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# Commission scolaire francophone TNO

## Operating Plan for 2018-2019 School Year

### June 30, 2018

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Commission scolaire francophone  
Territoires du Nord-Ouest

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## Purpose of the Operating Plan

The CSFTNO 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.

## CSFTNO Operating Environment

### School Profiles and Student Enrolment

CSFTNO consists of **2** schools that will house approximately **220** students in 2018-2019 school year. CSFTNO offers a French first language education to Junior Kindergarten to Grade 12 students at École Allain St-Cyr in Yellowknife and at École Boréale in Hay River. We offer most required courses, but also make possible distance learning through the Centre francophone d’éducation à distance (CFED) or Alberta Distance Learning Education (ADLC) to allow students to take specialty area courses or courses that they need to complete their pathway to postsecondary studies or the workplace.

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: CSFTNO School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) <sup>1</sup>	Teaching Staff (PY) <sup>2</sup>
École Allain St-Cyr (ÉASC)	Yellowknife	JK - 12	119.5	14.3
École Boréale (ÉB)	Hay River	JK - 12	80	10

<sup>1</sup> FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2017.

<sup>2</sup> 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 2: Enrolment (FTE) by school and by grade as of September 30, 2017.

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
ÉASC	7	15	9	5	10	10. 5	10	16. 5	7.5	9	6	3	4	7
ÉB	3	7	5	6	7	2	9	7	5	3	7	5	7	7
<b>DEC Total</b>	10	22	14	11	17	12. 5	19	23. 5	12. 5	12	13	8	11	14

### Student and Teacher Population

The CSF student population includes students from a range of cultural and ethnic backgrounds.

At both ÉASC and ÉB, we will combine our JK and K classes. If more students register over the course of the spring and summer, we may reconsider. All of our other classes will be combined classes. From Grade 9 to 12, we combine classes depending on the course: Physical Education, Art, Options, Northern Studies, Technology, etc. are usually combined. Being that we have small cohorts at the Senior Secondary level, we must at times combine the classes depending on the course. In the past, we have combined students for English Language Arts, Math, Social Studies, Français and certain Science courses. It is dependent on student course selection and the availability of teacher specialists.

#### Staff Breakdown: ÉASC (14 teachers) – SSPs (Accommodations-36, Modified-2), IEPs (4)

- Full-time principal
- Full-time PST
- Elementary (JK-6)
  - 6 teachers
- Secondary (7-12)
  - English Specialist, 4-12 + electives
  - French Specialist, 7-12 + electives
  - Math and Science Specialist, 10-12
  - Social Studies 10-12 + Math Specialist, 7-9 + electives
  - Health and Science 7-9 + Visual Arts and Drama Specialist, JK-12 + electives
  - Physical Education Specialist, K-12; Technology, 7-10; electives + technology lead
- Support Assistants
  - 2
  - 1 – The Jordan Principle
- Custodian

## Operating Plan 2018-2019

- 1
- Secretary/Librarian
  - 1

Uncharacteristically, in 2017-18, CSF had to fill three positions during the school year.

Staff reductions are necessary for 2018-2019. In March, CSF decided not to renew a support assistant contract and to not replace a teacher that resigned.

CSFTNO recently received funding from The Jordan Principle. CSFTNO will increase the funding to create a 1.0 PY position for a Program Support Assistant.

### **Staff Breakdown: ÉB (11 teachers) - SSPs (Accommodations-35, Modified-3)**

- Full-time principal + RILE Coordinator
- Full-time PST
- Literacy Coach
- Elementary (JK-6)
  - 4 teachers
- Secondary (7-12)
  - English Specialist , 4-12 + Health, 7-9
  - French Specialist , 7-12 + options + Technology lead
  - Math and Science Specialist , 9-12
  - Social Studies + Science Specialist (Biology 20 and 30) + Physical Education + Career and Life Management + Guidance
- Support Assistants
  - 2
- Custodian
  - 1
- Secretary/Librarian
  - 1

In past years, staffing at École Boréale was more volatile. In 2017-2018, we had one UNW resignation. We replaced her with a casual for the remainder of the school year.

Reductions are necessary at ÉB as well: 0.3 P.Y of Program Support Assistant

CSFTNO has recently been allocated funding for a Literacy Coach. CSFTNO will match the funding and place the Literacy Coach at École Boréale, however, this teacher will travel to the DEC and ÉASC during the school year, with the focus being on Literacy/Francisation.

## CSFTNO Governance

CSFTNO was established in November 2001 as a non-profit organization.

The CSFTNO's DEC consists of six elected members: three from Yellowknife and three from Hay River. The last election was held in October 2015. Board members may run for a second term. They have to be re-elected for the next three-year term.

The DEC Chair reports to the Minister of Education. The Chair ensures that the DEC operates smoothly. The Chair can also represent the DEC in contacts with outside organizations.

