

CSFTNO

Operating Plan for 2017–2018 School
Year (Ending June 30, 2018)

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Introduction

The Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) was established in November 2001, after its two schools were already in operation. École Allain St-Cyr in Yellowknife opened its doors in September 1989, followed by École Boréale [in Hay River] in September 1991. Both schools began as programs under the local English school board, with oversight provided by a parents' committee.

The CSFTNO has a five-year strategic plan covering the period from 2015 to 2020. The mission, vision and objectives were reviewed when the strategic plan was developed in 2015–2016.

Mission

To provide and promote quality French first-language education services to kindergarten, elementary and secondary school students in the Northwest Territories.

Vision

To enable students to develop their skills and cultivate their talents according to their specific needs, in the context of their holistic development as individuals and as Francophones.

Goals

The CSFTNO's 2015–2020 Strategic Plan encompasses five strategic areas. The CSFTNO has set a priority for each strategic area. They are as follows:

Strategic Area 1 – **STUDENT SUCCESS AND WELL-BEING**

Priority: Support and facilitate improved performance, well-being and overall success for every student.

Strategic Area 2 – **FRANCOPHONE AND COMMUNITY SPACE**

Priority: Create and nurture a French-language space for our students.

Strategic Area 3 – **PARENT AND FAMILY ENGAGEMENT**

Priority: Actively encourage and support parental participation and engagement.

Strategic Area 4 – **FRENCH SCHOOL: TOP CHOICE FOR PARENTS**

Ensure the CSFTNO's continuing growth and vitality.

Strategic Area 5 – **EFFECTIVE MANAGEMENT AND GOVERNANCE**

Priority: Manage the CSFTNO's resources in an equitable, efficient and transparent manner.

CSFTNO Demographics

Table 1: Enrolment (FTE)¹ by school and by grade as of September 30, 2016

		Number of Students														
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total FTE
Hay River	École Boréale	7.5	6.00	5.00	5.00	1.00	9.00	6.00	5.00	4.00	9.00	4.00	12.00	5.00	10.50	81.50
Yellowknife	École Allain St-Cyr	15.0	9.00	7.00	11.00	12.50	11.00	20.50	8.50	11.00	9.00	4.00	4.00	8.00	2.00	117.50
CSFTNO Total		22.5	15.00	12.00	16.00	13.50	20.00	26.50	13.50	15.00	18.00	8.00	16.00	13.00	12.50	199.00

Table 2: Registration in alternative programs as of September 30, 2016

Program	Number of Students (FTE)
Alternative secondary school program	N/A ²

About the region

Our schools serve children of rights holder parents, in accordance with the three criteria set out in section 23 of the *Canadian Charter of Rights and Freedoms*, and the three categories added by the Ministerial Directive – Enrolment of Students in French First Language Education Programs (2016), i.e., Reacquisition, Non-citizen Francophone and New Immigrant.

School profiles

Table 3: Profile of CSFTNO schools for 2017–2018

School	Community	Grades Taught
Allain St-Cyr	Yellowknife	JK–12
Boréale	Hay River	JK–12

¹ FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2016.

² Not applicable as Alternative High School Programs are not currently offered at CSFTNO.

École Allain St-Cyr

Anticipated school population: 125 students

Table 4.1: Details of number of classes by grade, École Allain St-Cyr

Grades (including combined classes)	Number of Classes
Junior kindergarten	1
Kindergarten	1
Grades 1/2	1
Grades 3/4	1
Grades 4/5	1
Grade 6	1
Grades 7/8	1
Grade 9	1
Grade 10	1
Grade 11	1
Grade 12	1

Breakdown of staff:

- Full-time principal + Aboriginal program
- Full-time PST + leadership team
- Elementary (JK–6)
 - 6 teachers (1 teacher at 0.8 FTE, 1 teacher – math lead + leadership team)
 - English specialist, 4–6; Physical Education, JK–2 (0.5 FTE)
- Secondary (7–12)
 - English specialist, 7–12 + electives
 - French specialist , 7–12 + electives + literacy lead
 - Math and Science specialist, 10–12
 - Social Studies + Math specialist, 7–9 + electives + leadership team
 - Health and Science teacher, 7–9 + Visual Arts and Drama specialist, JK–12 + electives
 - Physical Education specialist , 3–12; Technology, 7–10; electives + technology lead + leadership team
- Support assistants
 - 3
- Custodian
 - 1
- Secretary/librarian
 - 1



École Boréale

Anticipated school population: 80 students

Table 4.2: Detail of number of classes by grade, École Boréale

Grades (including combined classes)	Number of Classes
Junior kindergarten/kindergarten	1
Grades 1/2	1
Grades 3/4	1
Grades 5/6	1
Grades 7/8	1
Grade 9	1
Grade 10	1
Grade 11	1
Grade 12	1

