



## Section 3 – Supporting Student Success

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Classrooms in the NWT are becoming increasingly diverse. Providing appropriate programming and meeting these diverse needs is a challenge for all teachers. However, a range of programs, strategies, and approaches is available, from the use of technology for distance education to the more formalised procedures required for the development of a Student Support Plan (SSP) and an Individual Education Plan (IEP). Collaborative program planning is desirable for all students. Parents should be involved in process of changing a student’s education program.

### 3.1 Inclusive Schooling

Inclusive Schooling is mandated by Section 7(1) of the NWT **Education Act (1996)** when it states that, “Every student is entitled to have access to the education program in a regular instructional setting, in their home community”. Students are welcomed within regular classroom settings with their age peers, and are provided with educational programs and supports, as needed.

There are several mandated documents related to Inclusive Schooling, including:

- NWT Education Act (1996)
- NWT Ministerial Directive on Inclusive Schooling (2016) **\*NEW**
- Guidelines for Inclusive Schooling: Supporting the NWT Ministerial Directive on Inclusive (2016) **\*NEW**
- NWT Ministerial Directive on Inclusive Schooling Compliance Reporting Tool (2016) **\*NEW**
- NWT Ministerial Directive on Inclusive Schooling Compliance Reporting Tool Guidelines (2016)

All NWT Administrators should become familiar with these documents and use them in their day to day practice.

In order to support diversity, and in response to the inclusive schooling mandate, students in schools in the NWT must follow one of three types of programs depending on their strengths and needs.

#### **Regular Education Program With or Without Accommodations:**

**A Regular Education Program** is determined by the learning outcomes articulated in NWT curricula for a specific grade level and or courses, from kindergarten to grade 12. Programs with accommodations for difficulties or enrichment must be documented in a Student Support Plan (SSP).



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Accommodations are measures that allow students to best gain access to and achieve success with expected learning outcomes, including those who experience obstacles to learning and those who require enriched opportunities for learning. Accommodations may include changing the teaching process, learning environment, time demands, assistance, evaluation and/or the ways in which a student demonstrates learning. Accommodations are recorded on a

**Student Support Plan** yet do not represent changes to the expected learning outcomes as stated in curricular documents.

**Modified Education Program:** (not currently applicable at the senior high level)

Modified Education Program is developed for students who are documented as working significantly above or below grade level in one or more subjects, yet retains the learning outcomes articulated in NWT curricula. The curricular learning outcomes are selected from the working grade level and used to guide instruction for the Modified Program. The Modified Program is based on student strengths, needs and interests and may include modified individualized learning goals, instructional methods, methods of practice and evaluation procedures, consistent with the principles of differentiated instruction. The Modified Program is recorded in a Student Support Plan (SSP). **At present the guidelines for the development and delivery of a modified program do not apply at the senior secondary level. If students are unable to meet the expectations of existing senior secondary (grades 10 to 12) courses, they should be on an IEP.**

### Individual Education Program

An Individual Education Plan (IEP) is a student-specific program and is outlined in an Individual Education Plan. The plan is a comprehensive education plan with annual student outcomes and shorter-term objectives determined through a collaborative process, and driven by the strengths and challenges of the student. It may or may not include learning outcomes articulated in the NWT curricula. A student on an IEP usually requires supports, accommodations, facilities, resources and/or equipment required beyond those required by his/her peers.

#### 3.1.1 Student Support Plan (SSP)

The Student Support Plan is a one or two page document used to communicate and keep record of accommodations or modifications required by a student in order to meet the learning outcomes of a particular grade level in one or more subjects or a course in



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Senior Secondary. For Senior Secondary students, the SSP can currently only include accommodations. The plan identifies either:

- accommodations/adaptations for difficulty, or enrichment strategies required for success in the Regular Education Program for a student whose performance levels are within grade level range;

or

- targeted curricular outcomes for subjects in which the student is on a Modified Education Program (because the curricular outcomes being worked on are documented as being significantly below or above grade level), as well as accommodations/adaptations for difficulty, or enrichment strategies.

The SSP process includes reviewing and revising, as necessary, at all school reporting times.