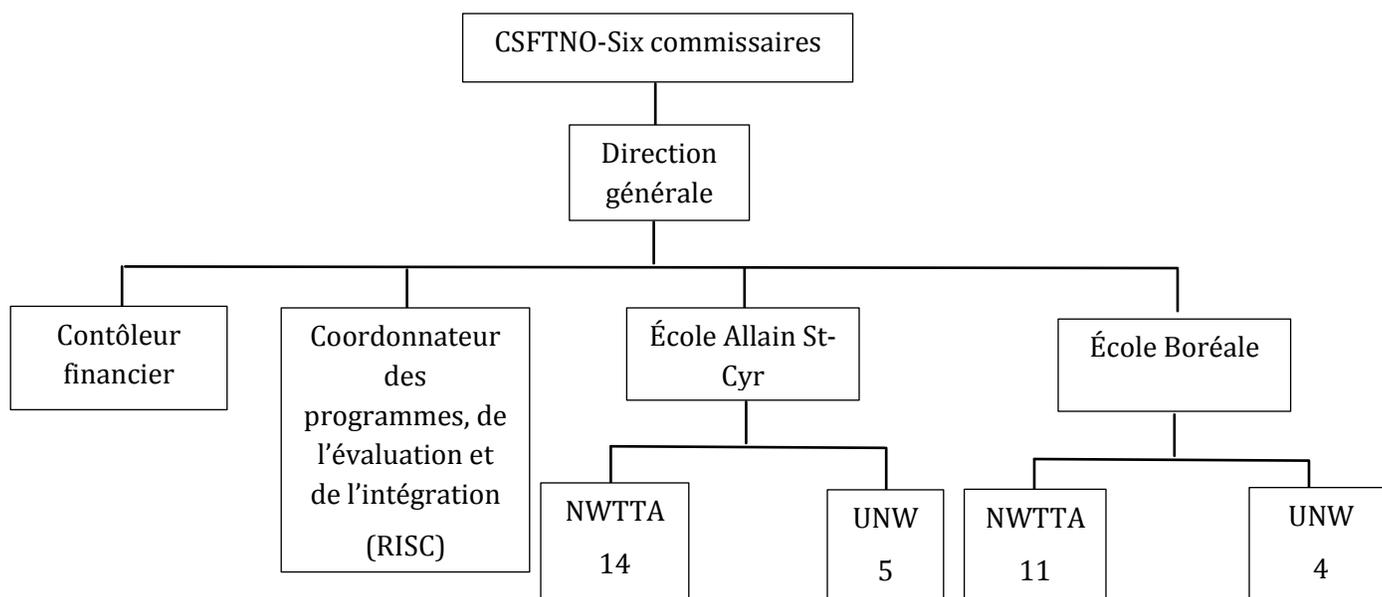
There are six elected members, three members from Yellowknife (Simon Cloutier, Chair; Christian Marcoux and Étienne Croteau) and three members from Hay River (Natalie Campbell, Vice-Chair; Nicole Fournier and Michael St-Amour).

The superintendent is Yvonne Careen.

The CSFTNO's DEC meets monthly, except in July and August. Committee meetings take place regularly throughout the school year. CSFTNO also hosts two, two-day retreats, one in the fall and one in the spring.

Besides the superintendent, there are two employees at CSFTNO's DEC office; a Comptroller (Marc Akpoé) and the Regional Inclusive Schooling Coordinator (Mathieu Gagnon).

### CSFTNO Functional Organizational Chart (2018-2019)



### Governance Training

Following the election on October 15, 2018, we will have an introductory training session for new trustees, and another for all trustees. At our fall retreat, we will have a two-day governance training session facilitated by Bernard Roy and H el ene Bolduc.

Governance training is supported by Bernard and H el ene throughout the three-year mandate.

### Divisional Education Council Meetings

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

Table 3: CSFTNO Meetings Schedule

Meeting Number	Planned Date	Planned Location
1	September 18	CSFTNO DEC Office/GoToMeeting
2	October 22	CSFTNO DEC Office/GoToMeeting
3	November 19	CSFTNO DEC Office/GoToMeeting
4	December 1 & 2	CSFTNO DEC Office
5	January 21	CSFTNO DEC Office/GoToMeeting
6	February 18	CSFTNO DEC Office/GoToMeeting
7	April 15	CSFTNO DEC Office/GoToMeeting
8	May 22	CSFTNO DEC Office/GoToMeeting
9	June 1 & 2	CSFMTP DEC Office
10	June 17	CSFTNO DEC Office/GoToMeeting

## 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

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>Students in CSFTNO schools have been introduced to the Reading Apprenticeship approach. A group of middle and high school teachers began using reading apprenticeship strategies (Talking to the Text, Double-Entry Journals, Reading Log, Think-Pair-Share) in the past school year. In the upcoming school year, CSFTNO will continue to introduce advanced reading materials and teaching strategies to keep up with the student needs. In addition, CSFTNO will develop a Professional Learning Community (PLC) focused on the use of the Reading Apprenticeship approach.</p> <p>A learning sequence is a process used to determine criterion, strategies to focus on during a set period of time. Students are assessed at the beginning of the sequence and again at the end of the sequence. Throughout the learning sequence, the questions asked by Collaborative Learning group members are:</p> <ul style="list-style-type: none"> <li>• What do we want the student to learn, do, understand and communicate? (Essential learnings)</li> <li>• How will we know the student has learned? (Common summative assessment and a Common Rubric)</li> <li>• What will we do with the students who have learned? (Extension Activities)</li> <li>• What will we do with the students who have not learned? (Interventions – Best practices and strategies)</li> </ul> <p>Monthly, PLC members meet to share about how strategies were introduced, their efficacy, and data shared. At the end of each learning sequence, we celebrate our success and a new learning sequence begins a few weeks later.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• A Professional Learning Community (PLC) will be created to support the Reading Apprenticeship approach. This PLC will be facilitated by François Massé from Solution Tree. There will be a launch on August 28, 2018 at ÉASC for seven participants.</li> <li>• Our Regional Literacy Team plans to meet monthly next year. The meetings will take place via GoToMeeting. (PLC)</li> <li>• The following schools plan to participate in Reading Apprenticeship training in early October 2018:             <ul style="list-style-type: none"> <li>○ Central Office - RISC</li> </ul> </li> </ul>