Breakdown of staff:

- Full-time principal
- Full-time PST + leadership team
- Elementary (JK–6)
 - 4 teachers (1 teacher – literacy lead + leadership team, 1 teacher – math lead + Math, 7–9 + Physical Education)
- Secondary (7–12)
 - English specialist , 4–12 + Health, 7–9
 - French specialist , 7–12 + electives + technology lead + leadership team
 - Math and Science specialist , 10–12
 - Social Studies + Science specialist (Biology 20 and 30) + Physical Education + Aboriginal program + Career and Life Management + Guidance
- Support assistants
 - 2.3
- Custodian
 - 1
- Secretary/librarian
 - 1



Information about Student Progress

Early Development Instrument

The Early Development Instrument (EDI) is a population-based measure of the level of readiness for school entry. The tool was developed at the Offord Centre for Child Studies at McMaster University, and it has been used in all provinces and territories except Nunavut. The EDI is a checklist completed by kindergarten teachers. The EDI is not used as a diagnostic tool for individual children. Rather, it provides a snapshot of school readiness for groups of four- and five-year-olds as they prepare to enter kindergarten or Grade 1. The EDI measures student progress by asking questions about five dimensions that researchers call “developmental areas”: physical health and well-being, emotional maturity, communication skills and general knowledge, social competence, and language and cognitive development.

The scores obtained identify the percentage of children who are ready to begin their first year of school, and the percentage of children who are not. Average scores are divided into three categories: Children who score below 10% are considered “vulnerable”, and those who score between 10% and 25% are considered “at risk”. Children who score above 25% are on the right track and ready for school. These categories are based on child development norms in effect across the country. Vulnerable children who do not receive additional attention or support could face challenges at school or in society. With the EDI, vulnerability has a statistical meaning and identifies a potential developmental delay.

For reasons of confidentiality, CSFTNO EDI data for the 2015–2016 school year cannot be released, since the minimum reporting threshold (questionnaire must be completed for at least 10 children attending the same education body) was not attained.

Middle Years Development Instrument

The Middle Years Development Instrument is a population-based measure and self-report questionnaire completed by children in Grade 4 and Grade 7. It asks them how they think and feel about their experiences both inside and outside of school. The questionnaire is administered by researchers from the Human Early Learning Partnership (HELP). The MDI asks questions about three dimensions of development: well-being, health and academic achievement. The well-being index examines critical aspects of the development of children of this age: optimism, happiness, self-esteem, sadness and overall health. Scores from these measures are combined to characterize students’ well-being: “thriving,” “medium to high well-being” or “low well-being”. The percentage of students who are “thriving” or doing very well is indicated in green, the percentage of children reporting medium to high well-being, in yellow, and the percentage of children reporting low well-being, in red.

The MDI also asks questions about positive aspects of the students’ lives. The MDI assets index combines measures highlighting four critical dimensions supporting children’s positive development and well-being, including positive experiences, relationships and behaviours in their lives.

For reasons of confidentiality, CSFTNO MDI data for the 2015–2016 school year cannot be released, since the minimum reporting threshold (questionnaire must be completed for at least 35 children attending the same education body) was not attained.

CSFTNO Governance Structure

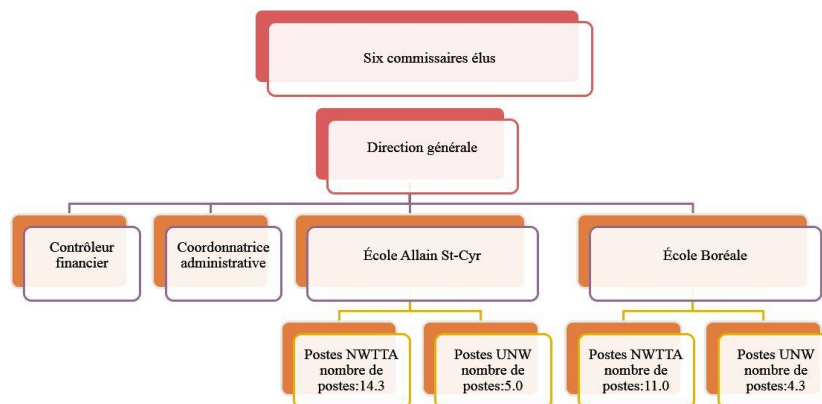
The CSFTNO was established in November 2001 as a non-profit organization. The CSFTNO's Board of Directors consists of six elected members: three from Yellowknife and three from Hay River. The last election was held in October 2015. Board members may run for a second term. They have to be re-elected for the next three-year term. The school board Chair reports to the Minister of Education. The Chair ensures that the school board operates smoothly. The Chair can also represent the school board in contacts with outside organizations.