A current SSP may be used as supportive documentation for students requiring accommodations during Alberta Departmental Examinations. The SSP demonstrates that the student received accommodations throughout the course. (See section 5.3.12 – Special Accommodations)

Contact the Inclusive Schooling and Student Support Coordinator at 867-767-9345 ext. 71288 for further information.

For complete information regarding the Student Support Plan, refer to *Programming for Students Success, revised June 2008*, or speak to the Student Support Consultant in your Board.

### 3.1.2 Consultation with Parents/Guardians

“A parent of a student is entitled and has the responsibility to be informed of the progress, behaviour and attendance of the student and to be involved in making decisions that significantly affect the education, health or safety of the student”  
Education Act 25(1)

Therefore, education bodies are required to:

Ensure parents have the opportunity for meaningful involvement in planning, problem solving and decision-making related to a student’s education program and necessary supports. (1) This means that education staff must assist parents in understanding the information needed to make informed decisions regarding their child’s education program.



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Parents must clearly understand the purpose and final outcome of the student's SSP or IEP. The IEP **must** be signed by a parent/guardian. A copy of the IEP should be filed in the Student Support File. The SSP should also receive parent consent. This consent is typically a signature on the printed SSP, but may also be documented by school staff as being received verbally. Verbal consent must include date and time, as well as which parent/guardian gave consent and to whom the consent was given. This should be filed, along with the SSP, in the Student Support File.

If a student is on an alternate pathway through high school, other than a standard graduation path, they will leave high school with a school leaving certificate. Parents and students must be advised that a school leaving certificate does not equal an NWT Graduation Diploma.

### 3.1.3 Individual Education Plan (IEP) – Planning and Reporting

The purpose of an IEP is to create a student-specific program based on the strengths and needs of the student. It is always growth-oriented and asset based and it includes such details as information on interests and aspirations, readiness to learn, learning preferences and other relevant factors. It includes strategies identified to support the student's learning. An IEP may include content based on subject matter curriculum outcomes, or may be focused on the personal and unique needs of the student (or a combination thereof). An IEP is specific, targeted & measureable. It is developed through a collaborative process usually involving the teacher(s), the principal, the program support teacher, the parents/guardians and the student when possible. A student on an IEP usually requires supports, accommodations, facilities, resources and equipment beyond those required by his/her peers

The principal has an important role in approving the IEP and in ensuring that parents/guardians consent has been given, by signature, before implementation of the IEP.

Refer to *Programming for Student Success* for more detailed information on the IEP process:

Section I: Developing IEPs for Elementary School Students

Section II: Developing IEPs for Senior Secondary Students



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Direct additional inquiries to the Regional Inclusive Schooling Coordinator in your Board. These duties may be covered by someone with a different job title.

A senior secondary student with an IEP may be described by one of three possible scenarios:

- The student is working towards an NWT Graduation Diploma by taking regular courses and earning regular credits. (i.e. a student who is blind or has a physical disability)
- The student is working towards learning outcomes (identified in the template as *annual student outcomes*) that are unique to him/her and not reflective of any NWT courses. Credits earned by meeting these outcomes count towards a school leaving certificate. (i.e. a student with multiple handicaps, including significant cognitive delay)
- A combination of 1 and 2 above: the student is taking some regular courses and earning “regular credits”; the student is also working on some individualized annual student outcomes and earning “IEP credits.”

IEP credits can be earned in any subject area. The IEP team will determine the credits to be granted for the achievement of IEP learning outcomes and recording these credits.

In the following example, meeting the identified student outcomes might be worth 3 math credits to one student, but five to another.

*Example:*

A grade 11 student with an IEP may be working on money skills – identifying different denominations, counting money, tendering an appropriate amount of money for a given purchase, checking for correct change, and so on. Although each twenty-five hours of learning experience, including classroom and real application, typically represents one credit, school teams must consider the individual student’s level of performance when setting objectives and goals. The awarding of credits **must** be related to the successful completion of the outcomes as defined in the IEP. These credits are reported to Student Records as Math Grade 11 – IEP, and the course type is “I”.

IEP credits for senior high are entered through the electronic student information system as are all high school credits. There are only two methods of reporting credits to ECE:

- when a student is working towards the learning outcomes of approved NWT courses – courses are reported to ECE the same way as they are for any other students.



