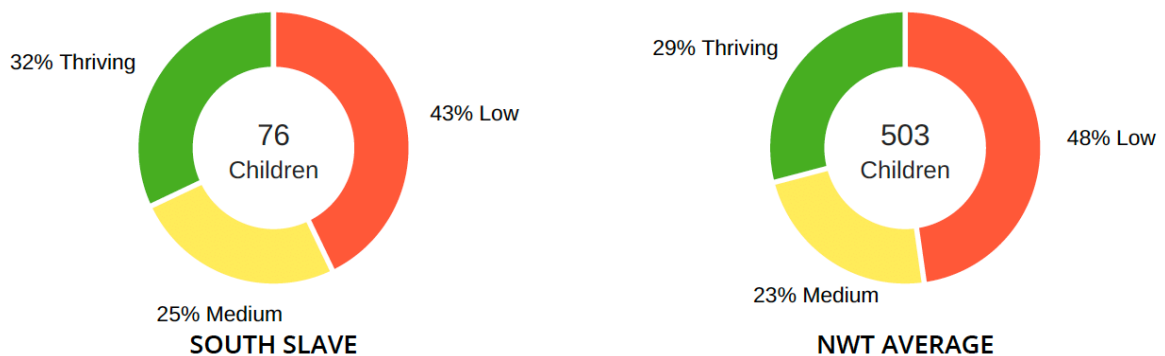
Figure 4: The Well-Being Index Results for Grade 7 Students in South Slave DEC and NWT
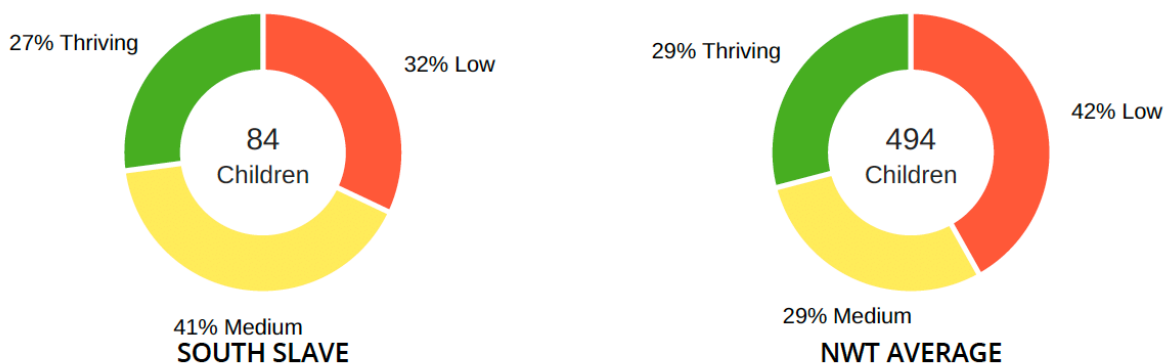

The MDI also included questions on the Assets Index. The Assets Index combines measures that highlight 4 key assets that help to promote children's positive development. Assets are positive experiences, relationships or behaviours present in children's lives.

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According to the Assets Index results in the MDI 2017-18, the percentage of Grade 4 students in the South Slave Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition & Sleep were 85%, 81% and 75% (see figure 5), which were similar to prior year 2016-17 data of 88%, 81% and 69% respectively.

Figure 5: The Assets Index Results for Grade 4 Students in South Slave DEC and NWT
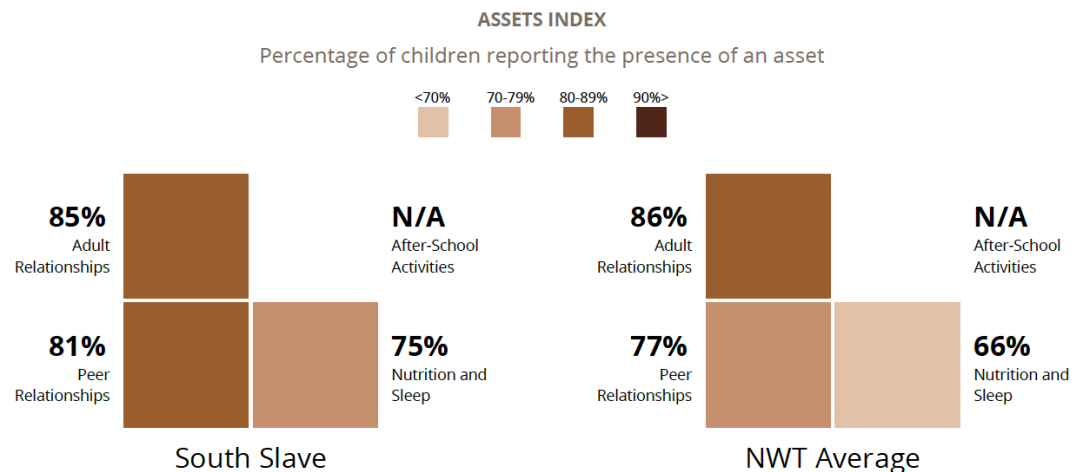
The percentages of Grade 7 students in the South Slave Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition & Sleep were 68%, 88% and 57% (see figure 6), showing a significant decrease in Adult Relationships which was 83%, but a significant increase in Peer Relationships which was 79% in 2016-17.

Figure 6: The Assets Index Results for Grade 7 Students in South Slave DEC and NWT
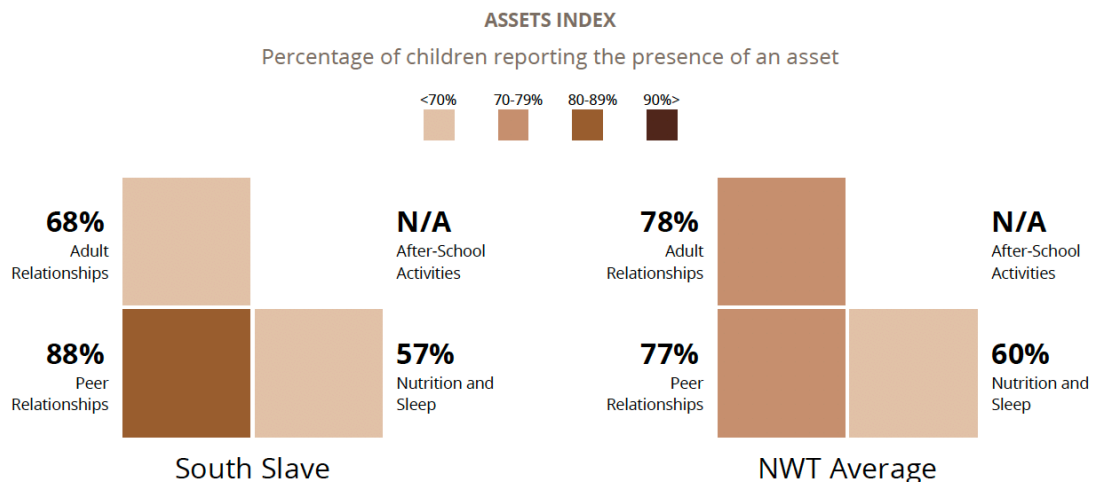
Note that Peer Relationships and Nutrition and Sleep data is stronger than the NWT average for both Grade 4s and 7s (see above).