There are six trustees, three members from Yellowknife (Simon Cloutier, Chair; Christian Marcoux, Treasurer; and Étienne Croteau) and three members from Hay River (Natalie Campbell, Vice-Chair; David Couture; and Michael St-Amour). The superintendent is Yvonne Careen. *The CSFTNO's* Board of Trustees meets monthly, except in July and August. We also have two, two-day retreats: one in the fall, and one in the spring.

Besides the superintendent, there are two employees at the CSFTNO, a Comptroller and an Office Coordinator/Communications Officer.



COMMISSION SCOLAIRE FRANCOPHONE DES TNO



Commitment to Education

The Minister of Education, Culture and Employment is responsible for implementing the Ministerial Mandate, set by the 18th Legislative Assembly in order to advance the priorities set by the Members to build a healthy, just and prosperous society. Education bodies and the Department of Education, Culture and Employment (ECE) share the responsibility for implementing priorities. Education bodies must also create programs, strategies and activities to support these priorities where applicable. The priorities are as follows:

- Implement the Education Renewal Action Plan:
 - Apply the Aboriginal Language Culture-Based Education Directive
 - Apply the Inclusive Schooling Directive (K–12);
 - Create new graduation pathways, improve graduation rates and enhance post-secondary education opportunities;
 - Expand the NWT distance learning pilot project;
- Implement resiliency programming for students in schools, in cooperation with the Department of Municipal and Community Affairs;
- Make the JK program available to all four-year-olds in the Northwest Territories.

ECE has four areas of focus in the delivery of high-quality education to students in the NWT. Within each of these four areas, education bodies have the flexibility to plan and implement programs, strategies and/or activities to meet the unique needs of their students in their communities.

Language, Culture and Identity

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Language, Culture and Identity.

One of our goals is to create and nurture a French space for our students. We will do so by providing a number of curricular and extracurricular activities for our students. To promote Aboriginal languages, cultures and identity, our teachers incorporate activities from the Dene Kede program into their planning. Students take part in Aboriginal camps organized by Yellowknife Education District 1, and staff participate in a two-day cultural orientation. We post Dene laws at school and at our central office, and we encourage our students to apply them daily.

Next year, we anticipate sending students to the following events: Youth Parliament, Destination Clic, Encounters with Canada, the Jeux de la francophonie, the Association canadienne d'éducation en langue française (ACELF) convention at the end of September, and other territorial/national activities with youth leadership components. These activities are significant because our students come into contact with Francophone students from across Canada and take part in activities led by Francophones for Francophones. Students taking part in these activities come back with colourful stories to tell and the recognition that living and learning in French is an added value.

In addition, our Grade 7 to 9 students will be taking part in Leadership Camp, held annually in the Hay River area. Students from both our schools get to know each other, have experiences on the land with Aboriginal elders, and develop leadership qualities.

At the same time, Grade 10 to 12 students from both our schools will be touring post-secondary institutions in Grande Prairie this year. Even though there is no French-language college or university in Grande Prairie, the fact is that, often, some of our students enrol at Fairview College or Grande Prairie College. We will be making the following rounds: 2017 – Grande Prairie, 2018 – Calgary, and 2019 – Edmonton. The teachers and students speak French together and listen to music in French. When in Edmonton, they visit Faculté St-Jean and Centre collégial de l'Alberta. These two activities take place at the beginning of October. Some of our students also tour Aurora campus in Fort Smith.

Students in K–6 take part in Snow Camp, which is held every March or April.

Since we live in a minority community, the school must be a French space. To maintain this French space, we will be continuing with initiatives such as Boréo Dollars at École Boréale, and tokens at Allain St-Cyr. The students will collect dollars or tokens, which they can use at carnivals. These activities encourage students to speak French all the time. The students like these activities. Secondary students at Allain St-Cyr speak French almost all the time. This is a challenge at Boréale, and we are working hard to ensure that our secondary students speak French. We have noticed a significant improvement in that regard over the past few years.

We will also be working with the Association des parents ayants droit de Yellowknife, the Association franco-culturelle de Yellowknife and the Association franco-culturelle de Hay River in organizing author/artist visits, shows, facilitated activities, camps, sugar shacks and the youth film fest.

For our secondary students, there will be activities to mark the start of the school year, a canoe camp and, of course, graduation ceremonies. Graduation marks the end of the French school experience, and our students are very proud to call themselves Francophones and/or bilingual. Francophone identity and identification with our schools are apparent at our graduation ceremonies. It should be noted that many of our students have completed 13 years of education in our schools and are very proud of that.