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- when a student’s IEP’s annual student outcomes are not selected from any approved NWT course. - The IEP team decides how many credits the goals and objectives of the IEP are worth, and in what “subject areas.” Credits are reported using the IEP course codes from the following chart.

“Course” Code	“Course” Name
IEP1149	English Grade 10 – IEP
IEP2149	English Grade 11 – IEP
IEP3149	English Grade 12 – IEP
IEP 1148	Français Grade 10 – IEP
IEP 2148	Français Grade 11 – IEP
IEP 3148	Français Grade 12 – IEP
IEP1169	Social Studies Grade 10 – IEP
IEP2169	Social Studies Grade 11 – IEP
IEP3169	Social Studies Grade 12 – IEP
SST1193	Northern Studies Grade 10 – IEP
IEP1219	Mathematics Grade 10 - IEP
IEP2219	Mathematics Grade 11 - IEP
IEP3219	Mathematics Grade 12 - IEP
IEP1299	Science Grade 10 – IEP
IEP2299	Science Grade 11 – IEP
IEP3299	Science Grade 12 – IEP
FNA1400	Art Grade 10 – IEP



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FNA2400	Art Grade 11 – IEP
FNA3400	Art Grade 12 – IEP
PED0770	Career & Life Mgmt Grade 11 – IEP
PED0769	CPP – IEP
PED1445	PE Grade 10 – IEP
PED2445	PE Grade 11 – IEP
PED3445	PE Grade 12 – IEP

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Student Records **must** be informed of students who are on IEPs when marks are submitted at the end of the semester and/or year.

- When fewer than the full credits are reported in a course, a Course Correction Form (Appendix B3) **MUST** be submitted when additional credits are reported.

Example:

A student completed 3 credits in Math 10IEP in 2010/11. In 2011/12 he completes 2 credits in Math 10-IEP. The course correction form **MUST** list **BOTH** times that the course was taken to ensure the credits are added together. The validation statement will list the total number of credits under the first time that the course was taken.





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A/D	Course Code	Course Name	Course Year	Course Term	Course Credit	Course Mark
—	IEP1219	Math 10 - IEP	10/11	3	3	70
A	IEP1219	Math 10 - IEP	11/12	2	2	69

**Course Term:** 1. First Semester  
2. Second Semester  
3. Third Semester

**Return Completed Form To: Fax: (867) 873-0499**  
Student Records  
Dept. of Education, Culture & Employment  
P.O. Box 1320  
Yellowknife, NT X1A 2L9

**Reset**

\_\_\_\_\_
\_\_\_\_\_  
 Principal's Approval                      Date

NWT00098

Ensure that the form has been signed and dated before submitting

The validation statement for students on IEPs will have an “I” in the “Course Type” column and the following statement in the “Graduation Status” box:

Has not met the graduation requirements. IEP does not meet curricular objectives of a regular Senior Secondary Program.

The transcript for students on IEPs who receive a “**school leaving certificate**” will also have this note.



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### STUDENT RECORDS

#### Student Validation Statement

Credits Earned / Course Marks / Exam Marks / Final Marks

**THIS IS NOT AN OFFICIAL TRANSCRIPT**

Student Name:

Total Credits: 110

NT Student #:

Graduation Status:

Date of Birth:

*Has not met the graduation requirements  
IEP does not meet curricular objectives of a regular  
Senior Secondary Program*