SSDEC Governance

The SSDEC was established in 1991 and has 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 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.
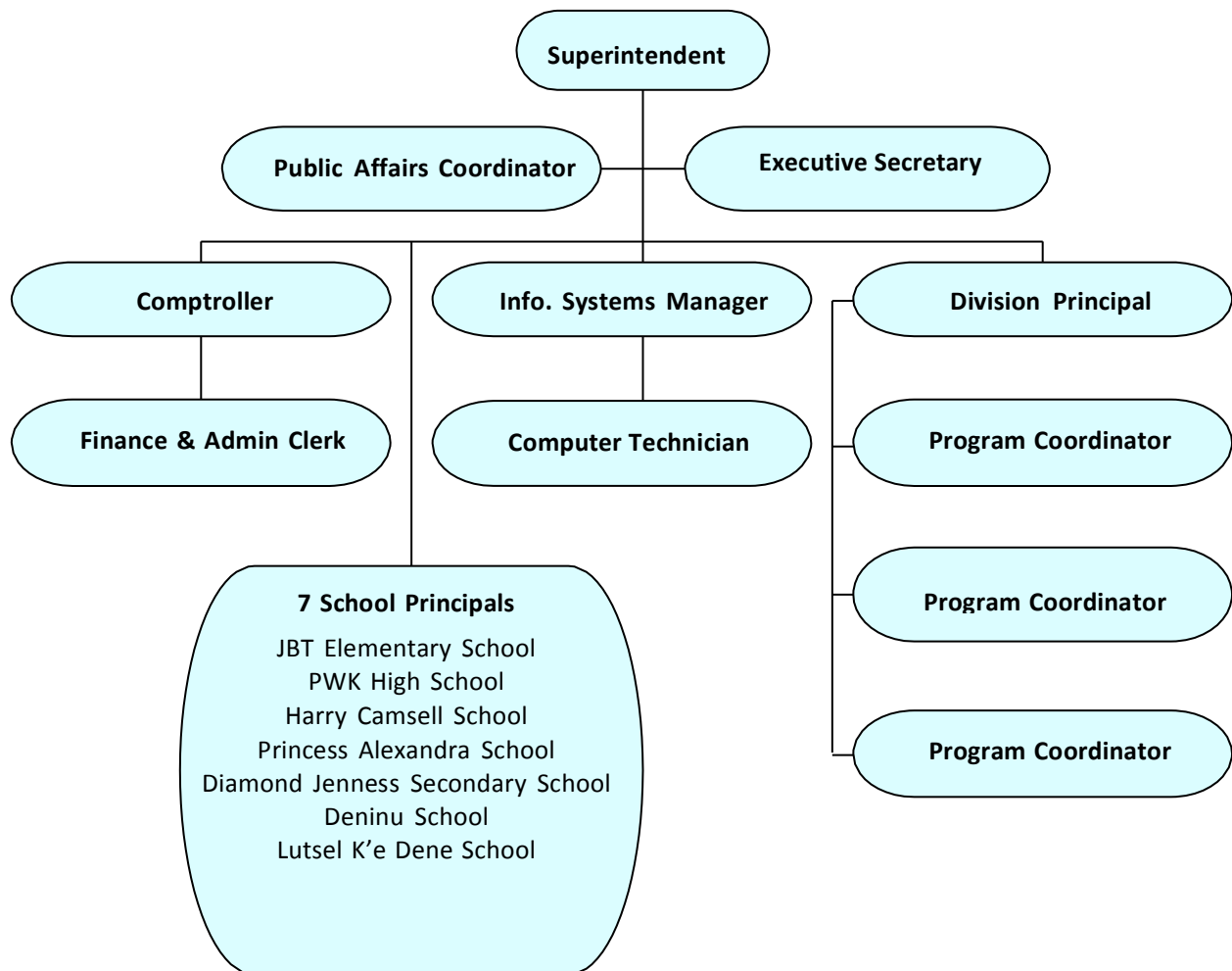
Key senior management positions are:

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

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.

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SSDEC Functional Organizational Chart

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                        ┌─────────────────┐
                        │  Superintendent │
                        └─────────────────┘
           ┌─────────────────────────┐   ┌─────────────────────┐
           │ Public Affairs Coordinator │   │ Executive Secretary │
           └─────────────────────────┘   └─────────────────────┘

    ┌──────────────┐   ┌──────────────────────┐   ┌──────────────────┐
    │  Comptroller │   │ Info. Systems Manager │   │ Division Principal │
    └──────────────┘   └──────────────────────┘   └──────────────────┘

    ┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
    │ Finance & Admin  │   │ Computer Technician │ │ Program Coordinator │
    │      Clerk       │   └──────────────────┘   └──────────────────┘
    └──────────────────┘
                                                   ┌──────────────────┐
                                                   │ Program Coordinator │
                                                   └──────────────────┘

    ┌───────────────────────────────────┐         ┌──────────────────┐
    │        7 School Principals         │         │ Program Coordinator │
    │      JBT Elementary School         │         └──────────────────┘
    │        PWK High School             │
    │      Harry Camsell School          │
    │    Princess Alexandra School       │
    │  Diamond Jenness Secondary School  │
    │         Deninu School              │
    │     Lutsel K'e Dene School         │
    └───────────────────────────────────┘
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Governance Training

As per *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.

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. The orientation takes place no more than two months after a DEA election or appointment process.

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 DEA request (free of cost), and 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.

DEC members are encouraged to explore additional governance training opportunities, such as through attending conferences or inviting experts to host multi-day workshops (at a cost to the SSDEC).

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". The table below provides a schedule of DEC meetings planned for the upcoming school year.

Table 4: SSDEC Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	Sep	K'atlodeeche
2	Nov/Dec	Hay River
3	Jan/Feb	Fort Smith
4	Mar/Apr	Fort Resolution
5	May/Jun	Lutsel K'e

Teaching and Learning

This section provides information on planned programs and activities that aim to support teaching excellence and improve student academic achievement.

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC's primary improvement target is focussed on Literacy. The goal is to increase the percentage of students meeting or exceeding the acceptable standard in reading; currently 62% are meeting and our 2018-19 target is 67%. We are utilizing a number of research-based *Gradual Release of Responsibility* methods to achieve this, and teachers are expected to become proficient and implement at least one of these approaches with fidelity: • Balanced Literacy, • SmartLearning, • Fisher & Frey Model, • Inquiry-Based Learning, and • Reading Apprenticeship The Reading Apprenticeship approach in particular has garnered greater interest and our two high schools (DJSS and PWK) plan on learning and implementing it more thoroughly in 2018-19. It provides a common structure and language that specialist teachers across the disciplines can implement in support of increasing reading comprehension.
Regional performance targets:	• Regional Team (Literacy Coaches) are scheduled to meet 4 times during the year (3 in Ft Smith, 1 in Hay River). • Regional Team (Literacy Coaches) will attend Reading Apprenticeship training in Yellowknife.

School-level performance targets:

[DJSS]	• At least 80% (N=19) of teachers will implement the Reading Apprenticeship approach. Middle: 0%, High: 100%
[LKDS]	• At least 18% (N=8) of teachers will implement the Reading Apprenticeship approach.
[PA]	• At least 50% (N=2) of middle grade teachers will implement the Reading Apprenticeship approach.
[PWK]	• At least 90% (N=23) of teachers will implement the Reading Apprenticeship approach.

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1.2 Collaborative Professional Learning

Relevance to regional priorities and strategies for program implementation in the 2018-2019 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?
	   o Determining Essential Learning Outcomes (ELO's)
	   o Aligning ELO's vertically & horizontally
	   o Writing ELO's in student friendly language (i.e. I can … statements)
	• How will we know if they have learned it?
	   o Developing collaborative/common formative and summative assessments
	   o Developing common rubrics for assessments
	   o Developing methods to track student strengths and stretches in relation to the ELO's
	   o Collaborative data analysis
	• What will we do if students haven't learned it? Have learned it?
	   o Establishing Tier 1, Tier 2 and Tier 3 interventions as part of Response to Intervention (RTI)
	   o Developing class, small group, or individual student goals
	   o 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.