Our students will also be taking part in the public speaking contest organized by Canadian Parents for French, and in the Dragon's Den competition in Hay River. All of these activities help students build their identity by being exposed to authentic experiences in French with students from other schools. By listening to other students, they realize the difference between Core French, immersion and French first language programs, and they are proud of their ability in French.

We will be providing francization programs to meet the needs of new students at our schools who are not as proficient in French. Francophones from eastern Canada who come to our schools often need introductory English courses. We will be providing such courses as well. When these students begin

taking English in Grade 4, their ability in English is unique to them. Our teachers are very versatile and use a number of differentiated strategies to address multiple needs. As soon as the English specialist feels that students are ready to advance to the next level of difficulty, she encourages and guides them. Example: An Algerian student who spoke very little English and French started Grade 6 at Allain St-Cyr. By the end of Grade 11, he was taking French 20-1 and English 20-2. He is now trilingual. Next year, two students will be taking ELA 30-2 in the first semester and ELA 30-1 in the second semester with the other Grade 12 students. Our schools are proud to provide our students with lasting bilingualism.

All of these activities are possible in large part through funding we receive from Canadian Heritage—funding from the federal government for French schools. For some activities, our partners make in-kind contributions to ensure they run smoothly.

Health, Wellness and Student Support

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Health, Wellness and Student Support.

We are currently looking at how to place greater emphasis on Health, Wellness and Student Support. To that end, we plan to offer the following:

- JK–6 – *Vers le Pacifique* (continuing) – training – August 29, Yellowknife
- 7–12 – GoToEducator – Mental health – training – August 29, Yellowknife
- 7–8 – 4th R – training to be provided by ECE
- 9–12 – Healthy Relationships – training to be provided by ECE

It is challenging for the CSFTNO to find trainers who can provide this training in French.

For a number of years, we have been using strategies and tools to teach and promote self-regulation. We worked with a consultant who helped us with the biological aspect, and we are continuing our efforts in that area. In 2016–2017, we were fortunate to have a consultant come to Allain St-Cyr. She really broadened our understanding of the more emotional dimensions of self-regulation. We are continuing our work in that regard. Boréale would really like to take part in this initiative in 2017–2018.

A staff member at each school will spend part of his/her time counselling secondary students. We will need to train these teachers.

It is impossible for the school board to hire a counsellor because we have very little funding for that. The counsellor has specialized training that no current member of our staff has. However, the teachers are doing their best to meet students' needs.

We will have to develop an action plan or procedures for a variety of needs, including mental health.

At both our schools, we plan to continue promoting healthy eating through Drop the Pop, the Healthy Foods Initiative and Breakfast for Learning. We also plan to continue offering physical fitness activities through sports and other activities.

We cannot afford to hire additional staff. We will be making changes to some staff members' duties so that we can better address the needs of all of our students.

Teaching and Learning

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Teaching and Learning.

Through professional learning communities, we are harmonizing instruction in reading and writing in French from kindergarten to Grade 6. We are working in seven-week learning sequences. In 2015–2016, we developed two learning sequences (narrative and informative texts), followed by three learning sequences (narrative and informative texts and poetry) in 2016–2017. We will be developing a fourth learning sequence in 2017–2018. Harmonizing instruction in reading means that we will be studying our data (student outcomes), setting a SMART goal for all students from kindergarten to Grade 6 and creating assessment tools that increase in difficulty and complexity at each level and take curriculum objectives and previously identified assessment criteria into account. At the start of the learning sequence, teachers set a SMART goal for their classroom groups, taking student groups into account. A SMART goal is set for all students from kindergarten to Grade 6. The group of teachers decides what strategies are to be taught explicitly over the following two weeks. At the next Professional Learning Community meeting (weeks 1, 3, 5 and 7), the teachers come together again to share successes, challenges and samples of students' work, to decide which new strategies are to be taught explicitly over the next two weeks, and to come up with solutions or suggest effective practices for their colleagues. In week 4, teachers discuss student progress and identify students in need of targeted measures despite explicit instruction in strategies. In week 7, students complete a summative assessment, and we measure and celebrate the students' success. We also establish an action plan for students who have not passed the summative assessment. With this approach, we have no choice but to harmonize instruction in reading.

In Math, we will be going ahead with our Math Plan in Grades 1 to 6. See enclosed plan for 2016–2017. We are currently reviewing it for 2017–2018. We have been working with a specialist for several years now. We have developed a common calendar, diagnostic tools and end-of-unit tests at all levels from Grades 1 to 7. Student outcomes by unit and grade level are stored in Excel files.