- ÉASC - Principal + PST + 1 teacher
- ÉB – Principal + PST + Literacy Coach
- 6 teachers participating in the PLC will be using the Reading Apprenticeship approach from grades 7 to 12.

### 1.2 Collaborative Professional Learning

**Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:**

CSFTNO is in year 4 of its work with PLCs in Literacy. Thus far, four learning sequences designed for prekindergarten to grade 6 students have been created, criteria per grade level determined, materials secured and diagnostic and summative assessments prepared. This year, we will be strengthening our learning sequences by adding a writing component and that includes grammar and style. Our Literacy Coach will oversee the PLCs and support teachers.

A learning sequence is a process used to determine criterion, strategies to focus on during a set period of time. Students are assessed at the beginning of the sequence and again at the end of the sequence. Throughout the learning sequence, the questions asked by Collaborative Learning group members are:

- What do we want the student to learn, do, understand and communicate? (Essential learnings)
- How will we know the student has learned? (Common summative assessment and a Common Rubric)
- What will we do with the students who have learned? (Extension Activities)
- What will we do with the students who have not learned? (Interventions – Best practices and strategies)

Every two weeks, PLC members meet to share about how strategies were introduced, their efficacy, and data shared. At the end of each learning sequence, we celebrate our success and a new learning sequence begins a few weeks later.

ÉASC – 1.25 hours of collaborative time bi-monthly (Thursday afternoons during Early Dismissal)

ÉB – 1.25 hours of collaborative time bi-monthly (Friday afternoons)

**Regional performance targets:**

- 85% of CSFTNO students from prekindergarten to grade 6 will succeed on the summative assessment of each of our four learning sequences
- For the students that do not succeed, we will provide intensive interventions from week 4 to week 7 of the learning sequence
- Learning sequences will be scheduled in school year calendars

<b>1.3 Literacy/Francisation Coach</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<p>For the first time, CSFTNO has received funding for a Literacy Coach. This position will be based out of École Boréale, but the teacher will travel to the DEC office and École Allain St-Cyr. The work of the Literacy/Francisation coach will be to elaborate a program for Francisation for CSFTNO.</p> <p>Literacy/Francisation Coach will:</p> <ul style="list-style-type: none"> <li>• Identify students in need of francisation and their degree of need</li> <li>• Develop a schedule and timeline of work with these individual students</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Collaborate with the Literacy Coach by inviting her into classrooms</li> <li>• Share best practices in the delivery of the Francisation program</li> <li>• Apply suggestions and recommendations</li> <li>• Assess student progress</li> </ul>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• With this teacher, the Superintendent, RISC and principals will determine the exact scope of work:               <ul style="list-style-type: none"> <li>○ Long range plan for 2018-2019</li> <li>○ Assessment of existing francisation programs</li> <li>○ Implementation of the selected francisation program</li> </ul> </li> <li>• Reading Recovery training will be made available</li> <li>• 100% of students identified as of being in need of francisation will move on the continuum by at least one level</li> </ul>



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

**2.1 Numeracy**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>With the guidance of Liliane Gauthier, CSFTNO has taken the essential learnings from the Mathematics curriculum from grade 1 to grade 6 and created learning modules. These modules have been placed in a school year calendar. Essentially, all teachers from grade 1 to 6 have a long range plan done for them, including diagnostic tests at the beginning of each module and summative tests at the end of each module. As well, several learning and consolidating activities are included for teacher use.</p> <p>As there is high turnover next year, we will provide professional development to the new teachers or teachers that have changed assignments early in September. Ensure that each teacher has access to the materials and a good understanding of the function of the program. Ensure that each teacher receives the necessary guidance to implement the program correctly and efficiently from the start.</p> <p>Along with the program, Monique St-Maurice helped us create spreadsheets to record student data. It is a struggle to convince teachers that this tool is of great value, but we will keep insisting that they be used.</p> <p>CSFTNO has experienced some teacher and administration turnover, therefore it will be imperative that professional development take place early in the school year. Guidance from central office will be of paramount importance.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% of teachers from grade 1 to grade six will adhere to the program as it is set out.</li> <li>• 100% of teachers will use the related tools for data collection appropriately and completely. 80% of students will achieve a passing grade on the summative evaluation for each module</li> </ul>