Year	Term	School	Cre Code	Course Name	Type	Cr	Credits	Course	Exam	Final	Trscpt
<b>Language Arts</b>											
06/07	1	79	FSL1099	French 10-9Y	I	F	5	65		65	65
06/07	1	79	FSL1309	French 10	I	F	5	65		65	65
06/07	1	79	IEP1149	English Grade 10 - IEP	I	E	5	60		60	60
08/09	1	77	IEP2149	English Grade 11 - IEP	I	E	5	75		75	75
09/10	1	77	IEP3149	English Grade 12 - IEP	I	E	5	89		89	89
<b>Social Studies</b>											
06/07	1	79	IEP1169	Social Studies Grade 10 - IEP	I	E	5	65		65	65
07/08	2	77	IEP2169	Social Studies Grade 11 - IEP	I	E	5	68		68	68
08/09	2	77	IEP3169	Social Studies Grade 12 - IEP	I	E	5	80		80	80
06/07	2	77	LDC3460	Religious Studies 35	I	E	3	80		80	80
07/08	2	77	SST1193	Northern Studies 10	E		3	70		70	70
<b>Mathematics</b>											
06/07	1	79	IEP1219	Mathematics Grade 10 - IEP	I	EN	2	75		75	75
08/09	1	77	IEP2219	Mathematics Grade 11 - IEP	I	EN	5	80		80	80
09/10	1	77	IEP3219	Mathematics Grade 12 - IEP	I	EN	5	80		80	80
<b>Sciences</b>											
06/07	2	79	IEP1299	Science Grade 10 - IEP	I	FN	5	75		75	75
07/08	2	77	IEP2299	Science Grade 11 - IEP	I	EN	5	65		65	65
09/10	2	77	IEP3299	Science Grade 12 - IEP	I	EN	5	85		85	85
<b>Fine Arts</b>											
07/08	1	79	NA1400	Ar: 10		EN	3	81		81	81
07/08	1	79	NA1424	General Music 10		EN	0	44		44	44
08/09	1	77	NA2400	Ar: 20		EN	3	85		85	85
<b>Career &amp; Life Management</b>											
09/10	2	77	LDC2417	Community Service 20		EN	1				
05/06	2	77	PED0769	Career and Program Plan	I	EN	1				
06/07	2	79	PED0770	Career and Life Management	I	EN	3	65		65	65
06/07	2	79	PED1445	Physical Ed 10 (pre2010)	I	EN	5	56		56	56
08/09	1	77	PED3445	Physical Ed 30		EN	3	90		90	90
09/10	1	77	PED3445	Physical Ed 30		EN	0	69		69	90
<b>Career &amp; Technology Studies</b>											
09/10	2	77	COM1080	Digital Design 1		EN	1	75		75	75
08/09	2	77	CON1010x	Basic Tools & Materials		EN	1	80		80	80
09/10	2	77	CON1130	Solid Stock Construction		EN	1	65		65	65
09/10	1	77	DES1010	Sketch, Draw & Model		EN	1	94		94	94
09/10	2	77	DES1020	The Design Process		EN	1	85		85	85
04/05	1	83	FOD1030	Snacks & Appetizers		EN	1	68		68	68
09/10	1	77	INF1020	Keyboarding 1		EN	1	75		75	75
07/08	2	77	INF1030	Word Processing 1		EN	1	65		65	65
09/10	2	77	INF1040	Graphic Tools		EN	1	82		82	82

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### 3.1.4 TIENET

TIENET stands for Technology for Improving Education Net (also known as PowerSchool Special Education) and is the current ECE application that facilitates development and documentation of a Student Support Plan (SSP) or an Individual Education Plan (IEP). The application is accessed through PowerSchool. Security rights within the TIENET application are determined in PowerSchool, where staffs are assigned a specific level of access appropriate to their role.



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TIENET transfers data from PowerSchool to TIENET in regards to staff designations and student demographic information. The data transfer is synchronized nightly. Since staff designations and student demographic information is housed in both PowerSchool and TIENET, PowerSchool is designated as the authoritative source of information transferred from PowerSchool to TIENET.

Application support should be provided to end users from the PST and the Regional Inclusive Schooling Coordinator. Application questions that cannot be resolved locally should be directed by the Regional Inclusive Schooling Coordinator to the ECE System Administrator. If a PST or a Regional Inclusive Schooling Coordinator requires training with TIENET, please inform the ECE Inclusive Schooling Coordinator.

Technical and development support for TIENET is accessed through the ECE System Administrator who will coordinate with a technician at PowerSchool.

Changes to the applications functionality and reporting capabilities must be directed from the ECE Inclusive Schooling Coordinator to the ECE System Administrator. End user requests for change should flow from the Regional Inclusive Schooling Coordinator to the ECE Inclusive Schooling Coordinator who will consider it and initiate a change management process if it is to be implemented system wide. All changes to the functionality and reporting nature of the application must be universally applied to all school boards and schools.

Help Guides, including Northwest Territories specific Quick Reference and User Guides, can be found in TIENET by clicking on Help.