Regional performance targets:	• The SSDEC Leadership team (comprised of principals, superintendent and coordinators) will meet at least 4 times per year (15 hours/meeting).
	   o Once with Literacy Coaches (additional 7.5 hours)
	   o Once with PST's (additional 7.5 hours)

School-level performance targets:

[CSEC]	• 38.5 hours allocated for collaborative professional learning • Additional school topics include: Self-Regulation, SMART Learning, and Experiential Culture-based learning.
[DJSS]	• 37.9 hours allocated for collaborative professional learning
[DN]	• 36.9 hours allocated for collaborative professional learning • Additional school topics include: Social Responsibility and Culture
[HC]	• 30 hours allocated for collaborative professional learning • Additional school topics include: Social Responsibility

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[JBT]	• 27 hours allocated for collaborative professional learning • Additional school topics include: Student Support Plans
[LKDS]	• 37.5 hours allocated for collaborative professional learning • Additional school topics include: Indigenous Language and Social Responsibility
[PA]	• 30 hours allocated for collaborative professional learning • Additional school topics include: Social Responsibility
[PWK]	• 57.4 hours allocated for collaborative professional learning • Additional school topics include: SMART Learning, SMART ASK, Disciplinary Literacy, SSDEC Math Project and Student Engagement

1.3 Regional Professional Development

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Regional PD will focus 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 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 priority since 2007. Our current year results of 62% meeting acceptable standards was consistent with our multi-year average, but fell short of our target of 65%. Each school will have one Literacy Coach 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 (listed in section 1.1 above).
	• Numeracy,
	   o Improving Numeracy has also been a Council priority since 2007. Our current year results indicate 71% of students are at or above the Canadian average in math; our target was 69%. We plan to continue work on our regional Grade 1-9 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).

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	Each school has identified a Numeracy Lead and they will meet regionally 2 times next year. There are also 3 rounds of school visits scheduled with our regional coordinator and a contracted math consultant.
	• Indigenous Languages & Indigenizing Education,
	   o With the expansion of the new *Our Languages Curriculum* 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 2 Indigenous Language apprentice/trainees. All instructors and trainees will meet regionally for 4 days.
	   o We will also be in-servicing all staff (with ECE's help) in the topics of Indigenizing Education and the new Our Languages Curriculum. This will take place at our Regional In-Service in August.
	• Program Support/Inclusive Schooling,
	   o Our PST's have 4 days of Regional meetings along with ECE training to build their capacity in supporting students with identified needs 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
	   o 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
	   o 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, Occupational Health & Safety, Personnel (staffing and evaluation) as well as Technology. It also serves as a regional 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.

Regional performance targets:	• Collaborative Learning Teams (all teachers – 1 day regional in-service)
	   o 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?
	   o Establishment of regional working groups to share resources, ideas and to horizontally align ELO's and assessments
	• Literacy (all Literacy Coaches – 9 days of regional meetings)
	• Numeracy (all Numeracy Leads – 2 days of regional meetings, all K-9 Math teachers – 3 rounds of embedded math training @1 day/school)
	• Indigenous Languages (all Indigenous Language Instructors – 4 days of

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          regional meetings)
- PST/Inclusive Schooling (all PST's – 4 days of regional meetings)
- Leadership (all principals/coordinators – 11 days of regional meetings)

2. Education Renewal Objective: Supporting student success & the diverse needs of life-long learners.

2.1 Northern Distance Learning

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC will continue to have 1 school (DN) participate in Northern Distance Learning for the 2018-19 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. CSEC and LKDS anticipate they will have a cohort of students ready to take advantage of NDL in 2019-20. We will need to coordinate with ECE/INF to ensure sufficient/dedicated bandwidth will be in place in future school years and locations. 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. As a small-scale experiment PWK will offer MAT 31 and PHYS 30 next year and use Google Classroom to make them available to other SSDEC schools. NDL is not planning to offer these courses next year and using an asynchronous model means that school years and schedules do not have to match between schools.

School-level performance targets:

[DN]	• 2018-19: It is anticipated that 6 Grade 10-12 students will participate.
[CSEC]	• 2019-20: It is projected that 3 Sr. High students will participate, with the possibility of adult learners from the community.
[LKDS]	• 2019-20: It is projected that 4 Sr. High students will participate.

2.2 Literacy Initiative [SSDEC Leadership for Literacy]

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC 's Leadership for Literacy initiative has a core mission of increasing the percentage of students meeting or exceeding expectations for literacy proficiency. Our baseline multi-year average is 62% of students in reading. The target Council set for 2018-19 is 67%. To that end, we have a Regional Coordinator with much of her time devoted to Literacy and each school has 1 (or more) Literacy Coaches; they form the Regional Literacy Team. Through job-embedded professional development (teach-model-practice) our school-based Literacy Coaches support our teachers and Professional Learning Communities in *Elevating the Essentials* – focussing on the 4 questions of a PLC:

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1. What do we want students to learn?
   a. identifying course essential learning outcomes
   b. aligning these outcomes horizontally and/or vertically
   c. sharing with students/parents in friendly language i.e. I can statements …
   d. ensuring students know what their learning targets are
2. How will we know it students have learned it?
   a. developing collaborative assessments to measure student achievement in relation to the Essential Learning Outcomes
   b. ensuring ELOs are assessed on more than one occasion and that the most recent evidence of achievement is utilized (SAER)
   c. developing a system to track student strengths and stretches in relation to the ELOs

3/4. What will we do if students haven't learned it? Or if they have?
   a. developing SMART goals for whole-class, groups of students, or individual students based on data
   b. enacting a Response to Interventions pyramid (RTI)

As well, our coaches provide training and support 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: personal, cognitive, knowledge-building and social dimensions

Regional performance targets:	• At least 77% of students will be reading within grade level (according to Fountas & Pinnell) • At least 20% of students gain at least one stanine increase in reading on the CAT-4 • At least 67% of students reading at or above the Canadian average by the end of the 2018-19 school year (77% by 2019-20)

School-level performance targets:

[CSEC]	• 50% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.
[DJSS]	• 61% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.
[DN]	• 60% of students will meet or exceed the acceptable standard in reading (CAT-4): a 12% increase from the previous year.
[HC]	• 89% of students will meet or exceed the acceptable standard in reading

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	(CAT-4): maintain from previous year
[JBT]	• 60% of students will meet or exceed the acceptable standard in reading (CAT-4): a 7% increase from the previous year.
[LKDS]	• 55% of students will meet or exceed the acceptable standard in reading (CAT-4): a 10% increase from the previous year.
[PA]	• 72% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.
[PWK]	• 67% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.