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

**Health and Wellness Curriculum**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>CSFTNO became involved in the pilot in February 2018 and were present at the June 2018 training workshop. Both ÉASC and ÉB will participate in the pilot, from Grade 4 to 6.</p> <p>The Health and Wellness Curriculum ties into CSFTNO priority 1, La réussite et le bien-être de chaque élève.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 4 CSFTNO teachers will participate in all training workshops offered by ECE.</li> <li>• 4 CSFTNO teachers will implement the new Health and Wellness curriculum from grade 4 to 6 in each school.</li> </ul>

## 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.

#### 4.1 Indigenizing Teaching and Learning Practice (will be required in 2021)

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>As both CSFTNO schools reside on ancestral lands, we must identify how we will further link Indigenous values and culture to francophone values and culture. Historically, there was, and there still is a great connection between our people and we must find ways to implement such learning in our daily activities.</p>
<p><b>ÉASC</b></p>	<ul style="list-style-type: none"> <li>• At every school activity, recognize that the school is situated on Chief Drygeese territory.</li> <li>• The Kindergarten class will participate in the Forest and Nature School to develop an ethic of care towards nature and an understanding of themselves as a part of the natural world.</li> </ul>
<p><b>ÉB</b></p>	<ul style="list-style-type: none"> <li>• At every school activity, recognize that the school is situated on K'atl'odeechee First Nation, on the Hay River Métis Alliance and on West Point territories.</li> </ul>

#### 4.2 Key Cultural Experiences

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>For several years, we have provided key cultural experiences to our staff and students. For CSFTNO, it is important that our students learn through their participation in these activities as 6% of ÉASC and 25% of ÉB students identify as being of Aboriginal decent. For our non-Indigenous students, we wish to provide them with the opportunity to participate and learn from Aboriginal elders. This knowledge allows our students to gain insight, to open their minds to the past, the present and the future of the NWT and of Canada.</p> <p>For ÉASC students, most of these activities are done in collaboration with Yellowknife Education District 1, except the Winter and Canoe Camps that are school activities. Generally, YK1 offers one activity per grade level.</p> <ul style="list-style-type: none"> <li>• Junior Kindergarten – Theme to be determined</li> <li>• Kindergarten - Theme to be determined</li> <li>• Grade 1 – Berry Picking</li> <li>• Grade 2 - Birds</li> <li>• Grade 3 – Déné Games</li> <li>• Grade 4 - Muskrats</li> <li>• Grade 5 – Medicinal Plants</li> <li>• Grade 6 - Caribou</li> <li>• Grade 7 an 8 – Fish Camp</li> <li>• Grade 9 to 12 – Winter Camp and Canoe Camp</li> </ul> <p>For ÉB students, all of the key cultural activities are organized by school staff. Are invited, elders and an outdoor specialist.</p> <ul style="list-style-type: none"> <li>• Prekindergarten and kindergarten – Ducks – cleaning, skinning and soup, visit to Chief Sunrise School</li> <li>• Grade 7 to 9 - Leadership Camp</li> <li>• Grade 5 to 12 – Take a Kid Trapping Camp</li> <li>• Grade 3 – Dogsled Ride</li> <li>• Grade 4 – Dogsled Ride</li> <li>• Prekindergarten to Grade 9 – Bannock</li> <li>• Grade 3 and 4 – Visit from Chief Sunrise School</li> </ul> <p>Kindergarten to Grade 9 – Spring Camp at Sandy Creek</p>
<p><b>School-level performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Suggested activities to include: Visits to and from K’alemi Dene School and Kaw They Whey School at different age groups.</li> </ul>
<p><b>ÉB</b></p>	<ul style="list-style-type: none"> <li>• Suggested activities to include: Visits to and from Chief Sunrise School</li> </ul>



**4.3 Whole School Approach to Language (will be required in 2021)**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>CSFTNO will be deciding how to implement a Whole School Approach to Language. We are considering implementing the Whole School Approach to Language from Grade 4 on. Prior to grade 4, we must focus on French language acquisition and solidification. We must think about and plan what this approach will look, feel and sound like in a French first language school where two languages are presently being taught.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Identify who will be named RILE Coordinator and determine his job description with the allocation of funds received (0.25 PY)</li> <li>• Consult with Aboriginal Secretariat staff at ECE to determine the scope and content of this Whole School Approach to Language.</li> <li>• Determine the roll out and time line for the implementation</li> <li>• Continue the present integration of Dene Kede for the time being.</li> </ul>

**4.4 Community Support**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>CSFTNO needs to identify the necessary professional development activities necessary in the development of a Whole School Approach to Language. Part of the Community Support funding will be directed to inviting elders in to help us determine how this could be done. Resources already prepared and/or in development will be purchased in relation to this approach. We will continue to purchase equipment required to prepare our camp spaces, to run the camps and hire elders as resource people.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Enter into an agreement to place our two cabins on secured land to make a permanent school camp in the Hay River area.</li> <li>• Purchase related resources</li> <li>• Increase awareness and learning around whole school activities</li> </ul>
<p><b>ÉB</b></p>	<ul style="list-style-type: none"> <li>• Complete the construction of two cabins and place them on secured land</li> <li>• Work with ECE and Risk Management for the proper set up of cabins and site</li> <li>• Participate in two professional development activities led by the Indigenous Secretariat Staff or resource persons (What will Indigenizing Education look and feel like in CSFTNO schools?)</li> <li>• Increase awareness and learning around whole school activities</li> </ul>