For additional assistance, contact the PowerSchool Board Lead for your region.

### 3.2 School-based Strategies

#### 3.2.1 School-based Support Team

The establishment and operation of a **School-based Support Team (SBST)** in which each participant plays an effective role is essential to the success of an inclusive school and its' teachers.

The **School-Based Support Team** consists of the principal/assistant principal(s), the program support teacher(s), the support assistant(s) (as appropriate) and other staff including counselors, mentors, and others. While these may be the core members in larger schools, actual membership will vary depending on the school and the number of



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staff members. However, whatever the size of the community or the school, it is critical that collaboration occurs in order to problem solve together and best meet student needs. In very small schools, this might occur through virtual meetings with Regional/District staff or with teachers and administration from another school.

Whatever the circumstance, making the school program work for a diverse student population is not always easy, but it is achievable. It requires a great deal of collaborative effort by staff members to resolve the challenges that inevitably come to the surface in classrooms. Strong and effective collaborative structures that tap into the knowledge, experience and expertise of the educators working in the school/district are the primary building blocks for success. The primary roles of the SBST members should be to support the classroom teacher through coaching, co-teaching, co-planning and consultation. They should function as a team with a shared vision, a focus on collaboration, collegial support, joint problem-solving and promising practices and strategies that result in teacher and student success.

### 3.2.2 Resources:

With the department, NWT educators have produced valuable supporting resources that remain important in the details of professional practice. They remain operative and will be regularly updated to provide useful direction to regional/district staff and school based educators. These documents include:

- Dealing with Child Abuse: A Handbook for School Personnel: Frequently Asked Questions (2012)
- Honouring the Spirit of Our Children: A Framework for School Counselling Programs of the Northwest Territories (2004)
- Northwest Territories Program Support Guide: Programming for Student Success (Revised January 2008)
- Northwest Territories Individual Education Plans: Guidelines for Development & Implementation (2010) and Teacher Resource Kit (2006)
- Northwest Territories Student Support Plans: Guidelines for Development and Teacher Resource Kit (2006)
- Support Assistant Handbook (Draft 2016)
- Support Assistant Competency Profile (2008)



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### 3.3 Distance Learning

Alternative methods of course delivery are often required to meet the individual needs of students. In NWT schools, distance learning can be used to provide access to courses or programs which:

- cannot be offered locally because of a lack of teacher expertise or sufficient student numbers;
- do not fit into a student’s timetable in a standard school day;
- enhance or enrich regular classroom instruction;
- can be accessed as a part of a home-schooling program or by students with prolonged illnesses or disability.

Distance Learning may be print-based, electronic, or online. It can significantly enhance the course offerings of small senior secondary schools in which a teacher will typically handle multiple courses for students at many levels. It is appropriate for accessing advanced level or specialized courses for students who couldn’t otherwise have access to them, and provides students with access to teachers who are subject matter experts. Online Learning has also added flexibility of course delivery with ability for high schools to offer a broad range of courses to small numbers of students when teaching staff is not available. Three programs are available to NWT high school students:

1) Alberta Distance Learning Courses (ADLC) Alberta Distance Learning offers print and online courses that can result in high school credits. Because these courses are asynchronous and not in cohorts, students need to be self-directed learners and have appropriate supports provided at the school level and/or at home.

2) Northern Distance Learning (NDL) This program offers academic level courses (“-1”) through videoconferencing with student cohorts in various NWT communities facilitated by teachers from East Three Secondary School in Inuvik. The students in the communities join the classes at a scheduled time and are supported by in-class experts in the subject areas studied. Boards who are interested in joining this program should contact the Teaching and Learning Division at ECE to ask about “Northern Distance Learning

3. Sunchild e-learning (<http://www.sccyber.net/>) is being used by some mature students in the NWT.



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### 3.3.1 Implementation

School organizational factors that contribute to successful use of distance learning for students include:

- a dedicated distance learning facilitator (known as a monitor in NDL)
- scheduled distance learning time in student timetables for ADLC. For NDL, scheduling generally must be arranged in February/March to match the NDL host school schedule.
- a plan for students to complete courses in a timely manner. In ADLC, students require close monitoring since the courses are experienced asynchronously. In NDL, schools are required to provide a qualified support person ('monitor') to assist students during and after the live courses.
- access to additional relevant resources

For NDL, the monitor needs to be qualified in the subject areas of the courses in which the student(s) is enrolled. For ADLC, the distance learning facilitator need not be a subject specialist. Responsibilities include such things as general encouragement, helping to create a work plan with deadlines, ensuring timelines are met, and facilitating contact with the remote instructor for help when needed.