2.3 Numeracy Initiative [SSDEC Math Project]

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC's Math Project initiative has a core mission of increasing the percentage of students meeting or exceeding expectations for numeracy proficiency. Our baseline multi-year average is 62% of students in math, however the 2017-18 data in particular was very good at 71%. The target Council set for 2018-19 is 75%. To that end, we have a Regional Coordinator devoted to Numeracy and each school has identified a Numeracy Lead; they form the Regional Numeracy Team. LK and DN both had lower scores and have been identified by our Regional Coordinator for targeted support. As well DN has put in place a full-time Numeracy Coach to build teacher pedagogical practice. Our Regional Coordinator and math specialist (contracted) will visit each school three times per year to provide job-embedded training in our Math Project. The Numeracy Leads will also meet at a Regional level.
Regional performance targets:	• At least 20% of students gain at least one stanine increase in math on the CAT-4 • At least 75% of students reading at or above the Canadian average by the end of the 2018-19 school year (77% by 2019-20)

School-level performance targets:

[CSEC]	• 50% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 5% increase from the previous year.
[DJSS]	• 70% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 3% increase from the previous year.
[DN]	• 50% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): an 11% increase from the previous year.
[HC]	• 91% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): maintain from previous year.
[JBT]	• 75% of students will meet or exceed the acceptable standard in numeracy

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	proficiency (CAT-4): an 8% increase from the previous year.
[LKDS]	• 48% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 10% increase from the previous year.
[PA]	• 84% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 5% increase from the previous year.
[PWK]	• 80% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 2% increase from the previous year.

3. Education Renewal Objective: Developing and redesigning teaching resources to support a renewed definition of student success in the NWT.

3.1 Our Languages: Indigenous Languages Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Given the high percentage of students of Indigenous descent 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. Therefore, all SSDEC schools will be implementing (piloting) the new OLC curriculum for Grades K-12. 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. As well, as part of the SSDEC Leadership for Literacy initiative our Council has set targets for all staff, students and DEC members to be able to initiate and respond to greetings in the local Indigenous language.
Regional performance targets:	• 90% of Indigenous Language teachers (N=10) will attend Territorial training and 100% will attend Regional training, • 100% (N=10) of Indigenous Language teachers will be observed, • 100% of students enrolled in IL courses will undergo baseline assessment At the June Council meeting, Council updated the target for 2018-19: • At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I'm fine, You?), express a word of appreciation (well done/that's good), say thank you, and use at least three more phrases of salutation/thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)

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3.2 Health and Wellness Curriculum	

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Health and Wellness correlates closely to the SSDEC's priorities:
	• Socially Responsible Behaviour has been a regional priority since 2007. We know that without social and emotional wellness student academic achievement will be compromised (Shanker). We provide ongoing training in the following areas:
	    o Self-regulation
	    o Trauma-informed practices
	    o Student & staff wellness
	• We have partnered with Hay River Metis to provide counselling services and training for trauma sensitive schools. Integral to this is support to families.
	• For the past 4 years we have required teachers to design, implement and share at least 1 Inquiry-based Learning sequence. Many of these studies incorporate culture and social and emotional wellness into the study.
	• We will have all five schools, with grades 4-6, implementing the new Health & Wellness curriculum next year and we will be sending two representatives from South Slave schools to participate in the grades 7-9 Health & Wellness meetings. These teachers will continue to receive school-based support in implementing inquiry-based practices within their classrooms.

School-level performance targets:

[DN]	• Continuing school-wide implementation of Inquiry-based learning • 80% of teachers to participate in training with Literacy Coach/Galileo • 100% (n=2) teachers will implement the new grades 4-6 Health & Wellness curriculum
[HC]	• Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo
[JBT]	• Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo • 100% (n=4) teachers will implement the new grades 4-6 Health & Wellness curriculum
[LKDS]	• Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo • 100% (n=2) teachers will implement the new grades 4-6 Health & Wellness curriculum

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[PA]	• Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo • 100% (n=4) teachers will implement the new grades 4-6 Health & Wellness curriculum
[PWK]	• Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo

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3.3 SSDEC Social Responsibility

Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:	One of the SSDEC targets is to increase the percentage of parents, staff and students demonstrating socially responsible behaviours. Our awareness of the need for students to have social-emotional wellness in order to be academically successful has increased our emphasis in this area over the past number of years. To ensure we meet out targets (see below) teachers are required to provide direct instruction in this area. This requirement also arises from Safe and Caring Schools Directive. We consider student and parent attendance as a measure of engagement with the school; studies have shown that the more families are engaged the better the academic achievement of the student. Current baseline data: • 80% of K-10 students have participated in at least 10 hours of a social responsibility program • 39% of students attended school at least 90% of the time from September 2017 through May 2018 • 88% of parents have engaged with the school in a meaningful way

Regional performance targets:	• At least 80% of K-10 students will participate in at least 15 lessons (or 10+ hours) of a social responsibility program, 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)
	• 5% more students will achieve at least 90% attendance
	• 80% of parents will participate in at least one Community Education (school improvement) Planning (CEP) day, 3-Way Conference, and/or parent workshop.

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Indigenous Languages and Education

This section provides information on planned programs and activities that aim to create and support learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located.

4. Education Renewal Objective: Supporting language and culture initiatives that enhance students' sense of identity.	

4.2 Key Cultural Experiences	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	All schools in the SSDEC will integrate key cultural experiences both within the IL 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 our 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.

School-level performance targets:

[CSEC]	• 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
[DJSS]	• 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
[DN]	• Cultural trips, on-the-land, hand games tournaments, Dene Games tournaments, feeding of the fire, drumming, preparing traditional foods, trapping and snaring occur at least once/month • Now that an on-site camp has been established students are experiencing daily on-going cultural activities.
[HC]	• Cultural trips on-the-land, learning traditional skills, participation in cultural activities, playing traditional games, traditional food: at least once/week
[JBT]	• JBT is constructing a Backyard Culture Camp on the existing playground so that cultural experiences can occur more frequently • In-school cultural activities, participation in Dene Games occurs weekly, on Tuesday afternoons • Seasonal Culture Camps (3 times/year)

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[LKDS]	• On the land trips (3 times/year – 1 week each time) • Traditional games, traditional skills: once/week
[PA]	• Cultural trips on-the-land, learning traditional skills, participation in cultural activities, playing traditional games, traditional food: at least once/week
[PWK]	• 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, Elders and community member visits

4.4 Indigenous Language Instruction

Relevance to regional priorities and strategies for program implementation in the 2018-2019 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 8 traditional greetings in the language(s) of their community. Signage has been installed around each school and language is incorporated into morning announcements, and assemblies. Culturally relevant texts and resources are used frequently in the classrooms for instruction and guided-reading experiences.
Regional performance targets:	• All K- Grade 9 schools will provide a minimum of 90 hours a year in the local language(s). • All Grades 10-12 schools will provide a minimum of 125 hours of instruction per 5-credit course.