#### 4.5 Teacher Cultural Orientation Days

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>CSFTNO has always organized two cultural orientation days for its staff. We will continue to do so.</p> <p>Each school has placed one Cultural Orientation day at the beginning of the school year and the other in the spring.</p> <p>For 2018-19, ÉB staff will participate in the SSDEC Cultural Orientation day in Hay River on August 28<sup>th</sup> facilitated by ECE staff. ÉB staff will participate in the Blanket Exercise, an exploration of the Our Languages Curriculum and optional cultural activities.</p> <p>As ÉASC is unable to attend the Tlicho Cultural Orientation day on August 29<sup>th</sup>, staff are presently determining what their first cultural orientation day will include.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• CSFTNO, with the assistance of the RILE Coordinator, will provide possible themes for the Cultural Orientation days to its schools</li> <li>• CSFTNO will provide support where necessary</li> <li>• 90% of staff will participate in these cultural orientation days.</li> </ul>

<b>4.6 Elders in Schools</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	The Elders in the Schools program has been a very valuable one. Neither of our schools has a part-time or full-time elder on staff. Rather, CSFTNO schools include Elders in celebrations, in training for staff or for students, enjoying speakers and listening and learning from their stories.
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• Each school will continue to include Elders in cultural activities.</li> </ul>
<b>ÉASC</b>	<ul style="list-style-type: none"> <li>• With resource people from Yellowknife Catholic Schools and Yellowknife Education District 1, identify local elders that can come into the school.</li> <li>• Build relationships with these Elders</li> <li>• Employ these resource people (Elders) for professional development and cultural activities</li> <li>• Continue to work with BDene Adventures to develop cultural on-the-land activities</li> <li>• Participate in the Camp de leadership in Hay River with École Boréale students on the K'at'l'odeechee First Nation in October where Elders will lead cultural activities</li> </ul>
<b>ÉB</b>	<ul style="list-style-type: none"> <li>• With resource people from the SSDEC, the HRDEA, the K'at'l'odeechee First Nation, the Hay River Métis Alliance and the West Point First Nations, identify local elders that can come into the school.</li> <li>• Build relationships with these Elders</li> <li>• Employ resource people (Elders) for professional development and cultural activities such as the Camp de leadership which will be held on the K'at'l'odeechee First Nation where 4 to 6 Elders will lead cultural activities.</li> <li>• Work in partnership with the principal from Chief Sunrise Education Centre to participate in Thursday cultural activities once a month</li> </ul>



**4.7 NWT Residential Schools Awareness Training**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>In 2018-2019, CSFTNO will collaborate with the Indigenous Language and Education Division staff to ensure that all staff have been part of NWT Residential Schools Awareness Training, either by way of the New to the North conference or by including this training in their Cultural Orientation days.</p> <p>CSFTNO will:</p> <ul style="list-style-type: none"> <li>• Encourage all new staff to attend the New to the North Conference in August</li> <li>• Through the RILE Coordinator, do a scan to determine which staff members have already been trained and those who have not.</li> <li>• Facilitate the organization of this training</li> </ul>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• By the end of the 2018-2019 school year, 100% of all teaching staff will have received this training.</li> <li>• By the end of the 2018-2019 school year, 90% of all teaching staff will have received this training.</li> </ul>



## 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.

#### *English Language Arts*

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>All students of the CSFTNO earn credits for English Language Arts (ELA). We offer ELA from grade 4 to grade 12. ELL is offered to students that are assessed and are in need of a more targeted program. The goal is to integrate these students into the regular ELA program within three years.</p> <p>At the Senior Secondary level, all of our students have the opportunity to take the following courses:</p> <p>ELA 10-1 or 10-2                  ELA 20-1 or 20-2                  ELA 30-1 or 30-2</p> <p>CSFTNO applies most of its discretionary minutes of instruction to ELA. All students that graduate from ÉASC and ÉB can acquire an additional 15 credits for ELA courses, and are, for the most part, fluently bilingual upon the completion of their studies.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 95% of students will attain the Acceptable Standard in the Grade 6 and 9 AAT – Reading and Writing</li> <li>• 95% of students will pass the Diploma Examination</li> </ul>
<p><b>ÉASC</b></p>	<ul style="list-style-type: none"> <li>• Grade 4 to 12</li> <li>• ELL is offered to students that are assessed and are in need of a more targeted program. The goal is to integrate these students into the regular ELA program within three years.</li> <li>• Grade 4 to 9 - 220 minutes per week</li> <li>• Grade 10 – 12 – 300 minutes per week</li> </ul>
<p><b>ÉB</b></p>	<ul style="list-style-type: none"> <li>• Grade 4 to 12</li> <li>• Grade 4 to 9 - 220 minutes per week</li> <li>• Grade 10 – 12 – 300 minutes per week</li> </ul>

## 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 CSFTNO 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.

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p>A review of the SSPs and/or IEPs will be done during CSFTNO's June transition meetings. Planning is in place to support the stated goals by the end of September, 2018. The feedback we received last year stated that we were already quite proficient in this area.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Finalize 100% of IPEs and SSPs by November 30.</li> <li>• Continue to review each IEP and SSP two to three times per year, as needed.</li> <li>• Allocate 25% of the PSTs time to support students directly.</li> <li>• 100% of teachers will implement at least one support identified in SSP/IEPs by the first reporting period.</li> </ul>