At the secondary level, we anticipate that teachers from Grades 7 to 12 will be creating Google spaces for each of their subjects so students can develop their 21st century skills. The CSFTNO believes that our secondary students will have to be versatile and comfortable with technology in order to be ready to make the transition to post-secondary education. Google Classroom allows teachers and students to connect, communicate and collaborate to work on assignments and projects. In addition, parents wishing to do so can access Google Classroom to support their children more effectively. Google Classroom enables students to become more independent.

We would also like to try to set up a virtual course between our two schools so our students can get a taste of what online courses are like. We are laying the groundwork in 2017–2018 so that we can offer

virtual courses between our two schools in 2018–2019. Eventually, we are planning on offering French courses at the secondary level through the Beaufort Delta/GNWT E-learning project for schools that would like to offer such courses but do not have enough students to do so.

We will be continuing our work with the Reading Apprenticeship program to support the 5–12 literacy framework. We have already sent six teachers for training. We will be sending three other people to the symposium in fall 2017. We will be creating a regional professional learning community from all of these people.

To better identify our students' abilities, we will be administering the Alberta standardized tests to all of our students in Grades 4 to 12 (for subjects for which there is no diploma exam), except, of course, to students in Grades 6 and 9, who will be sitting the Alberta provincial tests. These tests will allow us to make the necessary adjustments and reduce the gap between our students' outcomes and the outcomes of French-speaking students in Alberta. For courses that have diploma exams, there should not be a significant difference between coursework marks and diploma exam marks. Since these exams are similar in format to the Alberta provincial tests and the Alberta diploma exams, our students will be used to taking this kind of exam and answering these types of questions, making them better prepared for them. We will also be able to compare our students' outcomes with those of their French-speaking counterparts in Alberta, as our curricula is based on Alberta's. Our goals and objectives are also the same as those of Alberta's French-language schools. Students in Grade 9 to Grade 12 will also be sitting the science and social studies exams, since the curricula for these subjects are also from Alberta. Students in Grade 4 to Grade 8 will only sit the Alberta standardized exams for French, English and Math.

For technology, we have developed a competency scale from K–9 in connection with the ECE Literacy with ICT JK-12 curriculum to ensure that our students become proficient in basic technology skills. For K–6 students, we have developed a skills log that will be completed by teachers/specialists and will accompany students throughout their schooling. At the middle school level, we will be focusing on a wide range of vocational and technical courses. We will be continuing these efforts in 2017–2018.

Professional Learning

The CSFTNO is responsible for providing professional learning opportunities to build the capacity of its education staff. These opportunities are planned in alignment with both ECE and CSFTNO priorities.

Outlined below are planned professional learning themes for the next school year. An explanation of how each professional learning theme aligns with ECE priorities is also provided. Only group-based professional learning opportunities are included.

We plan to continue developing our professional learning communities. This will be our third year. We plan to engage a consultant to support us through this process. We anticipate that next year will be marked by consolidation and more intensive training with school principals, PSTs and literacy, math and technology “leads” so they will be able to direct our professional learning communities on their own.

Thus far, our professional learning communities have focused on literacy (reading). Next year, these professional learning communities will be more diverse and will cover both school subjects and school operations. The format will be different, however. We will be turning to the School Success Initiative for funding. The professional learning communities will be receiving redirected hours under the STIP for regular meetings required for learning sequences. The professional learning communities will cover Literacy, Reading Apprenticeship, 7–9 Math, 10–12 Math and Science, and Technology. Each school principal will divide up STIP hours accordingly, in cooperation with the superintendent.

We also plan to continue expanding the CSFTNO leadership team. This team consists of the superintendent, the school principals and volunteer teachers at both schools representing the different grade levels. Training will focus on building a strong and collaborative team, creating improvement plans for each school that take the annual planning cycle into account, and gathering data for dashboards for the CSFTNO and its schools. This leadership team assists and supports the superintendent with decision-making and guidance. The leadership team is also broken down by school, providing the principals with guidance and assisting with decision-making at the school. Bernard Roy will be shepherding us through this process.

We also plan to continue our work in 1–6 Math through continuing education with a consultant. She will be working one on one or in small groups to develop skills among our generalist elementary teachers. We find that teachers need support to master the concepts and use effective teaching strategies. She will also be exploring data assessment and follow-up strategies with them.

With regard to Health, Wellness and Student Support, we will definitely have to provide training sessions for the following programs:

- *Vers le Pacifique*
- The 4th R, TAMI
- Healthy Relationships

We plan to have someone from *Vers le Pacifique* come to each of our schools to provide training to new teachers and to do a recap with our veteran teachers. Following the GoToEducator training in Halifax in the summer of 2017, we will be receiving training in mental health. We will also be able to join in the 4th R and Healthy Relationships training provided by the Department of Education.

Total budget, SSI included, is approximately \$65,000.