School-level performance targets:

[CSEC]	• Grades K-12 receive Core Slavey instruction 45 min/day (all year)
[DJSS]	• Grades 8-9 receive Core Slavey instruction 71 min/day 3 times/week, with an additional cultural activity (71 min/week); • Grades 10-12 receive Core Slavey instruction four 71 min periods/week, one 61 min period/week, and one 52 min period/week (by semester)
[DN]	• Grades K-9 receive Core Chipewyan instruction 30 min/day (all year) • Grades 10-12 receive Core Chipewyan instruction 90 min/day (all year – incorporated into CTS modules)
[HC]	• Grades K-3 receive Core Slavey instruction 30 min/day 4 days a week (all year)
[JBT]	• Grades K-6 receive Core Chipewyan and Core Cree instruction two 45 min

	periods/week, two 30 min periods/week and 1-60 min (activity period)/week
[LKDS]	• Grades K-9 receive Core Chipewyan instruction 45 min/day (all year), • Grades 10-12 receive Core Chipewyan instruction 125 hours/5-credit course.
[PA]	• Grades 4-7 receive Core Slavey instruction 45 min/day 4 days a week (all year)
[PWK]	• Grades 7-12 receive Core Chipewyan and Core Cree 40 min/day (all year)

4.5 Teaching and Learning Centres

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	There are 3 main language groups in the South Slave: Slavey, Chipewyan & Cree. The SSDEC has a 0.5 IL Coordinator as well as contracting services out [Brent Kaulback]. The SSDEC is also prioritizing the hiring of at least two Indigenous Language Apprentices to work along-side and train under current quality instructors quickly approaching retirement. It is hoped that these apprentices will be capable of winning competitions and taking over from their mentors upon retirement. Resource development and promotion of the local Indigenous languages is critical to effective instruction and potential revitalization.
Regional performance targets:	• The IL teachers will meet regionally 4 days/year • Each school in the OLC pilot will be supported by school site visits a minimum of two times per year • The SSDEC plans to publish 3 additional book titles (in all 3 languages) • Continued expansion of Cree/Slavey/Chipewyan apps available on iOS and Android devices • Phase 1 (Elder meetings) of the K'atlodeeche Dictionary Project • The last two schools, PWK and DJSS, will receive their signage (bathroom, office, etc.) in the local Indigenous language, with QR codes on the signs as well so that users can use their devices to hear the words on the signs as spoken by a fluent speaker • The movie, *Three Feathers*, based on the SSDEC published book of the same name (by Richard Van Camp) will be released in four languages (Chipewyan, Cree, Slavey and English). The story is social responsibility themed (Council priority), about 3 local boys who get into trouble but then learn on the land and from the Elders to change and improve for the benefit of the community.

4.6 Community Support	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Teachers are incorporating Elders and community members to enhance the teaching and learning in their classrooms, these individual are compensated through honoraria and/or gifts. Schools are also utilizing local resource people in their larger on-the-land cultural activities.

School-level performance targets:

[CSEC]	• The school will offer a weekly Sandy Creek Camp where different multi-grade classes will take turns cycling through. Consumable resources will need to be purchased and cultural resource people will be contracted to deliver the program. • The school will offer a Winter and Spring Camp. Equipment and consumable resources will need to be purchased, and cultural resource people compensated. • Consumable resources will need to be purchased for the School Opening ceremony.
[DJSS]	• The school is planning a Cultural Orientation day at Sandy Creek. Consumable resources will need to be purchased and cultural resource people compensated. • The school will hold monthly activities where consumable resources will need to be purchased and cultural resource people compensated.
[DN]	• The school is planning two Culture Camps where consumable resources will need to be purchased, equipment bought and cultural resource people compensated. • The school is planning a minimum of 5 demonstrations during the year where consumable resources will need to be purchased and cultural resource people compensated • The school is planning a hand games tournament where resources will need to be purchased and cultural resource people compensated. • The school is planning a traditional games tournament where resources will need to be purchased and cultural resource people compensated. • The school will program traditional food preparation activities a minimum of 4 times where consumable resources will need to be purchased and cultural resource people compensated
[JBT]	• The school is planning 3 major Culture Camps where equipment will need

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	to be purchased, consumable resources procured and cultural resource people compensated. • The school is planning monthly in-school cultural projects where consumable resources will need to be purchased and cultural resource people compensated
[LKDS]	• The school is planning 3 Culture Camps where equipment will need to be purchased, consumable resources purchased and cultural resource people compensated. • The school is planning to offer hand games where cultural resource people will be compensated • The school is planning to offer traditional games where cultural resource people will be compensated
[PA]	• The school is planning to organize a number of (still to be determined) Trapping and Bush Camps, where consumable resources will need to be purchases and cultural resource people compensated.
[PWK]	• The school is planning to offer their Sweetgrass Camp (Grades 7 & 8), Spring Canoe Trip (Gr 9), and Winter Camp (Grades 10-12). All camps will require the purchase/repair of equipment, purchase of consumable resources and the engagement of cultural resource people who will be compensated. • The school is continuing with their 200-drum project, where every student/staff member will have constructed their own drum. Consumable resources will need to be purchased.

4.7 Teacher Cultural Orientation Days

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC will be exploring a new model for Cultural Orientation days this year. We will have one regional day (at the beginning of the year) on Indigenizing education, the residential schools experience, along with an introduction to the OLC curriculum and handbook. This will be facilitated by ECE (Dr. Angela James). We are doing it regionally to ensure all of our staff have a common lens regarding colonization. As well, this in-service will provide all staff with the understanding of the OLC in order to support effective implementation and be equipped with the strategies to accomplish it. Each school/community will still be responsible for planning the remaining Cultural Orientation Day for their staff (in consultation with local DEA's).
Regional performance targets:	• All teaching staff, counsellors and SA's will participate in the Regional Cultural Orientation Day (August) • All schools (N=8) will plan, in consultation with their DEA's, the timing and structure of the remaining Cultural Orientation Day.

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4.8 Elders in Schools	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Within our inquiry unit planning teachers actively seek ways to bring local experts (Elders) to enhance the inquiry study.

School-level performance targets:

[CSEC]	• Elders will be brought in (part-time) for in-class cultural activities, to support the unit of study through presentations (sharing of knowledge and culture) and hands-on activities • Weekly Sandy Creek camps – different Elders are brought in for 1 day each week to instruct and deliver the camp activities (seasonal emphasis)
[DJSS]	• Elders will be brought in part-time for in-class cultural activities (weekly); • An Elder will be used part-time as a mentor for novice IL educator (3 times/week)
[DN]	• Elders will be brought in part-time for in-class cultural activities (weekly); • Different Elders will be brought in to run and deliver the on-the-land camps
[HC]	• Elders will be brought in part-time for in-class cultural activities (weekly)
[JBT]	• Elders will be brought in part-time for in-class cultural activities (weekly); • Different Elders will be brought in to run and deliver the on-the-land camps
[LKDS]	• Elders will be brought in part-time for in-class cultural activities; • Different Elders will be brought in to run and deliver the on-the-land camps
[PA]	• Elders will be brought in part-time for in-class cultural activities (weekly); • Different Elders will be brought in to run and deliver the on-the-land camps
[PWK]	• Elders will be brought in part-time for in-class cultural activities; • Different Elders will be brought in to run and deliver the on-the-land camps

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4.9 NWT Residential Schools Awareness Training	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	As part of our regional cultural orientation day all staff will be in-serviced in Residential Schools Awareness (ECE will provide the training). References will be made to the TRC Recommendations and existing and potential "Gestures of Reconciliation".
Regional performance targets:	• 100% of all staff (NWTTA, Support Assistants, and Counsellors) will participate in the Cultural In-Service Day facilitated by Dr. Angela James and her team from ECE will facilitate this. Topics will include the Blanket Exercise, indigenizing education, Our Language Curriculum and handbook.

French and/or English Second Language Instruction

According to section 73(2,3) of the *Education Act,* English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction. This section provides information on programs that teach French or English as a second language. Indigenous languages are outlined in the previous section of the document due to separate funding allocations for these programs.

5. **Education Renewal Objective:** Supporting language and culture initiatives that enhance students' sense of identity.

5.1 French as a Second Language (FSL) Instruction	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	5 SSDEC schools in the larger Regional Centres offer a variety of French Language programming; from Core French, to French Immersion, Late Immersion and Post-Intensive French.