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

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p>Differentiated Instruction Strategies are included within flexible instructional strategies. Although our professional development will not be directly related to differentiated instruction, many of the strategies that we have in place in our PLC work around literacy encourage differentiated instruction. In several classrooms, we have a variety of seating areas where students can work. Self-regulation tools and materials are accessible in most of our classrooms.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Create uniformity around the use of student learning profiles and class learning profiles to better select strategies to meet the needs of each individual student.</li> <li>• 100% of support assistants will meet with the program support teacher at least once a month within regular school hours (where the meeting is focused on the support assistants' role in supporting student learning).</li> <li>• 85% of students respond positively to student satisfaction survey NotreÉcole</li> </ul>

**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.**

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p>Have the School-based Support Team in place and functioning in both schools by mid-September 2018. A formal referral process is in place for accessing the SBST, and documentation of SBST meetings will take place.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• With the RISC in place for the upcoming school year, this will be his responsibility, as well as that of the principal and PST of each school.</li> <li>• Principals and Program Support teachers will identify a student who would benefit from the STBT and the teacher will be advised to attend.</li> <li>• Meetings will take place bi-monthly in October and November, and monthly for the remainder of the 2018-2019 school year, or more frequently as needed.</li> <li>• Prekindergarten and kindergarten students will be identified for early intervention more quickly.</li> <li>• 100% of teachers will make use of the SBST, as needed</li> </ul>



**6.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.**

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p>The CSFTNO prides itself on its Student Support Program. Our feedback from ECE was very positive in this regard in our feedback from 2016-2017.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 90% of SSPs will indicate progress over time (e.g., plan no longer needed, change from ‘modified’ to ‘accommodated’, effective strategies identified, etc.)</li> <li>• 100% of IEPs and SSPs will be reviewed and updated with parents and students twice a year during three-way conferences in November and April.</li> <li>• 100% of IEP and SSP will be reviewed and updated with all educators and school team members who work with that student by the end of September, and at one other time during the school year.</li> </ul>



**6.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.**

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p>We have hired a Regional Inclusive Schooling Coordinator beginning in the 2018-2019 school year. He will be in a better position to support the time allocations of Program Support Teachers in the schools. In 2018-2019, CSFTNO's RISC, Literacy Coach and two Program Support Teachers will take the course related to the professional resource <i>Moves</i> by Dianne Sweeney.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• PSTs will spend 60% of their time engaged in activities that directly support classroom teachers.</li> <li>• Principal will ensure PST spends 60% of her time supporting teachers in strengthening instructional activities as outlined in the Directive and its Guidelines.</li> <li>• Principal and PST will create a timetable for the PST.</li> <li>• Principal will ensure time each month for PST to meet with 100% of classroom teachers within the regular school schedule.</li> <li>• 100% of teachers will meet with the PST at least once a month within the regular school schedule, as per needs.</li> </ul>



## 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

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>There are no vending machines, nor cafeterias or lunch programs in either CSFTNO schools. Both schools keep healthy alternatives in hand in case a student has no lunch or an accident occurs. However, both schools use the Healthy Foods for Learning funding to offer healthy snack options to students.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• daily healthy snacks are made available to 100% of students</li> <li>• the snack programme will operate for 8 months</li> <li>• About half of the time, food and drinks offered will be sugar free and non-processed.</li> <li>• Every week, a new fruit or vegetable will be introduced.</li> <li>• By grade level, 100% of students will participate in the preparation of healthy snacks to share over the school year.</li> </ul>

<b>7.2 Self-Regulation Initiative</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	CSFTNO schools will continue to be involved in the implementation of self-regulation. In 2018-2019, the RISC and Superintendent will do a scan of what is concretely in place in each school and develop a plan moving forward to move each school along the continuum. In 2016-2017, Paula Jurzak spent four days at ÉASC, and in 2017-2018, ÉB arranged for specific training with her. Where professional development is concerned, it may mean asking for separate funding from ECE and finding a French resource that we'd be able to study together that would better meet the needs of the whole staff. Certain staff members will plan to access training. Where everything is in English, several of our staff members are not able to participate as the language is a barrier. At this point, participation in the training provided by ECE is not confirmed.
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• Identify francophone SR training providers and seek assistance of IS training funding to access this training in French</li> <li>• 80% of educators and support staff will participate in SR training</li> <li>• 100% of students will have access to SR materials and equipment with training provided on uses and benefits for the individual and the class as a whole</li> </ul>

<b>7.3 Mental Health Initiatives</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<p>In April 2018, staff at both schools were trained in Talking About Mental Health (T.A.M.I.). A first offering of T.A.M.I. took place in May and June 2018 for grade 7 to 9 students. It was a success, albeit, it was necessary, given the lateness in the school year, to prioritize which activities would be completed. In the 2018-2019 school year, T.A.M.I. will be planned as part of the Health program in grades 7 and 8 in both schools.</p> <ul style="list-style-type: none"> <li>• ÉASC and ÉB Staff were trained in Go To Educator</li> <li>• One staff member at each school has had the ASIST training as well as the RISC</li> <li>• Ten staff members were trained in Mental Health First Aid (in French)</li> </ul>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• Our RISC will participate in the T.A.M.I. Coalition</li> <li>• Facilitate the delivery of T.A.M.I. in both schools</li> <li>• Identify other opportunities around Mental Health (Jack.org, etc.)</li> <li>• 100% of students in grade 7 and 8 will complete the T.A.M.I. program</li> </ul>