Staff are encouraged to have students who are considering distance learning courses to reflect on their own self-directed learning capacities:

- motivation and commitment
- levels of support required
- organizational skills
- level of proficiency with computers
- attendance patterns
- prerequisite content and skill levels
- independent work habits

Alberta Distance Learning Centre (ADLC) provides tutorials that orient students on the use of the [Moodle learning management system, used to deliver on-line courses](#). It is highly recommended that students take this session before starting their first course..

### 3.3.2 Registration and Marks

Students must be registered in distance learning courses through their school. This includes students who are being home-schooled.



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Alberta Distance Learning Courses (ADLC). The school must inform Student records of any students who have completed distances learning courses.

Note: Schools are provided with an ADLC username and password for students registered ADLC courses, allowing schools and parents to monitor student progress.

Students taking a distance learning course for which there is a diploma examination must complete the course before the required deadline and write the applicable diploma examination as scheduled to receive credit.

Northern Distance Learning (NDL). Students register in their own schools for courses that are taught by teachers in the Inuvik hub. Grades are submitted back to the school where the students are enrolled by the hub teachers. These grades are entered into the schools Powerschool reporting systems.

### 3.3.3 Funding

Each NWT high school receives funding for distance learning through the Secondary School Materials and Distance Learning Fund. This fund is intended to provide for trades, libraries and distance learning. The costs of NDL (Northern Distance Learning) are significantly reduced when, for example, a third of this fund is locally budgeted for distance learning.

Currently ECE provides support for the local support person, or ‘monitor’.

***Schools may also choose to purchase print versions of courses from the Alberta Distance Learning Centre at their own cost for teachers to use as resources to enrich their classroom activities.***

### 3.3.4 On-line Learning

Approved online Learning Courses are available from these sources:

#### 1. Northern Distance Learning (NDL)

This program is in a pilot stage involving six schools over three District Education Councils. Current academic courses being offered are in response to the needs of participating schools:

- Social Studies 10-1, 20-1
- English Language Arts 10-1, 20-1, 30-1



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- Science 10, Biology 20, Biology 30
- Math 10C, Math 20-1

Schools wishing to be involved in this program that brings live academic learning in student cohorts to small community high schools should contact:

Gene Jenks: program coordinator: [Gene\\_Jenks@bdec.learnnet.nt.ca](mailto:Gene_Jenks@bdec.learnnet.nt.ca)

Blake Wile: working group chair: [blake\\_wile@gov.nt.ca](mailto:blake_wile@gov.nt.ca)

### 2. Alberta Distance Learning Centre (ADLC)

A complete and current list of online learning courses is available at the Alberta Distance Learning Centre (ALDC) website at: <http://www.adlc.ca/>. These lists also identify whether courses are available in print or online delivery, or both.

Alberta Distance Learning Centre - Main Office

4601 - 63 Avenue

(Box 4000)

Barrhead, Alberta T7N 1P4 CANADA

Phone: 780-674-5333

**Toll-free: 1-866-774-5333**

Fax: 780-674-7593

Email: [information@adlc.ca](mailto:information@adlc.ca)

### 3. Sunchild E-Learning Community.

A list of courses offered through the Sunchild E-Learning Community is available at <http://www.sccyber.net/courses-offered.html>.

They may be contacted via email at email: [administration@sccyber.net](mailto:administration@sccyber.net)

## 3.4 Career and Technology Studies (CTS)

### Support for Required Grade 12 Level Credits

CTS courses of one credit each may be used to satisfy the requirement of ten credits of additional 30 level (grade 12) credits in areas of interest to students.