Table 5: Professional learning themes for school staff for 2017–2018

Regional Professional Learning Themes	
Professional Learning Communities	Literacy (narrative/informative texts, poetry and a 4th sequence to be developed) Reading Apprenticeship 7–9 Math 10–12 Math and Science Technology



Leadership Team	Improvement plans to be developed for each school. Support for school principal and liaison between staff and school principal
Numeracy	7–9 Math Plan
Health, Wellness and Student Support	<i>Vers le Pacifique</i> (JK–6) Mental Health (7–12) Self-Regulation

Student Outcomes and Success

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Academic Achievement.

The CSFTNO has developed a dashboard for itself and its two schools. In 2017–2018, we plan on populating these dashboards with student outcomes. These dashboards will give us a broader and more accurate picture of how our students are faring and create a benchmark, enabling us to raise our expectations in future years. We did not have such a tool before. The dashboards will also include the results of student and parent surveys to be developed in fall 2017. Students and parents will be asked how satisfied they are with various aspects of school life.

The dashboards will also be populated with reading outcomes from the GB+ program (K–4). Results from the Alberta standardized exams and our scores on the Alberta provincial tests and the diploma exams will also be added. The schools' dashboards will include similar data, enabling them to set clear and specific targets in their improvement plans.

The leadership teams will work to improve their understanding of the impact that properly developed and implemented improvement plans can have. Their improved ability to develop improvement plans with clear and specific targets will strengthen teaching, producing a greater and positive impact on student outcomes. A consultant will be assisting the schools in developing improvement plans.

Since the professional learning communities are focused on literacy (reading), we hope not only to continue with reading pathways, but also to develop learning sequences in writing in future years. Twice a year, in October and May, our students take part in testing to measure their performance in writing. Through knowledge transfer, we are already seeing a marked improvement in our students' writing skills.

Student Attendance

Regular school attendance is a contributing factor to student success and career readiness. Students who attend school regularly tend to perform better at school. An attendance rate of 90% or higher is a good objective to have to best support student success. Attendance is defined as the number of students who are present at school and at school-sponsored activities, such as field trips, on-the-land camps, and sporting events during regular school hours. Students who are not present due to sickness, truancy, or other reasons are not counted as present, even if they have an excused reason from parents/guardians.

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Student Attendance.

Our attendance rate is very high: 96%. We are fortunate. Our students and their parents are committed. We plan to continue stressing the importance of regular school attendance. For those few students with attendance challenges, we plan to meet with them and their parents. We will also be looking at the students' course loads to ensure they can succeed by attending school as much as possible. We have a few students who are absent due to significant family problems. Since attendance is mostly an issue at the secondary level, we will be assigning the role of counsellor to one teacher at each school, allowing us to develop positive and proactive relationships with these students.

This will not entail any additional costs.

Efficient Administration of Boards

Human Resources Management

School Staff Recruitment and Retention

The following outlines the CSFTNO's plan to ensure that schools are resourced to meet the priorities and needs of students. As part of recruitment and retention planning, the CSFTNO considers retirement, transfers, resignations, terminations, and contract non-renewals. Together with attrition rates, length of service provides information on staff turnover. Person years are allocated according to the School Funding Formula.

Table 6: Budgeted Person Years for General School Staff

		General School Staff									
		Administration Staff	Teachers*	Consultants	Secretaries	Custodians	School Community Counsellors	Bus Drivers	Cooks	School Administration	Total
Allocated	Region	2.5	17.01	0	0.76	2.03	0.64	0	0	0	22.94
	Region	2.7	0	0	0	0	0	0	0	0	2.7
Budgeted	Allain St-Cyr	0	12.1	0	0.5	1	0	0	0	1	14.6
	Boréale	0	8.8	0	0.5	1	0	0	0	1	11.3
	Total	0	21.3	0	1	2	0	0	0	2	28.6

The superintendent performs a variety of roles in an effort to maximize staff retention at the CSFTNO's schools. Besides leading the CSFTNO, the superintendent serves as Regional Inclusive Schooling Coordinator. With the junior kindergarten program beginning in September, we are going to ask for a letter of permission so that our early childhood educator can teach. She would then become a member of the NWTTA. At Boréale, JK and kindergarten will be combined, due to low enrolment in JK. One teacher will look after both groups. There is a half-time secretary at both of our schools. They work as librarians the other half of the time. We are also receiving funding from Canadian Heritage for francization. There is no space for our 0.8 Support Assistant who looks after francization.