<b>7.4 Safe and Caring Schools</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	Safe and Caring Schools is directly related to CSFTNO’s Strategic Plan, ensuring a safe and nurturing learning environment for students and staff.
<b>Regional performance targets:</b>	<p>By school:</p> <ul style="list-style-type: none"> <li>• Develop a complete set of written procedures per school</li> <li>• Six Emergency Evacuations (fire) drills</li> <li>• Two Lock Down procedure drills</li> <li>• Three school-based Safe and Caring School Committee meetings</li> <li>• Vers le Pacifique from JK to Grade 6</li> <li>• Fourth R from Grade 7 to 9</li> <li>• Foxy/Smash offered as activities</li> <li>• One Safe and Caring School plan review by the Superintendent</li> <li>• 1 teacher at École Boréale will have Girl on Fire Training</li> </ul>



## Human Resources Management

### School Staff Recruitment and Retention

CSFTNO 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 4: Allocated and Budgeted Person Years for General School Staff.

	Regional Office Administration		Teachers*		Consultants		Secretaries		Custodians		Wellness Counsellors		Bus Drivers		Cooks		School Administration		Total	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Regional Office	2.5	2.0	1.0	1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.5	3.0
EASC	0	0	8.65	13.0	0	0	0.37	1.0	0.97	1.0	0.31	0	0	0	0	0	1.0	1.0	11.3	16.0
ÉB	0	0	5.44	10.0	0	0	0.37	1.0	0.97	1.0	0.30	0	0	0	0	0	1.0	1.0	8.08	13.0
<b>Total</b>	2.5	2.0	15.09	24.0	0	0	0.74	2.0	1.94	2.0	0.61	0	0	0	0	0	2.0	2.0	22.88	32.00

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

Table 5: 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 Teachers <sup>3</sup>		Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B <sup>‡</sup>	A	B	B	B	B	A	B	A	B	B	B	A	B
Regional Office	1.0	1.0	0	0	0	0.50	0	1.5	1.5	0	0	0	0	0	0
ÉASC	0	0	1.0	1.0	2.06	0	0	3.0	3.0	0	0	0	0	0	0
ÉB	0	0	1.0	1.0	1.05	0	0	2.0	2.0	0.2	0.2	0	0	0.2	0.2
<b>TOTAL</b>	1.0	1.0	2.0	2.0	3.11	0.50	0	6.6	6.6	0.2	0.2	0	0	0.2	0.2
								1	1	5	5			5	5

*Note: A\* - allocated; B<sup>‡</sup> - budgeted.*

<sup>3</sup> Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/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.

### 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 2018-2019 school year, **11** principals (including assistant principals) and teachers (including Program Support Teachers) will be in their evaluation year will undergo an evaluation.

## Appendix A: Operating Budget

### 1. Consolidated

#### Department of Education, Culture & Employment Council/District Approved Budget

##### COMMISSION SCOLAIRE FRANCOPHONE Statement of Revenues and Expenses Annual Budget - Consolidated

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
Regular Contribution	4,207,035	4,292,080	4,329,408
French Language Contribution	1,152,850	1,152,850	1,152,850
Indigenous Language and Education			
Other Contribution	74,250	144,675	183,924
Capital Contribution			
<b>Total GNWT</b>	<b>5,434,135</b>	<b>5,589,605</b>	<b>5,666,182</b>
<b>Federal Government</b>	<b>59,500<sup>*</sup></b>	<b>0</b>	<b>0</b>
<b>Property Tax Requisitioned</b>			
<b>Other School Authorities</b>			
<b>Education Body Generated Funds</b>			
Rentals			
School Fees			
Sales			
Investment Income	10,000	10,000	22,588
Other			
<b>Total Generated Funds</b>	<b>10,000</b>	<b>10,000</b>	<b>22,588</b>
<b>Transfers</b>			
Transfers from Capital Fund			
<b>Total Transfers</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL REVENUES</b>	<b>5,503,635</b>	<b>5,599,605</b>	<b>5,688,770</b>
<b><u>EXPENSES</u></b>			
<b>Administration</b>	<b>571,795</b>	<b>723,138</b>	<b>626,973</b>
<b>School Programs</b>	<b>3,863,567</b>	<b>4,166,238</b>	<b>4,211,251</b>
<b>Inclusive Schooling</b>	<b>970,935</b>	<b>824,428</b>	<b>840,591</b>
<b>Aboriginal Language/Cultural Programs</b>	<b>126,207</b>	<b>123,537</b>	<b>160,149</b>
<b>Transfers to Capital</b>			
<b>Debt Services</b>			
<b>TOTAL EXPENSES</b>	<b>5,532,504</b>	<b>5,837,341</b>	<b>5,838,964</b>
<b>SURPLUS (DEFICIT)</b>	<b>-28,870</b>	<b>-237,736</b>	<b>-150,194</b>
<b>ACCUMULATED SURPLUS (DEFICIT)</b>	<b>8,146</b>	<b>-50,526</b>	<b>37,016</b>