School-level performance targets:

DJSS	• Post-Intensive French grs 8-10, 21% of the day (≈ 200+ hours) at grs 7 and 8; 21% of the year at 10 (up to 5 credits/semester).
HC	• Core French grs. 1-3 (90+ hours)

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JBT	• Core French grs. 1-6 (90+ hours) • French Immersion grs. 1-6, 50%+ of the day (475+ hours)
PA	• Core French grs 4 and 5 (90+ hours) • Late Immersion gr. 6, 78% of the day (750+ hours) • Post-Intensive French gr. 7, 21% of the day (200+ hours)
PWK	• Core French grs. 7-12 (125+ hours) • French Immersion grs. 7-9, 53% of the day (500+ hours) • High School French grs. 10 and 11 (125 hours, 5 credits/grade)

Inclusive Schooling

Annually, the Government of the Northwest Territories (GNWT) allocates funds to support the *Ministerial Directive on Inclusive Schooling* (2016), based on the size of the student population within each school in the Territory. This investment allows for meeting the diverse needs that students bring to school every day. To meet these needs, investments must be made towards programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success.

This section outlines performance targets, which will allow the SSDEC to maintain and develop an inclusive school environment that is in line with five key standards of the Directive. These five standards were jointly selected by ECE, Superintendents and school principals to help ensure public accountability and highlight key elements of the Directive.

6. **Education Renewal Objective:** Ensuring better support, implementation, and monitoring of Inclusive Schooling.

6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.	
Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	Based on previous year's feedback (2017) most schools were still working towards the approved allocation of PST time.
Regional performance targets:	• 100% of Student Support Plans (SSPs) and Individual Education Plans (IEPs) planned to be finalized in Tienet by October 31 of the relevant school year; • 100% of Student Support Plans (SSPs) and Individual Education Plans

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	(IEPs) planned to be reviewed and revised at each reporting period.
	• Principals plan to allocate 25% of the time for PSTs to support students directly.
	• 100% of teachers that will implement at least one support identified in SSP/IEPs by the second reporting period.

6.2. Principals create conditions to support teachers in the use of flexible instructional strategies.

| **Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:** | All SSDEC schools have taken advantage of Student Success Initiative action-research for 2018-19, and are 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 |
| **Regional performance targets:** | • 100% of teachers will be involved in their respective school SSI projects and PD plans
 • 100% of Support Assistants will meet with their PST's at least once a month. |

School-level performance targets:

[CSEC]	Potential STIP time (38.5 hours), a minimum of 60% of PST/Literacy Coach time (based on individual teacher needs)
[DJSS]	Potential STIP time (37.9 hours), a minimum of 60% of PST and 60% of Literacy Coach time (based on individual teacher needs)
[DN]	Potential STIP time (36.9 hours), a minimum of 60% of PST and 60% of Literacy Coach time (based on individual teacher needs)
[HC]	Potential STIP time (30 hours), a minimum of 60% of PST and 60% of Literacy Coach time (based on individual teacher needs)
[JBT]	Potential STIP time (27 hours), a minimum of 60% of PST and 60% of Literacy Coach time (based on individual teacher needs)
[LKDS]	Potential STIP time (37.5 hours), a minimum of 60% of PST and 60% of

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	Literacy Coach time (based on individual teacher needs)
[PA]	Potential STIP time (30 hours), a minimum of 60% of PST and 60% of Literacy Coach time (based on individual teacher needs)
[PWK]	Potential STIP time (57.4 hours), a minimum of 60% of PST and 60% of Literacy Coach time (based on individual teacher needs)

6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.	
Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	All SSDEC schools will have an established SBST, all continuing teachers know how to access for support and all new teachers will be provided an orientation on how to refer a student. All SBST's have established regular scheduled meeting days/times; have a structure in place to record and keep notes; and have established and referral forms (paper and/or electronic)

School-level performance targets:

[CSEC]	• Frequency & duration of SBST meetings: At least once/month, usually weekly, 30-60 min total.
[DJSS]	• Frequency & duration of SBST meetings: Biweekly, 60-75 min total.
[DN]	• Frequency & duration of SBST meetings: Weekly, 60 min.
[HC]	• Frequency & duration of SBST meetings: Weekly, 30 min/case.
[JBT]	• Frequency & duration of SBST meetings: Weekly, 30 min/case.
[LKDS]	• Frequency & duration of SBST meetings: Weekly, 60 min.
[PA]	• Frequency & duration of SBST meetings: Weekly, 30 min/case.
[PWK]	• Frequency & duration of SBST meetings: Twice weekly, 30 min/case.

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6.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	
Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	Minimum number of reviews is usually 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.

School-level performance targets:

[CSEC]	At CSEC 100% of SSPs/IEPs will be reviewed and it is expected that 100% will indicate change over time. These plans (SSPs/IEPs) will be reviewed with parents at the beginning and at the end of the school year as well as at report card conference times. Given the small number of SSPs/IEPs there is only the potential for 1 student to be involved in a review of their own plan next year. Educators will meet formally 3 times a year to review/update plans, with more frequent informal check-ins.
[DJSS]	At DJSS 100% of SSPs/IEPs will be reviewed and it is expected that 20% will indicate change over time. These plans (SSPs/IEPs) will be reviewed with parents 2 times a year at report card conference times. It is anticipated that 40% of the plans will formally be reviewed with the students and 90% informally. Educators will meet monthly to review/update100% of the plans.
[DN]	At DN 100% of SSPs/IEPs will be reviewed and it is expected that 25% will indicate change over time. These plans (SSPs/IEPs) will be reviewed with parents 3 times a year at report card conference times. These plans will also be reviewed with the students 3 times/year (after the parent reviews). Educators will meet formally 3 times a year to review/update plans, with more frequent informal check-ins.
[HC]	At HC 100% of SSPs/IEPs will be reviewed and it is expected that 100% will indicate change over time. SSPs will be reviewed once a year and IEPs 3 times a year. Educators will meet formally 1 a year to review/update SSPs and 3 times a year to review/update IEPs.
[JBT]	At JBT 100% of SSPs/IEPs will be reviewed and it is expected that 100% will indicate change over time. These plans (SSPs/IEPs) will be reviewed with parents 3 times a year at report card conference times. Students will be involved in setting goals based on their plans 3 times a year. Educators will meet formally 3 times a year to review/update plans, with more frequent

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	informal check-ins.
[LKDS]	At LKDS 100% of SSPs/IEPs will be reviewed and it is expected that 60% will indicate change over time. These plans (SSPs/IEPs) will be reviewed with parents 3 times a year at report card conference times. They will be reviewed with students 4 times per year (at report card times and in June). Educators will meet formally 3 times a year to review/update plans, with more frequent informal check-ins.
[PA]	At PA 100% of SSPs/IEPs will be reviewed and it is expected that 100% will indicate change over time. SSPs will be reviewed once a year and IEPs 3 times a year. Educators will meet formally 1 a year to review/update SSPs and 3 times a year to review/update IEPs.
[PWK]	At PWK 100% of SSPs/IEPs will be reviewed and it is expected that 15% will indicate change over time. These plans (SSPs/IEPs) will be reviewed with parents 3 times a year at report card conference times. Student reviews will take place once per semester. Educators will meet formally 3 times a year to review/update plans, with more frequent informal check-ins.