Table 7: Allocated Person Years for Inclusive Schooling and Aboriginal Language Staff, by School

School	Inclusive Schooling Staff (IS)												Aboriginal Language Consultants (ALCs)	
	Regional Coordinator		Program Support Teachers ³		Support Assistants		Wellness Counsellors		Magnet Facilities Staffing		Total IS		Total ALC	
	A*	B†	A	B	A	B	A	B	A	B	A	B	A	B
Regional office	1	0.30	2.00	0	3.16	0	0.5	0	0	0	6.66	0.30	1.0	0
Allain St-Cyr	0	0	0	1	0	2.20	0	0	0	0	0	3.20	0	0.2
Boréale	0	0	0	1	0	1.55	0	0	0	0	0	2.55	0	0.2
Total	1	0.30	2.00	2	3.16	3.75	0.5	0	0	0	6.66	6.05	1.0	0.4

We have Support Assistants at both of our schools. They are versatile and work with all of the students. We will also have two PSTs (FTEs) who will not have any teaching duties in 2017–2018.

We do not have any Aboriginal language teachers. Given our mandate, all of our subjects are taught in French, with the exception of English class. All of our secondary students graduate with a full slate of language courses in English and French. Our students are Francophones, but they also take English courses that are identical to those provided to majority-community students. Our students are therefore able to attend post-secondary institutions in either of Canada’s two official languages.

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 and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.

Outlined below are the hiring and training strategies that are used to fulfil the budgeted person years, allocated Inclusive Schooling and Aboriginal Language Staff person years, and to promote staff retention.

Please describe any hiring or training strategies that will be used to fulfil the planned staffing expectations outlined above. Include strategies to promote staff retention.

We will be retaining our inclusive schooling staff. At Allain St-Cyr, the PST will be staying. At Boréale, the PST will be returning from unpaid leave. The Support Assistants will be staying at our schools.

By 2018–2019, all Education Bodies are expected to be in full compliance with the allocations for Inclusive Schooling person years. Please describe what steps you are taking to ensure compliance by 2018–2019.

We are already in compliance, thanks to funding from Canadian Heritage for the past several years. We still have to make the full transition to the 60%, 25% and 15% benchmarks. However, we are well on our way to meeting this second objective as well.

We began our overhaul of the Program Support Teacher (PST) role in 2016–2017. However, next year, there will be a new person in that role at Boréale, with training required once again. We read Diane Sweeny's *Student-Centered Coaching*, and we plan to make her training materials available to staff online. Our PSTs will not have any scheduled teaching duties in 2017–2018. We are currently looking at teacher meeting models. The PSTs are currently preparing a table to illustrate the estimated breakdown of their time based on the expectations set out in the 2016 Ministerial Directive, which recommends 60%, 25% and 15%. In 2017–2018, we will be asking our PSTs to keep track of the activities they do, and the time these activities take up in each category. The Regional Inclusive Schooling Coordinator will be reviewing these tables, and changes will be made if necessary. The work we do in our professional learning communities and with the Leadership Team has had a significant impact on the work done by our PSTs, and will continue to do so.

Completion of Performance Reviews

All education staff, including principals, teachers, support assistants and program support teachers are required to undergo a performance review on a regular basis. Performance reviews are important in developing individual staff growth plans.

The number of all education staff that requires an evaluation in the next school year is 10.

CSFTNO Governance

DEA/DEC Operations

Education Bodies are governed by the Northwest Territories *Education Act*. A complete list of responsibilities can be found in the *Education Act* (sections 117, 118).

Effective Management of Honoraria and Travel Allowances

Members of the CSFTNO are eligible to receive honoraria and travel allowances for DEA/DEC meetings they attend. It is the responsibility of the CSFTNO to ensure that only members who attend meetings receive these monies, or that members return unqualified monies.

The budgeted cost of honoraria and travel allowances for board members/trustees is \$38,500.

Outlined below are plans to reduce unqualified honoraria and travel allowances for members who did not attend meetings for the next school year.

Currently, the CSFTNO disburses honoraria twice a year, in December and in June. Travel allowances are disbursed for each trustee trip. Most board meetings are conducted via Skype or conference call. Trustees are asked to personally attend the November and May retreats. Trustees who are required to represent the CSFTNO receive allowances in accordance with the guidelines. The comptroller disburses these amounts, with the authorization of the cheque signatories.

Records Management

Timely Implementation of ARCS and ORCS Schedules

ARCS and ORCS, the new records management tools, will be rolled out across all Education Bodies. These tools follow modern standards for file storage, archival, retrieval, destruction and security.

Table 8: Summary of ARCS and ORCS schedule

Question	Response
Has your Education Body identified a staff position that has been trained in records management through GNWT training (e.g., Records Toolbox Course)?	Yes
If yes to above, has this position been dedicated to managing records and documentation?	No, this task will be performed by the central office coordinator.
Do you know the total number of records boxes to be processed?	No
If yes to above, how many?	To be determined
Do you have a schedule for processing records boxes?	No
If yes to above, how many do you plan to	A schedule will be established following training on

process this year?