The following CTS advanced level (3000) courses have no prerequisites:





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#### Business, Administration, Finance, & Information Technology (BIT) Cluster

Occupational Area	Course Name and Number
<b>Financial Management</b>	FIN3050: Small Business Taxation FIN3080: Personal Investment Planning 1
<b>Information Processing</b>	INF3010: Hardware & Software Analysis INF3080: Project Management Tools
<b>Enterprise and Innovation</b>	ENT3010: Managing the Venture ENT3020: Expanding the Venture
<b>Management and Marketing</b>	MAM3010: The Business Organization MAM3020: Business in the Canadian Economy MAM3030: Business in the Global Marketplace MAM3040: Promotion: Sales techniques MAM3050: Distributing Goods & Services MAM3060: Setting Up a Retail Store MAM3100: Promotion: Broadcast Advertising MAM3130: Agriculture Marketing MAM3140: Energy & Resources Market Basics & Trends MAM3150: The Forest Marketplace
<b>Networking</b>	NET3100: Network Media & Devices, Security

#### Health, Recreation, and Human Services (HRH) Cluster

Occupational Area	Course Name and Number
<b>Community Care Services</b>	CCS3050: Supporting Positive Behaviour CCS3060: Supporting Persons with Disabilities CCS3110: Early Learning and Child Care 1
<b>Health Care Services</b>	HCS3000: Workplace Safety Systems HCS3040: Child Care First Aid HCS3060: Pregnancy, Birth, & Infant Care HCS3150: Advances in Medical Technology
<b>Human &amp; Social Services</b>	HSS3050: Becoming a Mentee HSS3090: Governance & Leadership
<b>Legal Studies</b>	LGS3010: Property Law LGS3020: Dispute Resolution LGS3040: Negligence



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	LGS3050: Small Business Law
	LGS3060: Controversy & Change
	LGS3070: Landmark Decisions
	LGS3080: Criminal Law
<b>Recreation</b>	REC3130: Officiating REC3140: Sport & Society
<b>Tourism</b>	TOU3060: Destination Management

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### Media, Design, & Communication Arts (MDC) Cluster

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<b>Occupational Area</b>	<b>Course Name and Number</b>
<b>Design</b>	DES3165: Presentation DES3170: Future of Design
<b>Fashion Studies</b>	FAS3070: Creators of Fashion FAS3120: Wearable Art FAS3140: Fashion Retailing

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### Natural Resources

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<b>Occupational Area</b>	<b>Course Name and Number</b>
<b>Agriculture</b>	AGR3000: Agriculture Safety AGR3100: Biotechnology
<b>Environmental Stewardship</b>	ENS3040: Energy & the Environment ENS3050: Environmental Politics
<b>Forestry</b>	FOR3010: Issues & Trends in Forestry FOR3080: Forest Research & Development FOR3110: Silviculture
<b>Wildlife</b>	WLD3020: Wildlife Protection & Stewardship WLD3040: Wildlife Management Research Study WLD3050: Wildlife Management Principles

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## Section 3 – Supporting Student Success

### Trades, Manufacturing, & Transportation

Occupational Area	Course Name and Number
Electro Technologies	ELT3110: Amplifiers
	ELT3140: Motors
	ELT3205: Expert Systems
Mechanics	MEC3010: Buying & Selling Vehicles

### 3.5 Knowledge and Employability Courses

Knowledge and Employability (K&E) courses can only be offered in special circumstances to students who are not experiencing success within existing academic courses. This would be documented in the students' previously existing Student Support Plan (SSP) or Individual Education Plan (IEP).

K & E courses do not satisfy the requirements for an NWT High School Diploma. Although they may contribute to elective credits, they do not satisfy the subject specific requirements. Therefore, enrollment in these courses will only be granted when each student and their parent/guardian are made aware of the limitations for graduation. This information must be contained in a letter, signed by the parent/guardian, the student and the School Principal. This letter must be submitted to the Department and a copy maintained in the Student Support File.

If all documented need and informed consent requirements have been met, the following K&E courses will be recognized by ECE:

Math 10-4    Social Studies 10-4    Science 10-4

Math 20-4    Social Studies 20-4    Science 20-4

The NWT courses Literacy 10, 20, and 30 should be used for students for whom ELA 10-2, 20-2, and 30-2 are not suitable, not the ELA-4 series of courses.

### 3.6 Parenting – Child Care Programs

Several Senior Secondary Schools are now offering or are developing programs to assist young parents in the continuation of their education.