6.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.	
Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	Based on feedback from the 2017 PST survey, most SSDEC schools were approaching the target of 60% of PST time directly supporting classroom teachers, and all have a plan in place to meet the target in 2018-19. The main activities that PST teachers will engage in in this regard are: • Co-teaching, modelling and debriefing with teachers • Collaborating and co-planning with teachers • Supporting teachers with home communication • Supporting the development of IEP's and SSP with the teachers and support staff • Participation on the SBST • Analyzing student data for RTI • Class/course reviews and creating learner profiles • Conducting formal and informal assessments (according to their training) • Providing in-services to staff • Supporting staff in developing class resources
Regional performance targets:	• 100% of SSDEC schools (N=8) will have a minimum of 60% of PST time planned to directly support classroom teachers, • 100% of SSDEC schools (N=8) will have a PST schedule in place that ensures that the PST will meet with each teacher at least once/month, • 100% of teachers will meet with the PST as scheduled.

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Student Wellness and Support

This section provides information on planned programs and activities that aim to promote student mental health and physical wellness.

7.	**Education Renewal Objective:** Ensuring that student wellness…is promoted and embedded in school experiences, programming and environments.

7.1 Healthy Foods for Learning

Relevance to regional priorities and strategies for program implementation in the 2018-2019 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 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)
Regional performance targets:	• 100% of schools (N=8) will have guidelines in place for the purchasing of food (by Dec 31, 2018) – currently 87.5% of schools indicate they have guidelines. • 100% of schools (N=8) will offer their programs 5 days/week, 10 months/year. • 100% of schools (N=8) will offer sugar-free/unprocessed food most of the time.

School-level performance targets:

[CSEC]	CSEC intends to offer a breakfast and snack program next year
[DJSS]	DJSS intends to offer a breakfast, lunch and after-school snack program next year
[DN]	DN intends to offer a breakfast and snack program next year
[HC]	HC intends to offer a breakfast, snack and lunch program next year
[JBT]	JBT intends to offer a snack program next year
[LKDS]	LKDS intends to offer a breakfast and snack program next year
[PA]	PA intends to offer a breakfast, snack and lunch program next year
[PWK]	PWK intends to offer a breakfast and hot lunch program next year, snacks are available all day in the office

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7.2 Self-Regulation Initiative

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Self-regulation has been a focus for SSDEC schools since 2012. We have worked with Brenda Whiten-Neary for a number of years to assess the physical environment in 5/8 schools. Two 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 (under our Social Responsibility target) have been supported with the implementation of self-regulation practices with the support of our RISC
Regional performance targets:	• 75% of SSDEC schools (N=8) plan school-wide implementation of self-regulation • 50% of SSDEC schools (N=8) plan to seek ECE training, where funding is provided (e.g., Summer symposium, online book club, online courses).

7.3 Mental Health Initiatives

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC has had a focus on providing support through our partnership with the Hay River Metis; and offers a series of workshops to students, parents and teachers at the two high schools in the area of wellness and trauma. As well we have 3 school-based counsellors engaging in training and providing support to students. All of our PST's have participated in ASIST training. On-going training and support is also provided by our RISC
Regional performance targets:	• 5/8 schools have indicated they would access ECE training (indicated by school below) • 6/8 schools will have one (or more) mental health supports in place next year. The 2 schools who are the exception have our youngest students – they are engaging in Social Responsibility programming but have indicated they would like training in Mental Health 1st Aid

School-level performance targets:

[CSEC]	CSEC school will continue with its school-wide implementation of self-regulation, but have indicated a desire for more training/support in this area. They also have a School Community Counsellor on staff to support students and staff.
[DJSS]	DJSS offers mental health support through its partnerships with Community Counselling and Public Health – this is accessed through their Purple Door program. They offer 4th R to Grades 8 and 9 and 4th R+ to Grades 10-12. They have indicated an interest in Mental Health 1st Aid, ASIST, and TAMI training

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[DN]	DN has a (0.5 FTE) School Community Counsellor on staff and is involved with the Small Community Health Project where a therapist visits 3 times a year. They have expressed an interest in Mental Health 1st Aid and ASIST training.
[HC]	HC school has no formal mental health program, but has expressed an interest in Mental Health 1st Aid training.
[JBT]	JBT school offers Play Therapy, a sensory calming room, and social groups programming
[LKDS]	LKDS is involved with the Small Community Mental Health project where a therapist visits 3 times a year
[PA]	PA school has no formal mental health program, but has expressed an interest in Mental Health 1st Aid training.
[PWK]	PWK has a full time School Community Counsellor and through their Health Café have partnered with Public Health and the Community Wellness Counsellor to offer supports. They also offer 4th R to Grades 7-9, 4th R+ to Grade 10 and Senior students have been trained in ASIST

7.4 Safe and Caring Schools

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	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 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
Regional performance targets:	• Number of Safe School Plans reviewed by the Superintendent (or designate): 8 • Number of Safe School Plans to be monitored by the Superintendent (or designate): 8 • 100% of schools (N=8) will hold 6 Emergency Evacuation (Fire) drills; 3 each semester • 100% of schools (N=8) will hold a Lock Down Drill.

School-level performance targets:

[CSEC]	CSEC school plans to have 2 school-based Safe and Caring School Committee meetings. They are implementing 4th R, Self-regulation and PBIS; they are also taking advantage of FOXY/SMASH (Community-based Programming)
[DJSS]	DJSS has a section of the staff meeting agenda that deals with Safe and Caring school topics/issues, so the will meet as a whole staff at least 30 times. They

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	have the LRP program and also offer 4th R (Grades 8 & 9), and 4th R+ (Grade 10). They plan to offer the following community-based programs: SQ4 Dance, Purple Door, Community Counselling Workshops, Food Safety, and First Aid
[DN]	DN school plans to have 3 school-based Safe and Caring School Committee meetings. They are implementing 4th R, Second Step, WITS, mindfulness and PBIS; they are also taking advantage of FOXY/SMASH/We Matter (Community-based Programming)
[HC]	HC school plans to have 2 school-based Safe and Caring School Committee meetings. They are implementing WITS, PBIS, 2nd Step, We Thinkers, and Zones of Regulatoion.
[JBT]	JBT school plans to have 10 school-based Safe and Caring School Committee meetings (one a month). They are implementing PBIS, and will use Identity Activities for Grades 5 and 6 with regards to LGBTQ2+ inclusion.
[LKDS]	LKDS school plans to have 10 school-based Safe and Caring School Committee meetings (one a month). They are implementing PBIS, and 4th R; they are also participating in FOXY/SMASH (community-based programming) and plan to hold 2 LGBTQ2+ inclusion activities (TBD)
[PA]	PA school plans to have 2 school-based Safe and Caring School Committee meetings. They are implementing WITS, PBIS, 2nd Step, We Thinkers, Zones of Reg., and 4th R
[PWK]	PWK school plans to have 2 school-based Safe and Caring School Committee meetings. They are implementing PBIS, 4th R and 4th R+; they are also participating in FOXY/SMASH, operating the Health Café (in partnership with H&SS and have an active GSA (Phoenix SAGE) which has weekly meetings, planning a region-wide retreat in the fall (Rainbow River), and planning awareness activities 4 times/year.

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Human Resources Management

School Staff Recruitment and Retention

The SSDEC is responsible for ensuring that schools are resourced to meet the priorities and needs of students. Tables below provide details on allocated and budgeted General School, Inclusive Schooling, and Indigenous Languages and Education staff for the 2018-19 school year.