## 2. DEC Details of Expenses

### Department of Education, Culture & Employment Council Approved Budget

#### COMMISSION SCOLAIRE FRANCOPHONE Details of Expenses - Consolidated Annual Budget 2018-19

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
<b><u>SALARIES</u></b>					
Teachers' Salaries		3,124,844	137,801	36,370	3,299,015
Program Support Teachers		116,964	282,979		399,943
Non Instructional Staff	337,705	316,039	377,587	3,000	1,034,331
Special Learning Mat./Ass.Technology			0		0
Board/Trustee Honoraria	42,000				42,000
Language Instruction				53,237	53,237
<b><u>EMPLOYEE BENEFITS</u></b>					
Employee Benefits/Allowances	33,000		135,310		168,310
Leave And Termination Benefits	45,000				45,000
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>					
Professional/Technical Services					0
Postage/Communication	10,240	11,000	0		21,240
Utilities					0
Heating					0
Electricity					0
Water/Sewage					0
Travel	22,400	12,520	12,759	12,000	59,679
Student Transportation (Busing)		58,000			58,000
Advertising/Printing/Publishing	1,000				1,000
Maintenance/Repair	7,000	17,500			24,500
Rentals/Leases	6,000	7,500			13,500
Other Contracted Services	28,500	1,500	14,000		44,000
Other	18,700	49,500			68,200
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>					
Materials	19,500	147,200	10,500	21,600	198,800
Freight	750	1,000	0		1,750
<b><u>TRANSFERS TO CAPITAL</u></b>					
<b>TOTAL</b>	<b>571,795</b>	<b>3,863,567</b>	<b>970,935</b>	<b>126,207</b>	<b>5,532,504</b>

### 3. Inclusive Schooling

## Department of Education, Culture & Employment Council Approved Budget

### COMMISSION SCOLAIRE FRANCOPHONE Details of Inclusive Schooling Expenses Annual Budget 2018-19

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<b><u>SALARIES</u></b>					
Regional Coordinator	137,801				137,801
Program Support Teachers	282,979				282,979
Support Assistants	377,587				377,587
<b><u>EMPLOYEE BENEFITS</u></b>					
Employee Benefits/Allowances	135,310				135,310
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>					
Professional/Technical Services					0
Travel	8,628	4,131			12,759
Other Contracted Services	6,000	8,000			14,000
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>					
Special Learning Mat./Ass. Technology			10,500		10,500
Freight					0
<b>TOTAL</b>	<b>948,304</b>	<b>12,131</b>	<b>10,500</b>	<b>0</b>	<b>970,935</b>

## 4. Indigenous Language and Education

### Department of Education, Culture & Employment Council Approved Budget

#### COMMISSION SCOLAIRE FRANCOPHONE

#### Details of Indigenous Languages and Education Expenses Annual Budget 2018-19

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
<b><u>SALARIES</u></b>				
Regional Coordinator	36,370			36,370
Language Instruction	16,000		27,237	43,237
Non Instructional Staff	3,000			3,000
Elders in Schools	10,000			10,000
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances				0
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Services				0
Travel	12,000			12,000
Student Transportation (Busing)				0
Advertising/Printing/Publishing				0
Maintenance/Repair				0
Rentals/Leases				0
Other Contracted Services				0
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials	21,600			21,600
Freight				0
<b>TOTAL</b>	<b>98,970</b>	<b>0</b>	<b>27,237</b>	<b>126,207</b>

## 5. ILE by School

**COMMISSION SCOLAIRE FRANCOPHONE**  
**Details of Indigenous Languages and Education Expenses**  
**Annual Budget 2018-19**

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
<b>Budget Distribution</b>						
Regional Office	36,370					36,370
École Boréale (ÉB)		35,100			14,342	49,442
École Allain Saint-Cyr (ÉASC)		27,500			12,895	40,395
<b>TOTAL</b>	<b>36,370</b>	<b>62,600</b>	<b>-</b>	<b>-</b>	<b>27,237</b>	<b>126,207</b>

## 6. Schedule of Approved Personnel Years

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### Council Approved Budget

#### COMMISSION SCOLAIRE FRANCOPHONE Schedule of Approved Person Years Annual Budget 2018-19

	<u>Person Years</u>
<b>Administration Staff</b>	<b>2.00</b>
<b>Territorial Schools:</b>	<b>26.61</b>
Teachers	21.61
Consultants	1.00
Classroom Assistants	
Secretaries	2.00
Custodians	2.00
School Community Counsellors	
<b>Other - Specify</b>	
<b>Inclusive Schooling:</b>	<b>8.17</b>
Regional Coordinator	1.00
Program Support Teachers	2.17
Support Assistants	5.00
Counsellors	
<b>Other - Specify</b>	
<b>Indigenous Languages and Education:</b>	<b>0.22</b>
Regional Coordinator	0.22
Indigenous Languages Instruction Staff	
<b>Other - Specify</b>	
<b>Total Person Years</b>	<b><u>37.00</u></b>