April 26, 2017. The schedule will determine the number of boxes processed this year.

We currently do not have an implementation schedule. Our central office coordinator will be taking the two-day Records Toolbox Course at the end of April 2017. We will be able to establish a schedule once she has taken the course again to have a clear understanding of the process. It has not been established yet.

We cannot afford to hire someone solely for records management and records activities. She will be starting this work. We hope to hire a summer student in 2019 to assist with records management.

Financial Management

Accurate Implementation of Operating Budget

The CSFTNO developed the following Operating Budget based on realistic cost assumptions for planned activities.

Table 9: Statement of Revenues and Expenses

Divisional Education Council/District Education Authority			
STATEMENT OF REVENUES AND EXPENSES			
Annual Budget - Consolidated			
	2017–2018 Budget	2016–2017 Approved Budget	2016–2017 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	4,292,080	4,585,460	4,494,257
French Language Contribution	1,152,850	1,152,850	1,152,850
Aboriginal Language Contribution			
Other Contribution	120,425	50,000	77,228
Capital Contribution			
Total GNWT	5,550,428	5,785,310	5,724,335
Federal Government	24,250	45,500	45,500
Property Tax Reacquired			
Other School Authorities			2,230
Education Body Generated Funds			
Rentals			
School Fees		185,000	200,000
Sales			
Investment Income	10,000	10,000	11,500
Other			52,000
Total Generated Funds	10,000	195,000	263,500
Transfers			
Transfers from Capital Fund		699	
Other (Specify)			
Total Transfers	0	0	0
TOTAL REVENUES	5,599,605	6,025,810	6,035,565
EXPENSES			
Administration	723,138	805,653	747,578
School Programs	4,166,238	4,402,623	4,402,506

Inclusive Schooling	824,428	840,098	835,678
Aboriginal Language/Cultural Programs	123,537	153,937	153,828
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	5,837,340	6 202,311	6,139,590
SURPLUS (DEFICIT)	-237,735	-176,501	-104,025
ACCUMULATED SURPLUS (DEFICIT)	<u>235,071</u>	<u>400,330</u>	<u>472,806</u>

Note: \$185,000 = amount received to launch our JK program, and monthly fees charged to parents for this service. Next year, we will not be receiving any funding or monthly fees from parents, resulting in a \$185,000 decrease in our budget.

Table 10: Details of Inclusive Schooling Expenses

	Allocated Funding	Budgeted
Regional Coordinator(s)	136,094	61,345
Program Support Teachers ⁴	267,771	311,605
Support Assistants	268,993	314,377
Wellness Counsellors	47,165	50,085
Magnet Facilities Staffing		
Other – please define: supply teachers		9,190
Staff Development	14,436	25,750
Staff Development Travel	6,240	16,775
Specialized Learning Material/Assistive Technology	26,902	23,300
Services Purchased/Contracted	0	0
Magnet Facilities	0	0
Southern Placements	0	0
Counselling/Healing	33,131	12,000
Not budgeted to date	0	0
Total Inclusive Schooling spending	800,732	824,428

⁴ 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 and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.

Table 11: CSFTNO Details of Expenditures 2017/2018

**Divisional Education Council/District
Education Authority
DETAILS OF EXPENDITURES - Consolidated
Annual Budget**

FUNCTION	ADMINISTRATION	SCHOOL PROGRAMS	INCLUSIVE SCHOOLING	ABORIGINAL LANGUAGES	TOTAL
<u>SALARIES</u>					
Teachers' Salaries		3,081,244	364,941	61,937	3,508,122
Instruction Assistants		224,934	320,317		545,250
Non-Instructional Staff	378,248	339,602	61,345		779,195
Board/Trustee Honoraria	38,500			26,000	64,500
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	31,000				31,000
Leave and Termination Benefits	60,000				60,000
<u>SERVICES</u>					
<u>PURCHASED/CONTRACTED</u>					
Professional/Technical Services					
Postage/Communication	13,240	15,000			28,240
Utilities					
Heating					
Electricity					
Water/Sewer					
Travel	20,400	16,920	16,775	14,000	68,095
Student Transportation (Bussing)		65,000			65,000
Advertising/Printing/Publishing	26,000				26,000
Maintenance/Repair	30,300	17,500			47,800
Rentals/Leases	8,000	105,000			113,000
Other	23,200	61,000	25,750		109,950
Other Contracted Services	59,000	38,000	12,000		109,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	34,500	201,538	20,000	21,600	277,638
Freight	750	500	3,300		4,550
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	723,138	4,166,238	824,428	123,537	5,837,340