### Section 3 – Supporting Student Success

Assistance is available to schools/communities wishing to develop early childhood programs. Regional offices can also assist parents by providing information about qualifying for financial assistance for childcare fees.

#### Contact Information

**Dehcho** Regional ECE Office  
Early Childhood Program  
Phone: (867) 695-7329  
Fax: (867) 695-7351

**Beaufort-Delta** Regional ECE Office  
Early Childhood Program  
Phone: (867) 777-7365  
Fax: (867) 777-7219

**North Slave** Regional ECE Office  
Early Childhood Program  
Phone: (867) 767-9356  
Fax: (867) 873-0423

**Sahtu** Regional ECE Office  
Early Childhood Program  
Phone: (867) 587-7160  
Fax: (867) 587-2612

**South Slave** Regional ECE Office  
Early Childhood Program  
Phone: (867) 872-7434  
Fax: (867) 872-4507

### 3.7 Schools North Apprenticeship Program (SNAP)

The Schools North Apprenticeship Program (SNAP) is an opportunity for high school students in the NWT to earn credits and pursue a career in the trades. Students gain valuable practical experience on an employer's worksite while continuing their high school education and preparing for post-secondary studies.



## Section 3 – Supporting Student Success

SNAP provides students with the essential skills and work place experiences either, on a part-time or full time basis. SNAP students can accrue time for credits both during the school year and through summer and weekend employment.

SNAP is designed to meet the following objectives:

- Provide new opportunities to facilitate the school to work transition for secondary school students;
- Explore career options
- Enhance understanding and motivate the student for academic studies and life-long learning
- Build a skilled workforce.

### 3.7.1 Process for Enrolling

SNAP is administered through the Advanced Education division of ECE and students must apply to the program to be a recognized SNAP student. ECE has developed a SNAP handbook which outlines in detail the protocols and procedures for the students, school and employer. In general terms the student, working with the school and employer, will:

- Make an initial selection of which trade they would be interested in.
- Contact the Regional Career Development Officer who works with the school and student to identify potential employers.
- Establish and initiate interviews with employers to attain an apprentice position
- Register the student as a SNAP apprentice.
- Explore and establish both long and short term scheduling to meet the needs of both the student and employer.
- Sign the apprenticeship contract in accordance with the SNAP protocols as detailed in the NWT Apprenticeship Schools North Apprenticeship Program pamphlet.

Students enrolled in the SNAP program are not required to write the Trades Entrance Examination or to take technical training while they are enrolled in high school. Students will only need to write the Trades Entrance Exam if they do not successfully complete the course prerequisites for their trade as identified by the NWT Apprenticeship Board.



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### 3.7.2 SNAP Manual and Forms

The regional Career Development Officer will provide the current manual and forms.

See section 9.2.5 for contact information for Career Development Officers.

### 3.7.3 Resources

**Canadian Apprenticeship Forum** – Apprenticeship 101

[http://caf-fca.org/index.php?page=apprenticeship-101&hl=en\\_CA](http://caf-fca.org/index.php?page=apprenticeship-101&hl=en_CA)

**Jobsnorth** – Career resources – Apprenticeship

[http://www.jobsnorth.ca/career\\_app.asp?sec=career\\_app&mainsec=career](http://www.jobsnorth.ca/career_app.asp?sec=career_app&mainsec=career)

**Red Seal** – The Interprovincial Standards Red Seal Program

<http://www.red-seal.ca/w.2lcome@.jsp?lang=eng>

## 3.8 Learning Support for Persons with Disabilities

The NWT Disabilities Council offers Learning Support for Persons with Disabilities (LSPD) Funding. This funding is designed to help adults living with disabilities to achieve their learning goals.

To be eligible for funding, the person applying must be:

- at least 18 of years of age and not in high school
- Living with a disability
- A resident of the NWT
- Involved in a learning activity which demonstrates a commitment to achieving employment or educational goals
- Unable to secure funding from any other source

A copy of the program Guidelines and Application is located in Section 9 Documents folder as Learning-Support-for-Individuals is available in digital format on the NWT Disabilities Council website under *Program* at <http://www.nwtcd.net/wp-content/uploads/2014/04/Learning-Support-for-Individuals.pdf>.