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

		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office	9.0		1.5							**10.5**
	CSEC		5.8			0.5					**6.3**
	DJSS		19.0		1.0	2.0					**22.0**
	DN		11.4		0.8	1.0					**13.2**
	HC		12.1		0.9	1.0					**14.0**
	JBT		20.5		1.0	2.0					**23.5**
	LKDS		8.0		0.6	0.6					**9.2**
	PA		10.4		0.9	1.1					**12.4**
	PWK		25.0		1.0	1.7	1.0				**28.7**
	TOTAL	**9.0**	**112.2**	**1.5**	**6.2**	**9.9**	**1.0**	**0.0**	**0.0**	**0.0**	**139.8**

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

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Table 6: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff											Indigenous Languages & Education (ILE) Staff					
	Regional IS Coordinator		Program Support Teachers³		Support Assistants		Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B‡	A	B	A	B	B	B	A	B	A	B	B	B	A	B
Regional Office	1.0	1.0							1.0	1.0	1.0	1.0			1.0	1.0
CSEC			1.0	1.0	0.6	1.8			1.85	2.8			0.8		0.75	0.8
DJSS			1.7	2.0	3.3	3.4			5.1	5.4			1.2		1.4	1.2
DN			1.0	1.5	1.5	1.5			2.75	3.0			1.0		1.15	1.0
HC			1.5	1.0	2.7	3.3			4.3	4.3			1.0	0.4	1.1	1.8
JBT			2.4	2.0	4.4	5.3			6.9	7.2			2.0		2.25	2.0
LKDS			1.0	1.5	1.0	1.4			2.25	2.9			1.5	0.8	1.0	2.3
PA			1.4	1.0	2.5	4.0			4.0	5.0			1.0	0.4	1.1	1.0
PWK			2.2	3.0	4.0	3.1	1.0	1.8	8.1	8.9			2.0		2.05	2.0
TOTAL	1.0	1.0	12.1	13.0	19.9	23.7	1.0	1.8	36.1	40.5	1.0	1.0	10.5	1.6	11.8	13.1

Note: A* - allocated; B‡ - budgeted.

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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.

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Completion of Staff Evaluations

All education staff are 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). ECE has endorsed the new SSDEC Teacher Evaluation model for piloting in the South Slave schools in the 2018-20 school years.

Evaluations are important in developing individual staff growth plans. In the 2018-2019 school year 1 principal and approximately 36/36* teachers (including Assistant Principals, Program Support Teachers, and Instructional Coaches) will be in their evaluation year and will undergo an evaluation.

*The exact number to be determined upon submission of current year evaluations and once staffing has been completed.

Appendix A: Operating Budget

**South Slave Divisional Education Council
Statement of Revenues and Expenses
Annual Budget – Consolidated**

Operating Fund	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
REVENUES			
Government of the NWT			
Regular Contribution	24,754,493	24,916,048	25,155,051
French Language Contribution	288,000	346,800	346,800
Indigenous Languages and Education			338,000
Other Contribution (includes NDL)	614,000	692,699	870,822
Capital Contribution			
Total GNWT	**25,425,493**	**25,955,547**	**26,710,673**
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			90,000
Investment Income	80,000		80,000
Other		20,454	61,775
Total Generated Funds	**80,000**	**20,454**	**231,775**
Transfers			
Transfers from Capital Fund			
Total Transfers	**0**	**0**	**0**
TOTAL REVENUES	**25,505,493**	**25,976,001**	**26,942,488**

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EXPENSES

Administration	2,328,979	2,126,648	2,795,263
School Programs	16,352,444	16,798,787	16,513,315
Inclusive Schooling	5,252,503	5,753,084	5,212,607
Indigenous Languages and Education	2,024,281	2,258,539	2,341,243
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	**25,958,207**	**26,937,058**	**26,862,428**
SURPLUS (DEFICIT)	**(452,714)**	**(961,057)**	**80,020**
ACCUMULATED SURPLUS (DEFICIT)	1,535,012	946,649	1,987,726

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South Slave Divisional Education Council
Detail of Expenses - Consolidated
Annual Budget

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
SALARIES					
Teachers' Salaries		13,584,525	1,958,210	1,302,092	16,844,827
Instruction Assistants			2,175,411		2,175,411
Non-Instructional Staff	1,393,778	1,603,591	266,002	120,000	3,383,371
Board/Trustee Honoraria	10,000				10,000
EMPLOYEE BENEFITS					
Employee Benefits/Allowances	400,000				400,000
Leave and Termination Benefits					0
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services	35,000	12,000	115,000	25,000	187,000
Postage/Communication	24,000				24,000
Utilities					0
Heating					0
Electricity					0
Water/Sewage					0
Travel	89,000	195,000	225,000	15,000	524,000
Student Transportation (Bussing)		212,976	15,000		227,976
Advertising/Printing/Publishing	10,000	20,000	5,000	315,000	350,000
Maintenance/Repair	15,000				15,000
Rentals/Leases	176,650	5,000	9,000	10,000	200,650
Other Contracted Services		125,000	115,000	30,000	270,000
MATERIALS/SUPPLIES/FREIGHT					
Materials	174,551	584,352	365,880	205,189	1,329,972
Freight	1,000	10,000	3,000	2,000	16,000
TRANSFERS TO CAPITAL					
TOTAL	2,328,979	16,352,444	5,252,503	2,024,281	25,958,207

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South Slave Divisional Education Council
Detail of Inclusive Schooling Expenses
Annual Budget

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
SALARIES					
Regional Coordinator	266,002				266,002
Program Support Teachers	1,814,224			143,986	1,958,210
Support Assistants	2,102,718			72,693	2,175,411
EMPLOYEE BENEFITS					
Employee Benefits/Allowances					0
SERVICES					
PURCHASED/CONTRACTED					
Professional/Technical Services	70,000	45,000			115,000
Travel	90,000	150,000			240,000
Other Contracted Services	112,000	3,000			115,000
MATERIALS/SUPPLIES/FREIGHT					
Materials	364,880	5,000	10,000		379,880
Freight	2,000		1,000		3,000
TOTAL	4,821,824	203,000	11,000	216,679	5,252,503

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South Slave Divisional Education Council
Detail of Indigenous Language and Education Expenses
Annual Budget

	General Indigenous Language and Education	Teaching and Learning Centers	Community Support	Total
SALARIES				
Regional Coordinator		120,000		120,000
Language Instruction	1,302,092			1,302,092
Non-Instructional Staff				0
Elders in Schools				0
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				0
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	25,000			25,000
Travel		15,000		15,000
Student Transportation (Bussing)				0
Advertising/Printing/Publishing	215,000	100,000		315,000
Maintenance/Repair				0
Rentals/Leases	10,000			10,000
Other Contracted Services		30,000		30,000
MATERIALS/SUPPLIES/FREIGHT				
Materials	55,439	126,750	23,000	205,189
Freight	2,000			2,000
TOTAL	1,609,531	391,750	23,000	2,024,281

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and learning Centers	Community Support	Total
Budget Distribution						
Regional Office	120,000			271,750		391,750
JBT		244,798	50,000			294,798
PWK		244,798	45,000			289,798
HC		122,399	38,580			160,979
PA		122,399	38,264			160,663
DJSS		179,982	16,828		23,000	219,810
CSEC		97,919	23,000			120,919
DN		112,318	75,767			188,085
LKDS		177,479	20,000			197,479
TOTAL	120,000	1,302,092	307,439	271,750	23,000	2,024,281

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**South Slave Divisional Education Council
Schedule of Approved Person Years
Annual Budget**

	Person Years
Administration Staff	9.00
Territorial Schools:	
Teachers	89.00
Consultants	1.50
Secretaries	6.20
Custodians	9.95
School Community Counselors	
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	13.00
Support Assistants	23.75
Counselors	1.00
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.50
Indigenous Languages Instruction Staff	12.10
Other - Specify	
Total Person Years	167.00

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